

# CHS 230 – Course Description and Syllabus Fall 2007

## **Chicana/o Studies 230**

Introduction to Research Methods in Chicana/o Studies (3 units)

Fall 2007 class # 16317

Classroom location: Oviatt Library Lab B (1<sup>st</sup> floor, West Wing)

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**Reserves: RBR 30478, RBR 35757**

Office hours: Mon.-Fri. by appointment  
<http://library.csun.edu/kduran/>

## Course Content and Objectives

This course is an introduction to the fundamentals of library research through inquiry-based, Socratic learning and teaching. The research skills presented will be used to improve information seeking and use **and** to enhance writing skills. Problem solving, critical/creative/analytical thinking, organizational/time management skills will be essential to the course. The course is taught using weekly readings, lecture/discussion, and lab exercises in a collaborative, cooperative learning environment with hands-on experience opportunities.

The purpose of this course is (1) the acquisition and effective use of information competence skills in topic identification, evaluation, selection, and access, as well as (2) the use of varying types of information, tools, and sources while (3) effectively incorporating information into assigned communication products (e.g. oral reports, annotated bibliography, research paper, etc.). These skills will increase the effective, appropriate, and productive use of research strategies and information sources in a variety of personal and professional environments while establishing, enhancing, and reinforcing lifelong thinking, learning, and communication skills.

Topics included in the course will be research problem identification and analysis, search, and organizational/time management strategies, library/information competence and research vocabulary, formats for bibliographic citations, selection and evaluation of informational materials and tools, library/research services, and writing skills. These topics will be introduced through class readings, lectures and discussion and then reinforced through weekly lab assignments and other research activities that will require direct, hands-on use of research skills, sources, strategies, and tools.

## Student Learning Outcomes

Upon successful completion of the course, the student will demonstrate fundamental information competence skills through the application of critical/analytical/creative thinking. The student will have acquired the ability to independently and correctly perform basic research and writing skills as demonstrated by the completion of course lab assignments and a research paper using correct citation formats and incorporating appropriate information sources for an academic research paper.

Department Student Learning Outcomes:

1. Demonstrate an ability to think critically, analytically, and creatively about the Chicana/o experience in local and global society
2. Demonstrate competency in oral, written, and research skills

Course Student Learning Outcomes:

1. Determine the nature and extent of information needed
2. Demonstrate effective search strategies for finding information using a variety of sources and methods
3. Locate, retrieve, and evaluate a variety of relevant information including print and electronic formats.
4. Organize and synthesize information in order to communicate effectively.
5. Explain the legal and ethical dimensions of the use of information.

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## Course Requirements and Evaluation

The student will create a portfolio of all coursework including lab assignments, writing exercises, competency assessments, lecture and reading notes, and course handouts. Students will also create a research packet which will include the preliminary and annotated bibliographies, first and final drafts of the outline, bibliography and note cards as well as the first draft and corrected copies of the research paper. The selection of the research topic, the preliminary and annotated bibliographies, the outlines, and the bibliography and note cards will be part of a graded, coordinated research sequence of activities completed throughout the semester. The research paper will be on a topic of individual, instructor-approved choice. All coursework requires direct application of course learning and skills regarding critical/creative/analytical thinking, as well as the selection, evaluation, and appropriate use of information sources and access strategies.

## Course requirements as percentages of the final grade

Weekly class activities – 20 %	Portfolio – 10%
Source reviews	Midterm/Final – 25%
Lab assignments	Attendance and participation – 10%
Directed writings	Research packet – 35%

## Exams

Exams must be taken and/or submitted to the instructor by announced dates/deadlines. Make-up exams are NOT available.

## Attendance and participation

Students are required to sign the weekly attendance sheet. The sheets will serve as means for recording attendance and class participation each week.

## Grading

The course grade will be based on class attendance and active, regular participation, the timely and correct completion of course assignments, skills assessments, and the portfolio contents. Attendance and effective class participation are mandatory. Absences and/or lack of class participation will lower the

course grade. **Due dates for assignments will be strictly observed. A letter grade (A,B,C,D) is assigned for the course only if all coursework has been completed and turned in by stated deadlines. A grade of “U” (which is equivalent to an “F”) may be assigned per University policy as stated in the University Catalog section entitled “Grading Systems and Policies”.**

## Class Etiquette

- Turn off cell phones/text message devices during class.
- During class, computers are to be used for CHS 230 work only!
- It is expected that we will each be courteous and respectful to each other as we work together as a class

**PLAGIARISM: “ACADEMIC DISHONESTY: Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. The source of quotations, paraphrased information, and borrowed facts must be cited. “**  
(California State University, Northridge. 2006-2008 Undergraduate Catalog. pp. 536-538)

## Required Texts :

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6<sup>th</sup> ed. New York: The Modern Language Association of America, 2003. (Reserve Book Room: LB 2369.G53 2003)  
VanderMey, Randall. The College Writer Brief. Boston: Houghton Mifflin, 2006. (Reserves – Oviatt Library 4<sup>th</sup> floor, East Wing – RBR 35757)

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### Course materials

1 three-ring binder with 11 index tabs  
1 formatted disk of travel drive (optional)

1 two-pocket folder for research packet  
1 highlighter  
Index cards – 3 x 5 or larger

**Students are expected to read the required selections and arrive in class prepared to discuss them (orally or in writing) on the date indicated below.**

