Course Action Request Form

Initiator of this proposal: Cheryl Goldenstein
Phone: 766-6734
Dept.: Libraries

Requested Action (check one or more):
- Add new course
- Cross or dual list
- Discontinue
- Other (specify)
- Change course description
- Change title
- Change credit hours
- Change prerequisites
- Change number
- Change grading system

Semester and year action requested to take effect: Spring 2008
(Please note: changes in credit hours, grading method, or course level cannot go into effect for a semester if early registration has begun. Changes will be effective the following semester.)

Existing Course?

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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Proposed Course:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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Abbreviated title (18 character maximum including spaces):

Rationale for the change or new course proposed:
Note: For 1000- and 2000-level courses, also address articulation with the Statewide Course Catalog (consult Janet Timmerman at 766-3152).

Some degree programs currently do not include "L" courses in their curricula, forcing students to look for this requirement outside their disciplines. Seniors lacking interest in a topic may enroll in a 1000-level course merely to meet the "L" requirement. An upper level information literacy course is a more desirable alternative to allowing transfer students the option of simply passing the TIP quiz to pick up the "L." This course is specifically intended to help distance students search for and evaluate literature in an online environment. Faculty and students alike report student difficulties with research at a distance, especially in research-intensive courses.

September 2003 – Previous editions should not be used
Material Resources required:
Will additional teaching space (such as a networked computer classroom), equipment, travel, support budget, TV production, or library holdings be required? If so, please specify what resources are needed and the source or sources of the necessary funding for these resources.
We do not anticipate requiring additional funding for resources. This is intended to be an online course, and we will rely on the expertise of instructional designers in the Outreach School to assist with its development. We will likely ask the Libraries to purchase Camtasia or similar software for short online tutorials.

Personnel Resources required:
Who will be available to teach this course and will this course affect the instructor’s teaching load?
Jenny Garcia and Cheryl Goldenstein; may require adjustment of other reference and instruction responsibilities for both librarians.

Impact on Other Courses:
What will be taught less often? What course or courses might be discontinued?
“None”, “Not Available” or similar responses are not acceptable and may result in the proposal being denied.
Other librarians may need to cover general reference or instruction duties, but no faculty needing course-integrated instruction would be turned down.

For modifications involving a change in credit hours, dual listing, and/or change in course description, attach both current and proposed syllabi.

<table>
<thead>
<tr>
<th>Current Course:</th>
<th>Proposed Course:</th>
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<tbody>
<tr>
<td>Prefix</td>
<td>Number</td>
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Record of Approval
Department/Program head(s): [Signature]
Date: 3-13-07

College(s) Approval:
[Signature]
Date: 3-13-07

Graduate School Dean:
(Required for all 4000- and 5000-level courses)

University Studies Committee: Approved for [Signature] Disapproved for [Signature]
Chair: [Signature]
Date: 3-13-07

Recommendation of University Course Review Committee: 
- [ ] Approve
- [ ] Table
- [ ] Disapprove

Chair: ____________________________
Secretary: ________________________

Comments of Course Review Committee:
Course Requirements/Assignments:

Course Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points possible</th>
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</thead>
<tbody>
<tr>
<td>Weekly assignments and discussion</td>
<td>25</td>
</tr>
<tr>
<td>Essay (rubric)</td>
<td>15</td>
</tr>
<tr>
<td>TIP Tutorial</td>
<td>10</td>
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<tr>
<td>Job description (dream job)</td>
<td>5</td>
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<tr>
<td>Online bookmark assignment (rubric)</td>
<td>20</td>
</tr>
<tr>
<td>Annotated bibliography (rubric)</td>
<td>25</td>
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</tbody>
</table>

Grading Standards:
A = 90+  B = 80-89%  C = 70-79%  D = 60-69%  F = <60%

Participation:
The instructors will gauge your completion and understanding of reading assignments by your thoughtful contributions to our online discussions. We expect all participants in this learning community to be civil and respectful of each other’s ideas. We anticipate that we will all learn from each other. Students should not hesitate to contact the instructors with any questions about assignments or projects.

