Instructor
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PREFERRED METHOD OF CONTACT:
• Course Q & A Discussion Board
• Email with the subject line LIS 630

Office Hours:
Available by appointment. Email instructor for appointment. Responses to email questions and Q & A postings will typically be made within 1 day, Monday – Friday. Messages sent during weekends and holidays will typically be answered the following weekday.

Class Information
• Online Synchronous Class
  Class materials, in addition to the textbook, will be available in an online Blackboard site. Materials necessary to complete course work will be available online (either free on the web or through UK’s Library collections.)

  Class discussions will take place through Discussion Boards in this site. Optional online chat sessions may be offered, particularly in response to a class-wide interest. There will not be any required F2F class meetings.

  Announcements in Blackboard as well as group and personal emails will be utilized by the instructor to communicate feedback to students.

• Final Projects due Wednesday, December 14.

COURSE INFORMATION

Course Description
This course examines online information retrieval processes and services. It emphasizes searching commercially available online retrieval systems and databases and focuses on two major components of electronic search strategies: the knowledge about system structure of electronic databases and the various strategies, models and approaches to online searching. The course contents cover the pre-search interview, query analysis, database selection, search strategy development, online protocol, and evaluation of search results. Current status of and future trends in the online industry are also discussed.
Prerequisite: LIS601 and LIS602.
Course Objectives

- To provide an overview of commercially available online databases as well as those available on the World Wide Web, and the functioning of online retrieval systems.
- To relate online retrieval to key concepts and theories in information storage and retrieval: search strategies, database structures and file organization, retrieval languages and vocabularies, information-seeking behavior, evaluation of information systems, etc.
- To develop skills in online searching procedures, question negotiation, search strategy, and formulation of display.
- To provide training in the protocols of major online searching vendors.

Course Overview

This course is an advanced study of information research and retrieval utilizing online systems, both proprietary and free web sources. The evaluation of electronic resources and management of online reference services in libraries and information centers will also be considered. End-user needs which can be served by information professionals will be discussed as well. The course content is designed to support the students’ achievement in:

- Understanding the results of online information searches as they relate to key concepts and theories of information storage and organization (e.g., database structures and file organization, retrieval languages and vocabularies, information-seeking behavior, etc.).
- Gaining experience with effective searching procedures and search strategy formulation.
- Gaining practical experience with industry-standard searching protocols for online resources.
- Enhancing abilities to evaluate online sources for either inclusion in research collections or use in responding to specific research queries,
- Gaining an appreciation and understanding of the role of information professionals in supporting, enhancing, and influencing the processes of online research, including the teaching and learning of online searching skills.

Course Outline

More detail on each module of the course, the assignments for these modules, and course module periods are available in the course Blackboard site.

This is a tentative course schedule. Any adjustment in module dates will be necessary delayed dates, no ending module dates will be moved up to an earlier date.

- Course Introduction 8/24-9/14
- Searching Skills and Techniques, Part I 9/15-10/5
- Database Review and Selection Techniques 10/6-10/19
- Searching Skills & Techniques, Part II 10/20-11/2
- Issues unique to End User Online Searching 11/3-11/16
- Student Extended Projects 11/17-12/4
- Final Search Implementation and Refinement 12/10-12/14

Required Textbook:

Available from online book sellers or directly from the publisher at http://www.lu.com or 1-800-225-5800.

Additional readings which are available online may be assigned.

**STUDENT EVALUATION**

**Grading Parameters**

**Graded Projects**

- **Course Module Assignments**
  Some of the assigned exercises in each course segment will be done individually by each student in the course. Other assignments will require development of responses through collaboration in the Discussion Board Forums on the Blackboard site. The work each student contributes either through individual work or in these group discussions will be graded to see that minimum requirements of the assignments are met. Two points will be awarded for each assignment meeting these minimum requirements. Twenty-one Course Module Assignments will be available during the semester. (A total of at least 42 possible points.) In addition, three times during the semester, an overall achievement-level grade will be assigned for that third of the semester. Each of these overall achievement-level grades will be worth a maximum of 40 points, offering a Total Maximum of 120 points. These 120 points will reflect the level of achievement beyond that required for minimal 2 point scores on Course Module Assignments.

