

LIB100H : Honors Critical Approaches to Information Research

General Information

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Course Code (CB01) :	LIB100H
Course Title (CB02) :	Honors Critical Approaches to Information Research
Department:	LIB
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1699.00) Other Library Science
CIP Code:	(25.9999) Library Science, Other.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000658221
Curriculum Committee Approval Date:	10/22/2025
Board of Trustees Approval Date:	12/09/2025
Last Cyclical Review Date:	10/22/2025
Course Description and Course Note:	<p>LIB 100H introduces students to the effective use of library and non-library information resources and services in a variety of academic disciplines and professions. Students learn the core concepts of information retrieval and the essential techniques of organizing, presenting, evaluating, and analyzing information as well as how to properly attribute sources used. Topics include: information cycle and timeline; comparing, contrasting, and selecting library and open web resources; types and characteristics of information sources; effective information research planning; search techniques, evaluation criteria, and ethical use of information. This class enhances critical thinking and evaluation skills by using a variety of textual, graphical, visual, and audio (re)sources to assess how information is produced, consumed, and presented and teaches students how to assess sources for perspective, veracity, and authority in order to develop the ability to apply critical thinking practices to specific disciplinary contexts and information problems within the student's field of interest. The honors course will be enhanced in one or more of the following ways: 1. accelerated standards of reading levels, emphasizing primary sources 2. accelerated standards of critical thinking including critical writing and problem-centered research.</p>
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"> • Credit
Mode of Delivery:	<ul style="list-style-type: none"> • Remote • Hybrid
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:

- Library Science

 Alternate Discipline: No value
 Alternate Discipline: No value

File Upload

File Upload
 No Value

Course Development

Basic Skill Status (CB08) Course Special Class Status (CB13) Grading Basis
 Course is not a basic skills course. Course is not a special class.

- Grade with Pass / No-Pass Option

 Allow Students to Gain Credit by Exam/Challenge Pre-Collegiate Level (CB21) Course Support Course Status (CB26)
 Not applicable. Course is not a support course

General Education and C-ID

General Education Status (CB25)
 Not Applicable
 Transferability Transferability Status
 Transferable to both UC and CSU Pending

GCC General Education Requirements	Area	Status	Approval Date	Comparable Course
Area 1B: Oral Communication and Critical Thinking	Oral Communication and Critical Thinking	Pending	No value	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07) 3
 Maximum Credit Units (CB06) 3
 Total Course In-Class (Contact) Hours 54
 Total Course Out-of-Class Hours 108
 Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04) Noncredit Course Category (CB22) Noncredit Special Characteristics
 Credit - Degree Applicable Credit Course. No Value

Course Classification Code (CB11) Funding Agency Category (CB23) Cooperative Work Experience Education
 Credit Course. Not Applicable. Status (CB10)
 Variable Credit Course

Weekly Student Hours

	In Class	Out of Class	Course Duration (Weeks)	Hours per unit divisor
Lecture Hours	3	6	18	54
Laboratory Hours	0	0		

Course In-Class (Contact) Hours

Studio Hours	0	0	Lecture	54
			Laboratory	0
			Studio	0
			Total	54
Course Out-of-Class Hours				
			Lecture	108
			Laboratory	0
			Studio	0
			Total	108
Time Commitment Notes for Students				
No value				

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
LIB100 - Critical Approaches to Information Research	No Value

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)
No Value

Specifications

Methods of Instruction				
Methods of Instruction		Lecture		
Methods of Instruction		Laboratory		
Methods of Instruction		Discussion		
Methods of Instruction		Multimedia		
Methods of Instruction		Tutorial		
Methods of Instruction		Collaborative Learning		
Methods of Instruction		Demonstrations		
Methods of Instruction		Field Activities (Trips)		
Methods of Instruction		Presentations		
Out of Class Assignments				
<ul style="list-style-type: none"> Exercises and homework (e.g. concept maps, search strategies/techniques worksheets, research logs documenting the research process and assessment of sources found per research question) Journaling/discussion postings (e.g. identifying characteristics of questionable sources) Short criticism or analysis papers (e.g. identifying the perspective, purpose, or bias in a source using evidence from the source itself, and contextual factors) Annotated bibliography (e.g. bibliography based on a specific, developed research question; research diary/journal describing specific search strategies, techniques and evaluation skills applied to a research question to support a claim) Case study on an information problem (e.g. analysis of claim for veracity, plausibility, etc. based on media/metaliteracy criteria and developing a plan using information literacy skills to verify or debunk all or portions of claim) Scenario-based group projects Source comparison chart (e.g. side-by-side analysis of four information sources—scholarly, popular, government, and open web — evaluated for authority, bias, accuracy, and relevance in relation to a research question) -- (honors enhancement) Misinformation analysis log (e.g. identification and breakdown of a misleading or false online claim using fact-checking tools and criteria such as verifiability, source tracing, and rhetorical appeals; includes a plan for verifying the claim and reflecting on the challenges of detecting misinformation) -- (honors enhancement) 				
Methods of Evaluation		Description of Activity/Interaction		
Other		Works-in-progress for instructor review (e.g. draft annotations and incorporating sources)		
Presentation (group or individual)		Presentations/demonstrations		
Exam/Quiz/Test		Problem-based assignments/exams		
Exam/Quiz/Test		Formalized assessments (e.g. ungraded surveys, quizzes, etc.)		
Textbook Rationale				
<p>Choosing and Using Sources, The Information Literacy User's Guide, Introduction to College Research (https://glendale.elumenapp.com/elumen/page?actionMethod=to&page=jsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges.jsp&jsonObjectId=33106eb7-4b7d-44e1-9e27-6d4e498e77b11756416326891&fromUrl=https%3A%2F%2Fglendale.elumenapp.com%2Felumen%2Fcontroller%3FactionClass%3Dvieworg%26processType%3Dnavigate%26toMenuItem%3DCurriculum&externalArgs=articulate&) and Web Literacy for Student Fact Checkers and Other People Who Care about Facts OER has not been updated for a new edition and is still relevant to course content. Additional materials will supplement these topics as assigned by instructor.</p>				
Textbooks				
Author	Title	Publisher	Date	ISBN

