Library research is a form of structured inquiry with specific rules and techniques, BUT there is no one right way to do it. As with any other complex activity, repetition with variations will lead to mastery. Like learning a new language, the more you practice, the more fluent you will become. Most students’ expectations about academic research are flawed, and these are based on the common assumptions that a) one can rely solely on the internet, and b) research simply means gathering and summarizing sources.

The introduction to this course will provide you with important information you’ll need to know, so be sure to read the entire introduction before beginning the course.

CANVAS

This course is taught with a learning management system (LMS) called Canvas. If you have never used Canvas before, or if you need a refresher on specific aspects of Canvas, the following sites will be helpful:

- **Student Canvas Overview** ([https://vimeo.com/74677642](https://vimeo.com/74677642))
  This video will provide you with a brief overview of the Canvas user interface.

- **Viewing Instructor Comments in Canvas** ([http://guides.instructure.com/m/4212/l/54359-how-do-i-view-instructor-comments](http://guides.instructure.com/m/4212/l/54359-how-do-i-view-instructor-comments))

- **Viewing Rubric Results for Assignments** ([http://guides.instructure.com/m/4212/l/67891-how-do-i-view-rubric-results-for-my-assignment](http://guides.instructure.com/m/4212/l/67891-how-do-i-view-rubric-results-for-my-assignment))
  If your instructor uses rubrics to grade assignments, this page will provide step by step directions for viewing your rubric results on the Grades page or directly within your assignment.

- **Comprehensive List of Canvas Guides** ([http://guides.instructure.com/m/4212](http://guides.instructure.com/m/4212))
  This list of guides will cover all aspects of Canvas.
COMMON QUESTIONS ABOUT THIS COURSE

Why do I have to take this class? The first reason is easy, it’s required for graduation. Why is it required for graduation? Because several studies show that most people who think they’re good at finding and using information aren’t as good as they think they are. If you’re one of the exceptions, drop the course and sign up for the test-out option. Even those people who are pretty good at finding the information they need can learn easier ways to do it. This course really can make life, especially academic life, easier.

How much work is required? LIBS1704 is a one credit hour course which will require approximately three hours of work per week. If you are enrolled in a 7-8 week block, this course will require more than three hours per week. This is equivalent to spending one hour in class and two hours outside of class per week.

Should I take this course online or in the classroom? Online courses require discipline and diligence. If you have a tendency to procrastinate, you might want to think about taking this class face-to-face. Check the WSU class schedule to see the times and dates for face-to-face sections.

Are there due dates? This is NOT a self-paced course. There ARE due dates, and these due dates will vary depending on the instructor. Consult your course syllabus for the due dates for your section.

Are all sections of this course the same? Your section will be different than other sections of LIBS 1704. Each section is taught differently, with different instructors, different assignments, and sometimes different course materials.

My friend is taking this class, too. Can we work together? There are numerous sections of this class available, both online and face-to-face. Unless your instructor specifically assigns group work, it is assumed that all work will be done individually. Violation of this policy may result in a failing grade for the course. To be on the safe side, ask your instructor.

What is the policy on late work? Each instructor has different policies. Check your instructor’s syllabus for details. If you are unsure, ask your instructor.

Where can I get help in person? Many instructors have office hours on campus and will be happy to meet with you upon request. A few of our instructors are adjuncts who teach from a distance. If you would like help in person and cannot meet with your instructor, you have other options:

- Ask for help at the Stewart Library reference desk. Most staff members are familiar with the assignments.
- If you are off campus, call 801-626-6415 (toll free 877-306-3140) to speak to a reference librarian over the phone or use the Live Chat link on the library’s home page (http://library.weber.edu/).
What if I have a problem with a grade? Keep in mind that the grade you earn on an assignment reflects a particular level of mastery. It does NOT measure the amount of time you spent on an assignment, nor does it measure you in any way as a person. Instructors want you to learn and are always willing to help you. The instructor has ultimate authority over the final grade awarded for the course that he or she teaches; therefore, contact your instructor to discuss and resolve the issue.

