Code # LIB01 (2015)

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

April Sheppard, [asheppard@astate.edu](mailto:asheppard@astate.edu), 870-972-2766

2. Proposed Starting Term and Bulletin Year

Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

LIR 1021

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Introduction to Academic Research Biology

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Strategies for effective academic research, including: selecting and using appropriate electronic and traditional resources, formulating searches, evaluating the quality and reliability of sources, and using information ethically. Content related to the departmental major is included.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. Is this course restricted to a specific major? Choose an item.
   1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, Spring

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

12. Is this course in support of a new program? No

a. If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Course Overview, The Research Process, and Types of Information Sources

The first day will include going over the syllabus, Blackboard, and expectations for the class. The first week will also provide an introduction to information literacy and the research process, including: knowing your information needs, picking appropriate topics, and successfully choosing correct resource types to use (book, articles, online, etc).

Week 2: Introduction to Searching and the Library Catalog

Now that students know how to pick good topics, they need to know how to begin searching for their topic. This week will begin with identifying keywords and constructing proper search terms using Boolean operatives, controlled vocabulary, truncation, as well as other search methods. In addition, students will be introduced to the Library Catalog to begin searching for biology related books and other materials physically located in the library.

Week 3: Library Catalog Continued and Introduction to Scholarly Biology Journals

This week will expand on using the Library Catalog to find physical biology materials including using advanced search features and finding and using reference resources. Students will then be introduced to scholarly journals. Instruction will include comparing general magazines and scholarly journals, identifying scholarly journals, and appropriate places to search and tools to use. Example journals and tools will consist of biology related materials that student will use in their major.

Week 4: Library Databases

Students will begin learning how to use different library databases. They will begin with general databases covering a wide range of subjects and then move to biology specific databases, allowing students to see the differences between database types. In addition, database research strategies will be discussed and students will be shown how these strategies work differently within different databases.

Week 5: Citations

Students will learn how to create citations as well as identify and read citations. They will then learn how to use information they pull from citations to check and see if the Library has access to that resource and in which format. This week will also include discussion about using information ethically and why scholars cite.

Week 6: Government and Online Resources

This week will mostly cover finding biology related information online, including searching government resources. In addition to Internet search techniques, students will learn critical thinking necessary to evaluate websites and choose reputable online and print resources.

Week 7: Review and Final

Students will review what they have learned throughout the course and apply these skills successfully for their final exam.

Enter text...

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

This class will be taught by current reference librarians and will be located in Library Training Room 201.

1. Will this require additional faculty, supplies, etc.?

None

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Assessment**

**University Goals**

21. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. Global Awareness | * 1. Thinking Critically | * 1. Using Technology |

**Program Goals**

22. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Enter text...

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

Enter text...

c. Student population served.

Freshman Biology majors

d. Rationale for the level of the course (lower, upper, or graduate).

1000 level as the course is intended for Freshman Biology students.

**Course Goals**

23. What is the intended program-level learning outcome for students enrolled in this course? Where does this course fit into an already existing program assessment process?

While the Library does not have a degree program, this course contributes to the University Learning Outcome for Information Literacy, which states “students will be able to use appropriate, ethical, and legal methods to retrieve, generate, interpret, and distribute information.” Certain departments, such as Biology, are strong supporters of our current LIR 1011 course, Introduction to Academic Research. While this course focuses on information literacy, time only permits brief coverage over a wide variety of resources to accommodate the variety of majors who take the class. Biology has requested a version of our current LIR 1011 course that focuses specifically on the information resources that future biology scholars will use.

24. Considering the indicated program-level learning outcome (in Box #24), please fill out the following table to develop a continuous improvement assessment process for this course.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Outcome 1** | Students will be able to use appropriate, ethical, and legal methods to retrieve, generate, interpret, and distribute information |
| Assessment Procedure Criterion | Students will be graded on assignments and tests that include, but are not limited to, defining topics, formulating searches, picking appropriate sources, and finding resources. |
| Which learning activities are responsible for this outcome? | In class lectures and discussion  In class assignments  Supplemental videos and other material posted on Blackboard |
| Assessment  Timetable | End of session and throughout |
| Who is responsible for assessing and reporting on the results? | Library faculty assigned to the LIR 1021 course |

*(Repeat if needed for additional outcomes)* 25. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Paste bulletin pages here...