

Map of current COR to proposed COR

Current COR	Proposed COR
<p><b>A. Analyze a research question:</b></p> <ol style="list-style-type: none"> <li>1. Articulate a research need</li> <li>2. Determine the scope of a research need</li> <li>3. Broaden or narrow a research need to fit the scope of a lower-division undergraduate research assignment</li> </ol>	<p><b>A. Pursue a line of critical inquiry</b></p> <ol style="list-style-type: none"> <li>1. Articulate a topic for sustained academic investigation (Maps to A1)</li> <li>2. Explore library collections suitable for preliminary research (Maps to B1, B2)</li> <li>3. <i>Recognize that research is an investigative process</i></li> </ol>
<p><b>B. Find information effectively and efficiently by using a variety of search techniques:</b></p> <ol style="list-style-type: none"> <li>1. Identify various types of information sources, such as reference works, popular periodicals, scholarly journals, etc.</li> <li>2. Choose appropriate sources based upon the research need</li> <li>3. Identify major concepts from the research need to be used as keywords</li> <li>4. Use basic search techniques, such as keywords, Boolean operators, search limiters, etc.</li> <li>5. Use advanced search techniques, such as field searching, truncation, wildcards, etc.</li> <li>6. Evaluate search success and modify search strategies accordingly</li> </ol>	<p><b>B. Construct searches strategically</b></p> <ol style="list-style-type: none"> <li>1. Explain why publications vary in terms of coverage and purpose (Maps to B1, D1)</li> <li>2. Use search techniques to construct queries and modify results (Maps to B3, B4, B5, B6)</li> <li>3. Retrieve sources by using call numbers or database tools (Maps to C1, C2, C3)</li> </ol>
<p><b>C. Access needed information in multiple publication formats:</b></p> <ol style="list-style-type: none"> <li>1. Use the item record to determine the means of access</li> <li>2. Retrieve information from digital sources</li> <li>3. Locate print sources in the library</li> </ol>	<p>This is folded in above—most instructors were teaching both at the same time.</p>
<p><b>D. Evaluate the quality and relevance of information sources:</b></p> <ol style="list-style-type: none"> <li>1. Assess the quality of information sources based upon authority, objectivity, purpose and scope</li> <li>2. Determine the importance of the publication date in the context of the research need</li> <li>3. Determine the appropriateness of information based upon its relevance to a research need</li> </ol>	<p><b>C. Identify sources suitable for a scholarly or professional conversation</b></p> <ol style="list-style-type: none"> <li>1. Examine how authority is constructed within a particular field (Maps to D1)</li> <li>2. Recognize characteristics of dishonest research (Maps to D1, D2)</li> <li>3. Explain how sources can advance a line of inquiry (Maps to D3)</li> </ol>

<p><b>E. Recognize several ethical and legal issues related to the use of information:</b></p> <ol style="list-style-type: none"><li>1. Describe differences between summarizing, quoting, paraphrasing and plagiarizing information</li><li>2. Document sources in accordance with an academic style guide (APA or MLA)</li><li>3. Describe the role of copyright in relationship to sources, including digital media</li><li>4. Identify elements in a bibliographic citation</li></ol>	<p><b>D. Recognize that information has social and scholarly value</b></p> <ol style="list-style-type: none"><li>1. <i>Identify the value of the bibliography to the scholarly conversation</i></li><li>2. Document sources in MLA or APA style (Maps to E2)</li><li>3. Examine the social impact of information (Maps to E3)</li></ol>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------