

**LIS 601 Section 203  
Information Search**

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<b>Preferred method of contact:</b>	Canvas Message.
<b>Response Time:</b>	Within 24 hours during weekdays (expect a delay during weekends and holidays)

**Course Description**

LIS601 is one of the four core courses in the MSLS program. The course description reads: Within given theoretical contexts, students search and retrieve organized information. Students learn to construct, apply, and critically evaluate advanced information search and retrieval strategies.

**Student Learning Outcomes**

After successful completion of this course, you will be able to:

- (1) Describe methods providing information services to diverse communities and individuals with appropriate resources.
- (2) Identify basic concepts of information retrieval and its relationship with information organization.
- (3) Construct and apply information search strategies informed by an understanding of information organization.
- (4) Critically evaluate information retrieval systems based on different systems of organization, such as OPACs, online databases, and digital libraries.
- (5) Identify, analyze, and critically evaluate major models of information behavior in multiple contexts.

**Required Materials**

Bell, S. S. (2015). Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction (4<sup>th</sup> ed.). Santa Barbara, CA: ABC-CLIO. (ISBN 978-1610699983)

**Additional Readings**

There will be additional readings to the textbook, and they will be made available on the Canvas course site.

**Course Activities and Assignments**

The course includes online lectures (PPT slides), online discussions and exercises, and assignments. As this is an online course with no set meeting times, the question arises when are assignments due each week. For the purposes of this class we will treat Monday as the first day of class each week. Also, readings should be completed by at least Wednesday in order to participate in online discussions. I will put up course notes (PPT slides) no later than midnight on Sunday of each week. Regarding the weekly discussion,

you need to answer some discussion questions and discuss them (see more information below). The discussion board is asynchronous, meaning that you can join in the discussion whenever it is convenient for you to do so.

Your final grade is determined by your performance on the items in the table below. There are four search exercise assignments (80%). Each assignment will be posted at least three weeks before its due date. In Assignment 1 & 2, you will be asked to search relevant articles from academic online databases to respond to your own research problems. In Assignment 3, you will retrieve a selection of sources from WorldCat. In Assignment 4, you will exercise searching multimedia items from digital collections. For each assignment, you will need to provide a report of search log including search statements, search strategies, controlled vocabulary use, resource evaluation, and others. Detailed instructions will be given later during the semester. In addition, you will need to participate in weekly online discussion (20%).

Type	Topic	Points
Assignment 1	Searching in Online Databases (1)	20
Assignment 2	Searching in Online Databases (2)	20
Assignment 3	Searching in OPACs	20
Assignment 4	Searching in Digital Libraries	20
Participation	Online Discussion (1.5 pts per week/0.5 pt for Week1/1 pt for Week 16)	21
		Total: 101

### Online Discussions

Students are expected to participate in the weekly discussion (or exercise) via the Canvas Discussions. I will pose several discussion questions (and/or one or two exercises), so you can have the discussions based on the questions (and/or exercises). In addition, there will be a course content discussion thread, where you can talk about each week's course material.

The discussion will start on Monday morning, and it will end on the following Sunday night. I will leave the discussion forum open later, but I am going to evaluate your postings during the week ONLY. You can earn up to 1.5 points for each week's discussion and/or exercises (except Week 1). You can earn up to 0.75 point for any valuable posting regarding the discussion questions which are posed for each week, your own question regarding each week's course content, answers for the questions posed by other students. This means that you need to upload at least 2 posts in a week to get 1.5 points for that week.

A valuable posting or quality posting includes a substantive and thoughtful contribution to each week's discussion topics, during that week. No credit will be given for posts that occur after the week. A quality posting is both substantive (in most instances this means at least

100 words) and thoughtful (“I agree with the author” only is not a credit-worthy response). Also, please write each discussion posting concisely (100 to 200 words – 1 or 2 paragraphs). I encourage you to complete your discussion posts and other work in Word and then paste it to Canvas. If you compose online and there is a technology-related failure, you will likely lose your work.

### Course Grading

Your final grade is determined by your performance on the items in the table above. Assignments will be assigned as the course continues. In addition, we will have a weekly online discussion. Grades are based on the quality of the submitted work, not upon how well others performed. The following are grade expectations and divisions.

Grade		Expectation
A	90 – 101 Points	Exceptional Achievement
B	80 – 89 Points	High Achievement
C	70 – 79 Points	Average Achievement
E	0 – 69 Points	Failing

### Submission of Assignments

All assignments should be submitted online via Canvas. Prepare and submit all assignments on time. A 20% penalty will be exacted every day the assignment is late.

### Excused Absences

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

In situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a ‘W’, or the Instructor of Record may award an ‘I’ for the course if the student declines to receive a ‘W.’

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Diversity**

The School of Information Science defines diversity as “embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community.” In this course, students will discuss diversity issues in relation to information searching and resource selection through weekly online discussion.

### **Technology**

The School of Information Science emphasizes the importance and centrality of technology in today’s society. We must develop familiarity and comfort with an array of technology. In this course, you will learn different aspects of information system structure, including basic database system. In addition, the course will cover various system aids and tools to assist searchers to retrieve information. Students will participate in online discussion addressing technology issues in information searching.

### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

## **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. Please see our student Technical Requirements and Recommendations at <http://www.uky.edu/elearning/technical-requirements>. 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: <http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Information Technology Services (ITS).