Week	Date	Topics	Readings in <u>College Writer</u>	Assignments and Due Dates  Class Activities Handouts
2	8/28	Introduction to course Tour of the Oviatt Library		Personal introductions Overview of course content, assignments, grading <u>Handouts:</u> Course description Syllabus Library layout <u>Activities:</u> Preliminary assessment Student survey <u>Assignments:</u> Resumé Due: 9/4
3	9/4	Review tour info Video: The Information Cycle World of information Types of info Books, articles, WWW value and uses Scholarly/Popular Introduction to the Internet Internet and WWW Surface and deep/invisible Evaluating and selecting  Types of research and the research process Qualitative and quantitative Critical, analytical, creative thinking Understanding research assignments What do professors expect in your research papers?	p.446	<u>Due:</u> Resumé Portfolio review #1 <u>Handouts</u> Assignment instructions/due dates Vocabulary Home page Source review sample  <u>Activities</u> In-class writing <u>Assignments</u> Think about topic Lab: Intro to Internet/WWW Due: 9/11

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4	9/11	Selecting and refining a topic Creation of the thesis statement Selecting and evaluating information Scholarly and general information Documentation and plagiarism Organizing ideas	pp. 5-13  pp. 30-36  pp.98-99 pp.447-450	<u>Handouts</u> MLA/APA Qualitative/Quantitative research Thesis statement Research log Evaluating sources <u>Activities</u> Urban Archives <u>Assignments</u> Lab: Urban Archives 9/18
5	9/18	How information is arranged and accessed Taking notes Citing books Ideas for topics	pp. 441-45 pp. 454-62 pp. 471-73 pp. 490-91	<u>Handouts</u> Boolean searching  <u>Activities</u> Boolean search samples CQ Researcher <u>Assignments</u> Lab: CQ Researcher Due: 9/25 Lab: Topic Selection Due: 9/25
6	9/25	Gathering information : Books Evaluating and selecting books  Organizing information : Outlining	pp. 44-48  pp.102-03 pp.106-07 p.449	<u>Handouts</u> How to use the Library catalog Sample outline Research log <u>Activities</u> Exploration of the online catalog <u>Assignments</u> Lab: Online Catalog Due: 10/2 Research Log #1 Due 10/2
7	10/2	Periodical indexes and databases  Evaluating and selecting articles Taking notes Citing articles: print/electronic	pp. 183-93	<u>Handouts</u> Locating articles Biblio/Note cards <u>Activities</u> Find articles <u>Assignments</u> Lab: Introduction to periodicals Due: 10/9 <b><u>Due today:</u></b> <b>1. Preliminary/ working outline</b> <b>2. Research log #1</b> <b>3. Lab : Online catalog</b>
8	10/9	Periodical indexes and databases Academic Search Elite	pp. 195-207	<u>Handouts</u> Conventions of citation styles <u>Activities</u> Citing an article <u>Assignments</u> Lab: Academic Search Elite 10/16 <b><u>Due today:</u></b> <b>1. Research log #2</b> <b>2. Biblio/Note cards (1<sup>st</sup> set of 2)</b> <b>3. Lab: Introduction to periodical indexes and databases</b>

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9	10/16	Gathering information: Periodical indexes and databases Periodical indexes and databases Proquest Newspapers Quoting, paraphrasing	pp.108-115 pp. 463-70	<u>Handouts</u> <u>Activities</u> <u>Assignments</u> Proquest Newspapers Due 10/23 <b><u>Due today:</u></b> <b>1. Research log #3</b> <b>2. Biblio/note cards</b> (2d set of 2) <b>3. Lab: Academic Search Elite</b>
10	10/23	Gathering information: Government Information  <b>Take-home Midterm distributed – Due 10/30</b>		<u>Handouts</u> Annotated bibliography <u>Activities</u> <u>Assignments</u> Lab: Government Information Due 10/30 <b><u>Due today:</u></b> <b>1. Preliminary/working bibliography</b> <b>2. Research log #4</b> <b>3. Biblio/note cards</b> (3d set of 2) <b>4. Lab: Proquest Newspapers</b>
11	10/30	Gathering information: Periodical indexes and databases  Lexis/Nexis Academic	pp. 59-76	<u>Handouts</u> Structure of a research paper <u>Activities</u> <u>Assignments</u> Lab: Lexis Nexis Academic Due: 11/3 <b><u>Due today:</u></b> <b>1. Biblio/note cards</b> (4 <sup>th</sup> set of 2) <b>2. Research log #4</b> <b>3. Midterm</b> <b>4. Lab: Government Information</b>
12	11/6	Gathering information: Ethnic sources Chicano Database Ethnic NewsWatch Evaluating and selecting sources Proofreading and revising	pp. 77-87 pp.474-76	<u>Handouts</u> Research packet contents <u>Activities</u> <u>Assignments</u> Lab: Chicano Database/ HAPI/Ethnic NewsWatch Due: 11/10 <b><u>Due today:</u></b> <b>Biblio/Note cards</b> (5 <sup>th</sup> set of 2)
13	11/13	Gathering information: Internet search engines Evaluating and selecting sources Citing internet sources	pp. 497-501	<u>Handouts</u> Writing Lab <u>Activities</u> <u>Assignments</u> Lab: Search engines Due: 11/17 <b><u>Due today:</u></b> <b>Annotated Bibliography</b>

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14	11/20	Community information and Statistical Sources		<u>Handouts</u> <u>Activities</u>  <u>Assignments</u> Lab: Community information Due: 11/24
15	11/27	Career and employment information		<u>Activities</u>  <u>Assignments</u> Lab: Career and employment Due: 12/4 <b><u>Due today:</u></b> <b>Research packet</b>
16	12/4	Review for final Distribution of take-home final Last day to turn in corrected materials (except for research packet)		<u>Handouts</u> <u>Activities</u>  <u>Assignments</u> <b><u>Due today:</u></b> Portfolio review #2
17	12/11	<b>Take-home final due 5:30 p.m.</b>		
	12/18	<b>Grades are entered on SOLAR</b>		