The major projects for this class are the TIP Tutorial, managed bookmark site, annotated bibliography, and essay. Projects turned in late will have points deducted (1 point per day) unless arrangements are made in advance of the due date. Projects and assignments may be turned in early, but weekly discussions of readings will stay on schedule unless early notice is given by instructors.

Academic Integrity
The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. University Regulation 802 will be followed in cases of academic dishonesty. University regulations can be found at: http://uwadmwnweb.uwyo.edu/legal/universityregulations.htm. Instructors reserve the right to use plagiarism detection methods if academic dishonesty is suspected.

Because you will be developing a research question and searching for relevant sources to answer that question, you may wish to work on a research assignment for another class. You may do so only if you have permission from the instructor of that class. Using one paper to fulfill requirements for multiple classes is considered academic dishonesty.

Scheduled Topics:

Week One: Course introduction, personal introductions
- Assignment: Questionnaire; (include a question about dream job)
- Discussion: getting to know each other
extra credit as long as they are also organized appropriately. This project should require a minimum of time if you update the manager on a weekly basis.

Part II: Information Literacy in Academia: research question and annotated bibliography due by Week 12

Information about the annotated bibliography: You will develop a research question and find a minimum of 10 resources that you would consult to answer that question. For each source, which you will find as a result of assignments over the next few weeks, you will write a brief annotation (summary) of the main points for each article. You will include a correctly formatted citation for each item in your bibliography and include a statement of evaluation. More detailed instructions about this assignment and a rubric are attached.

Week Six: Formulating Research Questions: Informational, Complex and Research Questions

- Assignment:
  - Set up your bookmark manager
  - Reading/examples of types of research questions
  - Brainstorming topics exercise; develop a research question in your subject area (Note: you may work on a research question for another class, with the permission of the instructor for that class)
- Discussion: share and comment on research questions

Week Seven: Information in Academia and the Information Cycle

- Assignments
  - Questionnaire about the UW Libraries website (databases in subject area, ILL, online reference sources, catalog, services, etc)
  - Locate a book on your topic. Request through ILL (off campus)
  - Contact the subject bibliographer in your subject area
  - Web-based readings on the Information Cycle (Penn State, Washington Research 101, etc.)
- Discussion: How does the information cycle impact where you might look for information?

Week Eight: Scholarly vs Popular / Primary vs Secondary Information Resources

- Assignment
  - Reading: Librarian developed tips for locating scholarly, popular, primary, and secondary sources
  - Reading: examples of annotations
  - Using databases from the UW Libraries website, locate at least one scholarly article, one popular article, one primary source, and one secondary source related to your research question. You may use web sites from other institutions to locate primary documents. Write a 1-2 paragraph annotation for each, including a statement why or why not you would use this source in a research paper on your selected topic.

Week Nine: Search Strategies for Subject Specific Databases

- Assignment:
  - Librarian-developed examples and exercise using Boolean operators, truncation, field searching (compare Web, catalog, subject specific databases)
- Discussion: What strategies did you find particularly helpful?
Week Fifteen: Filling the Gaps: Did we cover everything? Cool new tools: Browser Add Ons and Plug Ins--
  • Essay due: Finding and communicating information in my dream job
  • Discussion: Filling the Gaps: Did we cover everything?
    o Cool new tools: Browser Add Ons and Plug Ins (if time permits)

Week Sixteen:
  • Final project due: Bookmark manager
  • Course evaluation

The instructor may make changes to the syllabus as the course proceeds. Any changes will be announced as early as possible.

Note: Directions and Rubric for Annotated Bibliography attached. Rubrics for bookmark management project and essay will be similar to the attached rubric but will be developed later.
d. 3.5 Poor: Some (4-5) spelling, punctuation or content errors and one citation element is missing

e. <3.0 Unacceptable; more than 6 spelling, punctuation or content errors, citation elements missing, no citation style followed

3. References (25%)
   a. 5.0 Excellent; All formats are listed, additional citations present, including additional research articles
   b. 4.5 Very Good; All formats are listed, additional citations present
   c. 4.0 Good; All formats are listed
   d. 3.5 Poor, One to two formats are missing
   e. <3.0 Unacceptable; More than two formats are missing