Am I allowed to resubmit assignments? Each instructor has his or her own policy. Check the syllabus for details. If you are unsure, contact your instructor.

OPTIONS FOR MEETING WSU’S INFORMATION LITERACY REQUIREMENT

Before you actually begin this course, it is important to mention that you have other options for meeting this requirement. Earning a C or better in any of these courses will enable you to meet Part D of Weber State’s computer and information literacy requirement. For more information on these course options, go to https://library.weber.edu/researchandteaching/course_list_full

• **LIBS 1704: Information Navigator** is available online and face to face. This is a one credit hour course for students in all majors.

• **LIBS 2504: Information Resources in History**. This one credit hour course is available online, and is intended for those interested in or majoring in history.

• **LIBS/EDUC 2604: Information Resources in Education**. This one-credit hour online course is cross-listed in education, and is intended for education majors or those interested in this field.

• **LIBS/BSAD 2704: Information Resources in the Business Disciplines**. This one credit online course is cross-listed in business administration, and is intended for business majors or persons interested in this field.

• **LIBS 2804: Information Resources in the Social Sciences**. This one credit hour course is taught in the classroom and emphasizes resources in the social science disciplines. Intended for those majoring in or interested in these disciplines.

• **LIBS/HTHS 2904: Information Resources in the Health Professions**. This one credit hour course is cross-listed in health professions, and is intended for those majoring in or interested in the health professions fields. It is taught both online and face to face.

• **WEB 1504 (Test out option)** If you are confident that you already have the skills covered in this course, you may opt to meet the information literacy requirement by taking a half-credit hour exam offered by the Network Technology And Business
Multimedia (NTM) Department. To learn more about the test-out option, go to http://programs.weber.edu/cil/. If you aren’t sure which is the best option for you, contact a reference librarian via phone or email, and discuss your options:

- 801-626-6415
- Toll free: 1-877-306-3140 or
- Relay Utah 711; en Español 1-888-346-3162
- Via email: refdesk@weber.edu

WHAT YOU WILL LEARN IN THIS COURSE

We are surrounded by information in multiple formats and varying in quality and reliability. The difficulty is not finding information, but determining the best places to look, being able to limit the amount of information you find, and quickly evaluating what you find to get to the high quality information. After taking this course you will satisfy WSU’s four information literacy outcomes:

OUTCOME 1: RESEARCH AS AN EXPLORATORY PROCESS

Using tools and techniques to address information needs while understanding that the research process is often iterative and nonlinear.

Learning Indicators:
- understand information needs, determine the appropriate scope of a project, and formulate focused research questions or thesis statements accordingly
- match information needs with search strategies and search tools
- understand that the research process is often iterative and non-linear

OUTCOME 2: SCHOLARSHIP AS COMMUNICATION

Scholarly communication is a conversation between creators of information with a variety of backgrounds and perspectives.
Learning Indicators:
- identify and describe the characteristics of various resource types and formats, recognizing their value and contribution to scholarly communication
- recognize that a given scholarly work may not represent the sole or majority perspective on an issue
- recognize the value of information literacy outside the academic setting

OUTCOME 3: CRITICALLY EVALUATE INFORMATION

It is important to evaluate the quality of all information based on its context.

Learning Indicators:
- define different types of authority, such as subject expertise or special experience, and use research tools and indicators to evaluate the credibility of authors and sources
- recognize that authoritative content may be packaged formally or informally, may include sources of all media types, and may be perceived differently based on the format, but all sources should be critically evaluated

OUTCOME 4: ETHICAL USE OF INFORMATION

Legal and ethical standards are important to the dissemination, retention, and study of information sources.

Learning Indicators:
- identify different types of plagiarism and avoid them through proper attribution and citation
- articulate the purpose and characteristics of ethical and legal issues surrounding the use of information, such as copyright, fair use, open access, Creative Commons, and the public domain