- **Extended Projects**
  Each student will develop assignments to teach one of the searching skills studied in the course. Participation in this project will be worth a maximum of 20 points.

- **Final Search Projects**
  Each student will analyze search techniques for managing precision and recall. This assignment is worth a maximum of 11 points.

  Each student will plan and implement two multi-dimensional searches at the end of the semester. This project is worth a maximum of 28 points.

  For more details on these assignments, see the Assignment Descriptions folder in the Course Documents section of Blackboard.

**Grading Rubric (See Submission of Course Assignments for details)**

**Assignment Grading**

To achieve the minimal scores for the Course Module Assignments (2 points each) you will need to:
• Submit your assignment or make your postings in the Discussion Boards by the due date.
• Complete each part of the assignment.
• Include at least basic analysis, justification, and support for your responses. Simple statements such as “I would enter more than one keyword,” “I think this would be a helpful searching approach,” “I agree with you.” etc. will not qualify for achieving the minimal points for the assignment.

Once you achieve the minimal points for completing the assignment, I will be evaluating more specifically the level your work three times during the semester. (40 points available in each of these three evaluations) When grading the quality of your Course Modules assignments in each of these assessments, I will be looking for work that demonstrates:

• Comprehension of assigned text materials,
• Critical thinking, evaluation and thoughtfulness (This can be reflected as actual insights as well as insightful questions that you have),
• Consideration of broader or extended application of the concepts reviewed with the assignment,
• Analysis and synthesis of materials including assigned text, additional readings you pursue, Discussion Board postings, and your personal experience.

Points earned will be based upon the quality of the work you turn in. Work may be judged as:

• Emerging – with evidence that you are making efforts to successfully complete the assignment; progressive development in the level of detail provided in responses submitted; incorporation of text materials into efforts to respond thoroughly to assignment questions. (1-13 points)
• Competent – in addition, content shows a progressive building of skills and knowledge in the field of online information retrieval systems and skills; that connections are made between skills taught in different lessons; group discussion is supported by posting initial responses to assignments early in the course module period and continuing involvement in those discussions. (14-27 points)
• Exemplary – in addition, materials submitted demonstrate insight; work portrays an understanding of broader application of concepts; frequently additional research is presented in support of assignment materials. (28-40 points)

You will submit to me a Learning Self-Evaluation prior to the finalization of these grades. This review and assessment of your learning will be considered as I assign these grades.

**Grading Scale**

A minimum of 221 points will be available during the semester. Grades will be assigned according to the following scale:

- A 198 points and above
- B 176 – 197 points
- C 154– 175 points
- E 153 points and below

**Submission of Course Assignments**
All assignments are due no later than 5 PM (Eastern Time) on the last Wednesday of the Course Module. LATE ASSIGNMENTS ARE NOT ACCEPTED.

A significant factor in maximizing this educational experience will be each student’s contributions to the scholarly discussions of the course. This online course is not a self-paced, independent learning tutorial. It is intended to function as a collaborative learning community. Therefore, coursework will be scheduled within Course Module time periods so that students can interact with each other as well as with the instructor. Each student shares responsibility with fellow classmates for the depth of content in this course.

Each assignment will include details for submission, either a link to the Discussion Board, a Blackboard Test, or naming instructions for files to be submitted via email.

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859-257-8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-257-1300

Library Services
Our class resources are available online (with the exception of the required textbook which you should purchase.) You will be accessing databases and specific readings through either UK Libraries main site (Library tab in Blackboard) or as an open website. I will indicate for each source where you should access it.

As you extend your research and wish to access any materials that are not available electronically, you will find the services of UK’s Distance Librarian, Carla Cantagallo helpful.

- http://www.uky.edu/Libraries/DLLS
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
Email: dllservice@email.uky.edu

GENERAL COURSE POLICIES

Work Load Estimate
Expectations for graduate course work are based upon a 4:1 ratio, i.e. for each hour of course credit, four hours of class work/preparation/study/application of course content will be required. At times in the semester you may be spending more or less than twelve hours per week on this course. This work load expectation will serve as an average estimation for your planning purposes.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: http://www.uky.edu/CIS/SLIS/academics/policies.pdf

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