

I. COURSE DESCRIPTION:

This course prepares students for the complex demands of academic research in their program area. Students will be prepared to critically observe personal and public knowledge; ask questions of reading and research; formulate hypotheses; conduct research both in the library and in the field; and identify further avenues of inquiry if necessary. To help students develop these skills, the course also teaches students the basic skills of analysis, interpretation, critical thinking and documentation. Required coursework will include the completion of research documents.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Produce research documents in a variety of formats (annotated bibliographies, journal reviews, research essay or report)

Potential Elements of the Performance:

- Identify the audience and purpose for the document
- Identify the uses and types of research documents
- Create accurate and specific research documents using various formats

2. Critically read and analyze texts

Potential Elements of the Performance:

- Identify the nature of the information to be researched
- Examine, evaluate, select, and summarize information that is relevant, important, and useful for inclusion
- Draw conclusions about how the information can be used
- Check for accuracy and credibility of sources
- Evaluate for bias

3. Engage in primary and secondary research

Potential Elements of the Performance:

- Locate information in the library effectively
- Use the databases effectively
- Distinguish primary and secondary sources
- Use primary and secondary sources correctly
- Use appropriate sources to support the document's purpose

4. Cite sources accurately and correctly using APA format

Potential Elements of the Performance:

- Cite internal sources correctly using APA documentation
- Create a reference page correctly using APA documentation
- Format the research document correctly using APA documentation
- Use the APA documentation Manual accurately
- Employ consistent APA format to documents

5. Employ computers accurately and efficiently to produce research documents

Potential Elements of the Performance:

- Adjust and proofread for content
- Incorporate appropriate graphics
- Design clear, easily-read documents for specific audiences and purposes
- Proofread and edit work for correctness using spell-check, thesaurus, grammar check, and peer editing

III. TOPICS:

1. Purpose of Research
2. Using the Library
3. Evaluating Sources
4. Using APA Publication Manual
5. Writing an Annotated Bibliography
6. Writing a Journal Review
7. Using APA Documentation (internal citations, reference page, document formatting)
8. Writing a Short Research Paper

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. APA Publication Manual
2. Two 3.5" disks

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Using the library/Completing Research	10%
2. Using the APA Publication Manual	10%
3. Journal Review	10%
4. Annotated Bibliography	10%
5. APA Documentation	30%
6. Short Research Paper	30%

NOTE: Some of the assignments completed may be in collaboration with program-related assignments.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Students may be assigned an "F" grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.