4. Annotations (25%)
   a. 5.0 Excellent; Minimum no spelling, grammar, sentence structure errors, no quotations, well developed overview of content
   b. 4.5 Very Good; Few (1-2) spelling, grammar, sentence structure errors, no quotations, good overview of content
   c. 4.0 Good; (3-4) spelling, grammar, sentence structure errors, no quotations, adequate overview of content
   d. 3.5 Poor, (5+) spelling, grammar, sentence structure errors, quotations used, poor overview of content
   e. <3.0 Unacceptable; multiple spelling, grammar, sentence structure errors, article abstracts have been inserted into annotation or annotation missing

5. Evaluation of resources (30%)
   a. 5.0 Excellent: Each resource has been reviewed for Content, Relevancy, Authority, Accuracy and Purpose. Each resource is identified as a primary or secondary source, and whether the content is peer reviewed. Each resource is evaluated for appropriateness as a resource for information or professional use.
   b. 4.5 Very Good: Each resource has been reviewed with no more than 1-2 references missing an evaluation component
   c. 4.0 Good: Each resource has been reviewed with no more than 3-4 references missing an evaluation component
   d. 3.5 Poor: Not all resources have been reviewed or more than 5 references have missing evaluation components
   e. 3.0 Unacceptable: Evaluation criteria missing or clearly incomplete

\[
\begin{align*}
\text{Research Question} & \quad \times .10 = \quad \_
\text{Citation Style} & \quad \times .10 = \quad \\
\text{References} & \quad \times .25 = \quad \\
\text{Annotations} & \quad \times .25 = \quad \\
\text{Evaluation of Resources} & \quad \times .30 = \quad \\
\end{align*}
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\text{Total:} \quad \_ \quad + 5 \quad \_
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A = 90+
B = 80-89%
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requirement. Librarians have heard that juniors and seniors are enrolling in first-year courses outside their majors to pick up the “L.” This course would enable them to practice higher-level information literacy skills and apply them to their other coursework and careers.

3. Using information from the syllabus, please describe how this course meets the learning goals (outcomes) and criteria for the L category.
   A. How will students learn to formulate appropriate research questions? Students will read examples of research questions, then develop appropriate research questions through a brainstorming activity and discussion. Classmates and instructors will offer feedback.

   B. What information database(s) will be included in the course and how will they be used? Students will investigate subject-area databases according to their majors or career plans. Instructors will include exercises to help students practice using Boolean operators, truncation, limiters, controlled vocabulary, and other search features to locate articles related to chosen research questions.

   C. How will the UW library catalog be incorporated into the course? Students will be required to locate materials using the catalog, including e-reserves and books.

   D. What general article indexes will be used? At a minimum, students will use Academic Search Premier. This is an upper division course that will encourage students to use article databases within their disciplines.

   E. How will students learn to distinguish between primary and secondary sources, and between scholarly and popular sources? Librarians will provide examples of these types of sources, as well as tips for locating them. Students will be required to include examples of each in an annotated bibliography.

   F. How will students develop the knowledge to understand search engines and directories as well as their functions, and how to use both appropriately?
anticipate will be their “audience” (bosses, employees, public); 4) specialized
technique they may want/need to develop to inform or persuade audiences.

5. Does this course include an embedded USP component?

   A. If yes, which embeddable component is included, and how are the
      outcomes of the embedded component appropriately addressed in the
      course proposal?
   This course focuses on information literacy to help upper-division students meet
   the “L” requirement. The course does not include any other USP components.

6. What other factors should the committee consider?

Some degree programs currently do not include “L” courses in their curricula,
forcing students to look for this requirement outside their disciplines. Seniors
lacking interest in a topic may enroll in a 1000-level course merely to meet the “L”
requirement. An upper level information literacy course is a more desirable
alternative to allowing transfer students the option of simply passing the TIP quiz
to pick up the “L.” This course is specifically intended to help distance students
search for and evaluate literature in an online environment. Faculty and students
alike report student difficulties with research at a distance, especially in research-
intensive courses. The Outreach School has expressed support for the Libraries
offering this course.