

**EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD - Approved**

Subject:	LIBR
Course Number:	110
Descriptive Title:	Critical Thinking and Digital Literacy
Division:	Library and Learning Resources
Department:	Library Information Science
Course Disciplines:	Library Science
Catalog Description:	Critical Thinking and Digital Literacy will engage students in deep learning about internet research. Students will build critical thinking research strategies by analyzing and evaluating online information, recognizing information patterns and connections, identifying and constructing meaningful knowledge, and understanding information access in online environments. Students will survey digital literacy's three main components: finding and consuming digital content; creating digital content; and communicating or sharing digital content. Other related topics include information competency and the evaluation, validation, and citation of Internet sources. The class will culminate in an independent research investigation on a topic important to the student.
Recommended Preparation:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Course Length:	Full Term
Hours Lecture (per week):	1
Hours Laboratory (per week):	0
Outside Study Hours:	2
Total Course Hours:	18
Course Units:	1
Grading Method:	Letter Grade and Pass/No Pass
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	1/20/1998
Transfer UC:	Yes
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	

IGETC:	
Term:	
Other:	
Student Learning Outcomes:	SLO #1 Students will be able to break a URL (Uniform Resource Locator) down into its constituent parts, understand and define the elements making up a URL, and use critical thinking skills to correct possible errors in URLs and to determine how they may be used as an element in Web search and evaluation.
Course Objectives:	<ol style="list-style-type: none"> 1. Identify information literacy concepts, (1) identify, (2) find, (3) evaluate, (4) apply, and (5) evaluate. 2. Demonstrate a basic understanding of equity in research and identify 3 credible site and or online academic resources that contain works written and published by BIPOC individuals or groups. 3. Identify specific information needs. 4. Analyze and synthesize information. 5. Demonstrate use of online databases. 6. Employ various search strategies. 7. Analyze differences among Internet search tools. 8. Evaluate Web resources. 9. Survey MLA, APA, Chicago/Turabian citation formats for internet and other online content; and employ APA format in citing Internet sources in a work cited page.
Major Topics:	<p>I. History of the Internet and World Wide Web (2 hours, lecture)</p> <p>A. Terminology</p> <p>II. Domains (2 hours, lecture)</p> <p>A. Significance of Top Level Domains, such as .org, .edu, .gov, .ca, and .com</p> <p>III. Internet search tools and search strategies (4 hours, lecture)</p> <p>A. Search Engines Overview</p> <p>B. Google, Google Scholar, Google Books</p> <p>C. Specialized Search tools/engines</p> <p>D. Search strategies - Keywords, Natural Language, Boolean</p> <p>E. Algorithms, Altmetrics, and Bibliometrics</p> <p>IV. Introduction and use of various Internet Web references for research (2 hours, lecture)</p> <p>A. Websites</p> <p>B. Online Library Catalogs (OPACs)</p> <p>C. Wikis</p> <p>D. Videos</p> <p>E. Images</p> <p>V. Periodical resources on the Web and online databases (3 hours, lecture)</p> <ol style="list-style-type: none"> 1. Pay-Walls re-article databases 2. Library database subscriptions 3. Newspapers, news agencies, and news videos online <p>VI. Evaluating and citing Internet resources (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Determining credibility of a source B. Locating author of a source C. Locating and evaluating website sponsor

	<p>D. Locating date of posting</p> <p>E. Importance of citing all online sources used within an essay or project</p> <p>F. Citation method</p> <p>VII. Accessibility for Online Environments (2 hours, lecture)</p> <p>A. ADA Compliance</p> <p>B. Gender</p> <p>C. Equity, diversity, and inclusion</p>
Total Lecture Hours:	18
Total Laboratory Hours:	0
Total Hours:	18
Primary Method of Evaluation:	3) Skills demonstrations
Typical Assignment Using Primary Method of Evaluation:	Prepare a five minute presentation in which you will discuss the process of your research. Include the following: the search topic you formulated; the search strategies you selected; and search engines you employed. Explain why you chose the relevant sites and provide a critique and evaluation of the selected sites. Include an APA work cited page.
Critical Thinking Assignment 1:	In a two-page essay, describe the process you employed to survey the Internet resources available on the history of the Selma riots and their role in the Civil Rights Movement. Explain the reasoning involved in your choice of search tools; describe how different search strategies and terms provide different results; and identify which strategy and terms were the most effective. Include an APA work cited page, date of access, and explain the credibility of the website used by applying the 5 basic information literacy concepts.
Critical Thinking Assignment 2:	In a two-page essay, find a hot topic to explore and identify one credible and one non-credible website that provide detail on your specific hot topic. Assess each site by applying the 5 basic information literacy concepts and explain in detail what makes one site credible and the other non-credible. Apply critical thinking research strategies.
Other Evaluation Methods:	Homework problems; written homework; pre and post evaluation assessments; exams
Instructional Methods:	Demonstration, Discussion, Laboratory, Lecture, Presentation
If other:	
Work Outside of Class:	Answer questions, Skill practice, Written work
If Other:	
Up-To-Date Representative Textbooks:	Butler et al. Introduction to College Research. 1st edition. Creative Commons Attribution 4.0 International License , 2021
Alternative Textbooks:	Teaching & Learning, University Libraries. Choosing & Using Sources: A Guide to Academic Research . The Ohio State University, Choosing & Using Sources: A Guide to Academic Research by Teaching & Learning, Ohio State University Libraries is licensed under a Creative Commons Attribution 4.0 International License , except where otherwise noted.

Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
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	<p>Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.</p> <p>ENGL 1 Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> <p>Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p> <p>ENGL 1 - Engage in metacognitive conversations about strategies for academic reading, reasoning, and writing.</p>
Requisite course:	English 1
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 -Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Requisite Skill:	Eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding	<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts.</p>

course objective under each skill(s). If applicable	Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	
Date:	
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Analú Josephides
Date:	10/26/2021
Last Board Approval Date:	1/18/2022