Daniel J. Levitin	A Field Guide to Lies: Critical Thinking in the Information Age	Dutton	2019	9780593182512
Other Instructional Materials (i.e. OER, handouts)				
Description	Choosing and Using Sources: A Guide to Academic Research			
Author	Ohio State University Libraries			
Citation	University of Ohio Libraries. Choosing & Using Sources: A Guide to Academic Research. The Ohio State University, 2016. ohiostate.pressbooks.pub, https://ohiostate.pressbooks.pub/choosingsources/ .			
Online Resource(s)	No value			
Description	The Information Literacy User's Guide			
Author	Greg Bobish, ed.			
Citation	Bobish, Greg, editor. The Information Literacy User's Guide: An Open, Online Textbook. Open SUNY, 2014, https://open.umn.edu/opentextbooks/textbooks/190 .			
Online Resource(s)	No value			
Description	Introduction to College Research			
Author	Walter D. Butler			
Citation	Butler, Walter D., et al. Introduction to College Research. pressbooks.pub, https://pressbooks.pub/introtocollegeresearch/ .			
Online Resource(s)	No value			
Description	Web Literacy for Student Fact Checkers and Other People Who Care about Facts			
Author	Mike Caulfield			
Citation	Caulfield, Mike. Web Literacy for Student Fact-Checkers. Self-published, 2017. pressbooks.pub, https://pressbooks.pub/webliteracy/ .			
Online Resource(s)	No value			

Learning Outcomes

Course Objectives

Recognize the information cycle as a community conversation that may include primary, secondary, popular, peer-reviewed, and other source types.

Formulate a research question to guide inquiry.

Design and use search strategies by brainstorming key words, refining search terms, and using advanced limiters in different systems.

Distinguish between different source types, understanding the characteristics of various publication practices, purposes, audiences, and formats.

Assess sources for credibility, considering indicators such as authority, currency, accuracy, point of view, purpose, evidence and the context of how information is produced.

Recognize that critical assessment of information is an empowering practice that furthers civic engagement in a democratic society.

Use citation and attribution to give credit to the ideas and work of others.

Recognize underlying factors (racial, ethnic, gendered, linguistic, and socioeconomic) that impact inequities in the access to and the creation of information sources.

SLOs

Recognize research as a nonlinear, iterative process of inquiry. Expected Outcome Performance: 70.0

Evaluate sources for credibility, accuracy, relevance, point of view, and authority as a part of the information landscape. Expected Outcome Performance: 70.0

Apply critical thinking to interpret the ethical, legal, socioeconomic, and cultural value of information.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Overview of Library Resources and Services (5 hours)

- Libraries and collections, with emphasis on academic libraries
- Organization and structure of information
- Classification systems
- Library terminology

Research Process as Inquiry (6 hours)

- Resources for developing a working knowledge
- Design a research question to facilitate inquiry
- Information timeline and cycle

Information Resources (6 hours)

- Information Access
 - Discovery tools
 - Online library catalogs
 - Library subscription databases
 - Reliable open web resources
 - Using call numbers, citations, and URLs
- Characteristics of different types of sources
 - Format vs. access
 - Coverage and scope
 - Popular vs. academic/scholarly
 - Audience
- Search Techniques
 - Keyword selection and Boolean operators
 - Phrase searching
 - Domain searching
 - Field searching and limiters
 - Controlled vocabulary/subject searching

Ethical Use of Information (5 hours)

- Proper attribution vs. plagiarism
- Using citations to find sources
- Elements of citations and citation style format
- Creative Commons
- Copyright and Fair Use

Evaluating Information (6 hours)

- Reviewing search strategies and refining source selection
- Selecting for appropriateness, relevance, purpose, and authority
- Vetting and verifying sources for reliability and credibility

Nature of Information Sources (4 hours)

- Source hierarchy
- Textual/visual
- Primary vs. secondary
- Assertion vs. verification
- News vs. editorials/commentaries

Veracity of Information Sources (6 hours)

- Plausibility
- Skepticism
- Misinformation/disinformation (i.e.: intentionality, unintentionality, inaccuracy)
- Assertion vs. verification
- Completeness
- Reliability through reputation
- Independent corroboration

Nature of evidence and the process of information creation (3 hours)

- Indirect vs. direct evidence
- Quality control/evidence
- Evidenced-based research

Context of Information Sources (4 hours)

- Information neighborhoods
- Communities of knowledge
- Belief vs. understanding
- Critical information literacy
 - Historical racism in publishing
 - Citation and attribution inequities
 - Algorithms and information justice

Construction and (Re)presentation of Information (5 hours)

- Misinterpretation
- Content vs. display
- Parody, satire, spoof, irony
- Cultural influences/literacy
- Authenticity

Nature of Bias (4 hours)

- Media/audience, personal/confirmation
- Point of view/perspective
- Selective dissonance

Total Hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

Yes

What term(s) will this course be offered?

Fall/Spring

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value