COLLEGE OF ARTS AND SCIENCES
NEW COURSE REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department			
Division			
Dept. of Educ.			

(If course relates to teacher certification program.)

Dean			
Curriculum			
Accepted By			

Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)
IS 171 – Internet Research Strategies (1 hour) *Prerequisite: IS 170 Library Research Strategies (1 hour)*

Designed to both introduce and improve research strategies for finding scholarly information on the Internet, including resources in the Invisible Web that cannot be accessed with standard search engines, such as Google. Students will learn to formulate and modify an effective search strategy, investigate the theory behind the search process, and critically evaluate electronic resources based on appropriate criteria. This course is offered on-ground, on-line or hybrid in 5-week, 8-week or 16-week sessions. Students are limited to four(4) credits hours from courses IS 170, IS 171, 172, 173 and 174.*Prerequisite: IS 170 Library Research Strategies (1 hour)*

2. Rationale for offering this course.
Students come to the university with varying levels of information literacy skills and proficiency, much like mathematical skills. IS 171-174 is a sequence of courses designed to help students further develop research skills introduced in IS 170 Library Research Strategies and advance to mastery level. IS 170 posttest results indicate that students' knowledge regarding the Internet is still very basic. For example, students believe that Internet search engines search every website that exists on the World Wide Web and evaluate the credibility of sites in order to present the most reliable sources first. IS 171 is an intermediate level course which focuses upon using the Internet and World Wide Web to locate, evaluate and use information in an ethical manner.

3. Does this represent an added course to your curriculum?

    a. **No** ☐   Which course(s) is it replacing?

    b. **Yes** ☒   How is the cost to be underwritten?
There are no additional costs since the course is taught by faculty librarians as part of their assigned duties.

4. What will be the extent and nature of the reading required for this course?
There will be extensive reading for the course. This will include a textbook, journal articles, literature reviews, and scholarly studies. The readings will provide substantial guidance for learning the advanced procedures of academic research.

Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.
Students complete process analyses, synthesis essays, journal entries, and specific written assignments.

6. Will this course be proposed as a General Education course?
                    Yes   **No X**

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?
Students will complete both objective and subjective assignments, exams, and quizzes. Students will also be assessed informally for class participation.

8. Does the Department consider the proposed course will primarily attract: ☐ Department's majors
☒ Non-majors   ☐ Department majors and majors from specific other departments?

Which departments? All majors can take this course.

Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes** ☒   **No** ☐

10. How often does the Department anticipate the proposed course will be offered?
☒ Every semester ☐ Every other semester   ☐ Every three semesters   ☐ Irregularly

11. Has the proposed course been offered as a special topic?
                    Yes ☐   **No** ☒

If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? **Yes** ☒   **No** ☐   If the answer is "no," what would be necessary to bring the library collection to an acceptable standard for this course offering?

_____
                                                    Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?
Yes.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?
☒ Elective   ☐ Required

16. Will new faculty, either full or part-time, be needed to teach this class?

No.

17. Will the addition of this course in any way alter the program leading to teacher certification?
No.

IS 171 – Internet Research Strategies
Fall 2011 – Section

Instructor:
Office:
Meeting Time:
Telephone:
E-mail:
Office Hours:

COURSE DESCRIPTION

Designed to both introduce and improve research strategies for finding reliable information on the Internet, including resources in the Invisible Web that cannot be accessed with standard search engines. Students will learn to formulate and modify an effective search strategy, investigate the theory behind the search process, and critically evaluate electronic resources based on appropriate criteria. This course is offered on-ground, on-line or hybrid. Prerequisite: IS 170 Library Research Strategies (1 hour)

COURSE OBJECTIVES

The goals and learning outcomes reflected in this document are carefully formulated to ensure a relevant, sustainable, and dynamic course design. The learning outcomes and common course requirements provide a degree of consistency across sections while also allowing instructors to customize their section. The broad nature of these outcomes signifies that no single approach is appropriate for all sections or all students. The content, topics, and methods to achieve the outcomes are tailored to the needs of the students.

Upon completion of the course students will be able to:

1.   demonstrate understanding of Internet concepts and appropriate use of Internet vocabulary;

2.   choose appropriate Web-based information sources and use them successfully;

3.   formulate and modify effective search strategies in order to retrieve needed resources successfully; and

4.   critically evaluate electronic information resources.

COURSE MATERIALS

Textbooks are available in Washburn University Memorial Union Bookstore, Textbook Team, or through various online booksellers and venues:

Hock, Randolph. The extreme searcher's Internet handbook. A guide for the serious searcher. 3rd. ed. Medford, NJ: CyberAge Books (an imprint of Information Today, Inc.), 2010

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester in the face-to-face settings of the Mabee Electronic Classroom or via Angel 7.3, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments (4)	40
Discussion (5)	10
Mid-Term	12.5
Final	12.5
Final Project	25

100 pts Total

Grading Scale
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 or below

1. Assignments: Students complete four written assignments.

2. Discussions: Discussions are **REQUIRED**. Complete readings and assignments prior to posting to the course discussions.

3. Two Exams: Mid-term and final examinations evaluate student comprehension of course material.

4. Final Project: Students complete a multimedia final project.

LATE WORK

Assignment deadlines are listed in the course schedule. **Late work is not accepted without prior approval from the instructor.**

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Select Mission of the University:
Washburn University shall prepare qualified individuals for careers, further study and life-long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

Academic Misconduct Policy:
All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult: www.washburn.edu/copyright/students.

For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:
The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP):
As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising , Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-2299, advising@washburn.edu.

Withdrawal Policy:
During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Approved by Faculty Senate: April 11, 2011