No. 11-14

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 Committee			
Accepted By CFC			

Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)
IS 173 – Information Literacy for Scholars (3 unit). No prerequisites.

In this course, students will use an advanced approach to the research process and methods for retrieving information for a scholarly paper. Experience in the research process, selecting a topic, and retrieving information on topics is recommended. Focus is on developing the following skills: understanding the many types of research, methods, and delivery of research results in the academic community. 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.

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 and advance to mastery level. Students think of research as a linear, step-by-step process. They do not understand which publications are research-oriented and have not mastered Boolean searching. They do not understand the different types of research, the research methods of various disciplines, and the delivery of research results in the academic community. IS 173 is an advanced level course which focuses upon the mechanics of scholarly research in a technology driven environment.

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

         Revised 3/5/2002

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 173 – Information Literacy for Scholars
Fall 2011 – Section

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

COURSE DESCRIPTION

In this course, students will use an advanced approach to the research process and methods for retrieving information for a scholarly paper. Experience in the research process, selecting a topic, and retrieving information on topics is required. Focus is on developing the following skills: understanding the many types of research, methods, delivery of research results in the academic community. The course will be delivered as a hybrid, in which face-to-face meetings are augmented with online instruction.

COURSE OBJECTIVES

The goals and learning outcomes reflected in this course 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, the student will:

1.   demonstrate understanding of the complexities of scholarly research;

2.   choose an appropriate topic for scholarly research project;

3.   formulate and modify a thesis and research plan for a topic;

4.   critically evaluate current research on selected topic;

5.   prepare an academic artifact suitable for publication, and

6.   identify appropriate forums to present research findings.

COURSE MATERIALS

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

Revised 3/5/2002

Bolner, Myrtle S. and Gayle Poirier. *The Research Process: Books and Beyond*. 4th ed.

> Dubuque, Iowa : Kendall/Hunt, 2007. Print.

Lester, James D. and James D. Lester, Jr. *Writing Research Papers: A Complete Guide.*

> 13th ed. New York : Longman, 2009. Print.

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 (8)	24
Discussions (8)	16
Mid-Term	12.5
Final	12.5
Final Project (Scholarly Paper)	35

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 eight written assignments.

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

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

4. Final Project (Scholarly Paper): Students research a topic based on a personal or professional interest, draft a scholarly paper of at least 15 pages using scholarly sources.

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:

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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)

Attendance:
Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question.

Official E-Mail Address:
Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and the click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Approved by Faculty Senate: April 11, 2011