



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	LIBR
Course Number:	550
Descriptive Title:	Introduction to Generative AI and Information Literacy
Division:	Library and Learning Resources
Department:	Library Information Science
Course Disciplines:	Library Science
Catalog Description:	This noncredit course explores the intersection of artificial intelligence (AI) and information literacy, with a focus on how AI tools shape the research process. Students will learn to explore the capabilities of different AI tools, critically assess AI-generated content, evaluate information sources for credibility and bias, and apply ethical research practices. Through hands-on activities and assignments, students will develop skills to locate, organize, and integrate information from both AI-driven and traditional sources, while reflecting on how AI can both aid and complicate the academic research process. By the end of the course, students will be able to navigate and evaluate information environments enhanced by AI, preparing them for academic research in the digital age.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Basic computer knowledge such as using a mouse, keyboard, computer navigation, and searching the Internet.
Enrollment Limitation:	
Hours Lecture (per week):	.44
Hours Laboratory (per week):	0
Outside Study Hours:	.88
Total Course Hours:	8
Course Units:	0
Grading Method:	Pass/No Pass only
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education ECC:	
Term:	
Other:	
CSU GE:	
Term:	
Other:	

IGETC:	
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	At the end of this course, students will: 1. Understand how artificial intelligence (AI) technologies influence the way information is created, accessed, and shared. 2. Apply effective research strategies utilizing AI tools and platforms to locate, organize, and ethically incorporate information into academic work, including a basic understanding of how AI can support or complicate these tasks. 3. Evaluate the credibility and relevance of AI-generated content and sources using foundational information literacy concepts, and identifying issues such as authority, bias, and purpose.
Course Objectives:	1. Develop a foundational understanding of how AI technologies function. 2. Recognize the capabilities and limitations of AI search and creation platforms in order to select the most effective tool for a particular information need. 3. Prompt Generative AI and other AI-powered tools within popular commercial platforms and library databases to produce relevant quality responses. 4. Evaluate the relevancy, accuracy and potential bias of AI generated outputs, correcting these issues when they are found by fine-tuning prompts and editing outputs. 5. Create formal APA citations for AI generated content. 6. Understand the benefits of using AI along with strategies for mitigating the potential harms of AI. 7. Reflect on the ethical implications and societal impacts of AI 8. Be able to explain the policies and frameworks for the ethical use of AI, both generally and specifically at El Camino College.
Major Topics:	I. Introduction to Artificial Intelligence (AI) A. Definitions and foundations of contemporary AI B. Applications and real-world examples II. Introduction to Information Literacy (IL) A. ACRL Information Literacy Framework B. IL search strategies III. Exploration of commercial AI platforms A. AI Search Engines B. Chatbots C. Recommendation Systems D. Common tools for research, images and video creation IV: Effective AI Prompt Engineering A. Generating natural language prompts for information retrieval B. Revising prompts for improved AI outputs V. AI-generated content considerations A. AI strengths B. AI limitations C. Ethical considerations around AI use VI. Evaluating AI-generated information outputs A. Utilizing information evaluation methods to critically assess AI outputs B. Identifying potential inaccuracies and biases C. Incorporating "lateral reading" strategies into the research process

	VII. AI integrations in library search platforms A. OneSearch B. Library Databases C. Academic vs non-academic sources of information VIII. Incorporating AI information outputs into academic work A. Synthesizing information from multiple sources B. Providing proper attribution of AI-generated content with APA citations C. Understanding El Camino College AI policies
Total Lecture Hours:	8
Total Laboratory Hours:	0
Total Hours:	8
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	AI Prompt Engineering: Using either Google Gemini, M365 Copilot, or EBSCO's Academic Search Complete library database, create natural language prompts to search for information on an issue of your choice currently impacting college students. After examining the initial AI outputs, engage in a process of revising your prompts to explore the impacts on the information retrieval results in an effort to locate more specific details about your selected research topic.
Critical Thinking Assignment 1:	AI Tool Exploration: Select one of the AI tools (e.g., ChatGPT, CoPilot, Perplexity, Gemini, or an AI-powered research assistant), either introduced in this class or one you would like to explore, and do some practice searches or content generation (e.g. image/video AI platforms) on a topic of your choice. As if you were preparing to write a review of the platform for an online magazine or blog, create an outline document with brief responses (1-2 paragraphs per prompt below) reflecting on the following: • How the AI tool finds and organizes information. Does the company provide any information about their product? Are there differences between a free or paid version of the platform? • What prompt generation strategies you used and the results. Did you need to make any revisions to your prompting along the way to achieve the desired result? • The relevancy, reliability, and transparency of sources of AI generated content as it pertained to your selected prompts. • Your general conclusion of the platform. Its potential benefits and limitations. Would it be better for one type of information need versus another? <i>*To strengthen your outline and fuller platform review, you might consider capturing a few screenshots of any examples from your chosen AI platform that you would like to share with your future reader.</i>
Critical Thinking Assignment 2:	AI Output Evaluation: Examine an example output from an AI-generated response and a scholarly journal article on the same topic. Complete a guided worksheet analyzing: • Author credentials • Evidence and citations • Intended audience and purpose • Language and potential bias

Other Evaluation Methods:	Homework Problems, Quizzes, Written Homework, Presentation
If Other:	
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Skill practice
If Other:	
Up-To-Date Representative Texts:	Charles Sturt University. (2024). <i>Digital skills: Artificial Intelligence</i> CC BY-NC-SA https://opentext.csu.edu.au/digitalskillsworkwithinformation/
Alternative Texts:	Pogue, A. (n.d.). Critical Thinking and Information Literacy. Cosumnes River College. LibreTexts. CC BY-NC-SA 4.0 https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Literacy_and_Critical_Thinking/Critical_Thinking_and_Information_Literacy_(Pogue) Mills, A., & Long, L. (n.d.). AI and college writing: An orientation. LibreTexts. CC BY-NC-SA 4.0 https://human.libretexts.org/Bookshelves/Composition/Specialized_Composition/AI_and_College_Writing%3A_An_Orientation Gutiérrez-Sanin, G. (2025). Critical thinking in the age of artificial intelligence: A guide to reason and writing at Fanshawe College. Fanshawe College. eCampusOntario Pressbooks. CC BY-NC-SA https://ecampusontario.pressbooks.pub/criticalthinkingintheageofartificialintelligence/
Required Supplementary Readings:	
Other Required Materials:	Relevant course readings and instructional handouts will supplement.
Requisite	
Category	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s), if applicable	
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course objective under each skill(s).	
Requisite Skill:	Basic computer knowledge such as using a mouse, keyboard, computer navigation, and searching the Internet.
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	Basic Computer Knowledge Prompt Generative AI and other AI-powered tools within popular commercial platforms and library databases to produce relevant quality responses.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Mary McMillan
Date:	11/18/2025
Original Board Approval Date:	05/20/2026
Effective Term:	FA 2026