### **Information Technology Services (ITS)**

<http://www.uky.edu/its/>; 859-218-4357

### **Library Services & Distance Learning Services**

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service:  
[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

### **Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

### **Related Program Learning Outcomes**

Program-level Learning Outcome 2: Analyze the major tenets of information practice and apply them in multiple contexts

- Describe methods providing information services to diverse communities and individuals with appropriate resources (Assignment #1-4, Online discussion)

- Identify, analyze, and critically evaluate major models of information behavior in multiple contexts (Assignment #1-4, online discussion & class exercises)

Program-level Learning Outcome 4: Explain the dependence of information retrieval on the organization of information

- Identify basic concepts of information retrieval and its relationship with information organization (Assignment #1-4, online discussion & class exercises)
- Construct and apply information search strategies informed by an understanding of information organization (Assignment #1-4, online discussion & class exercises)
- Critically evaluate information retrieval systems based on different systems of organization, such as OPACs, online databases, and digital libraries (Assignment #1-4, online discussion & class exercises)

**Tentative Course Schedule (As Of 8/5/2019)**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>
1	8/26	<b>Course Introduction</b>
2	9/3	<p><b>Models of Information Search Behaviors</b></p> <ul style="list-style-type: none"> <li>Xie, I. (2012). <a href="#">Information searching and search models</a>. In <i>Understanding Information Retrieval Systems: Management, Types, and Standards</i> (pp. 31-46). Taylor and Francis Group, LLC. 📖</li> <li>Bates, M. J. (1979). <a href="#">Information Search Tactics</a>. <i>Journal of the American Society for Information Science</i>. 30(4), 205-214.</li> <li>(Optional) Kuhlthau, C. "<a href="#">Information Search Process</a>" Retrieved August, 2019.</li> </ul>
3	9/9	<p><b>Database Structure: Records, Fields, &amp; Indexes</b></p> <ul style="list-style-type: none"> <li>Bell Chapter 1 &amp; 2 (p. 1-26) 📖</li> <li>(Optional) Larson, R.R. (2012). <a href="#">Information Retrieval Systems</a>. In <i>Understanding Information Retrieval Systems: Management, Types, and Standards</i> (pp. 15-30). Taylor and Francis Group, LLC.</li> </ul>
4	9/16	<p><b>The Searcher's Toolkit: Boolean Logic, Controlled Vocabulary and Field Searching</b></p> <ul style="list-style-type: none"> <li>Bell Chapter 3 (p. 27-48) 📖</li> <li>Gross, T., &amp; Taylor, A. G. (2005). <a href="#">What have we got to lose? The effect of controlled vocabulary on keyword searching results</a>. <i>College &amp; Research Libraries</i>, 66(3), 212-230.</li> </ul>
5	9/23	<p><b>The Searcher's Toolkit: Advanced Search</b></p> <ul style="list-style-type: none"> <li>Bell Chapter 4 (p. 49-62) 📖</li> <li>"<a href="#">EBSCO Interface – User Guide: Search Tips</a>". EBSCO. Retrieved August, 2019. 📖</li> <li>"<a href="#">ProQuest – Search Tips</a>". ProQuest. Retrieved August, 2019. 📖</li> <li>Ojala, M. (2007). <a href="#">Finding and using the magic words: keywords, thesauri, and free text search</a>. <i>Online</i>, 31(4), 40-42. 📖</li> </ul>
6	9/30	<p><b>Social Science Databases</b></p> <ul style="list-style-type: none"> <li>Bell Chapter 5 (p. 63-92)</li> <li>(Optional) Meho, L. I., &amp; Tibbo, H. R. (2003). <a href="#">Modeling the information-seeking behavior of social scientists: Ellis's study revisited</a>. <i>Journal of the Association for Information Science and Technology</i>, 54(6), 570-587.</li> </ul>
7	10/7	<p><b>Humanities Databases</b></p> <ul style="list-style-type: none"> <li>Bell Chapter 8 (p. 155-182)</li> <li>Barrett, A. (2005). <a href="#">The information-seeking habits of graduate student researchers in the humanities</a>. <i>The Journal of Academic Librarianship</i>, 31(4), 324-331.</li> </ul>
<b>Assignment 1. Due : October 13, by 11:59 pm</b>		
8	10/14	<p><b>Databases for Science and Medicine</b></p> <ul style="list-style-type: none"> <li>Bell Chapter 6 (p. 93-134)</li> <li>"<a href="#">Branching Out: The MeSH Vocabulary</a>." Retrieved August, 2019.</li> <li>(Optional) Falagas, M. E., Pitsouni, E. I., Malietzis, G. A., &amp; Pappas, G. (2008). <a href="#">Comparison of PubMed, Scopus, web of science, and Google scholar: strengths and weaknesses</a>. <i>The FASEB journal</i>, 22(2), 338-342.</li> </ul>



9	10/21	<p><b>Numerical Databases</b></p> <ul style="list-style-type: none"> <li>• Bell Chapter 9 (p. 183-210)</li> <li>• Ojala, M. 2004. <a href="#">Statistically Speaking. Online</a>, 28 (March-April), 42-44.</li> <li>• Xia, J. &amp; Wang, M. (2014). <a href="#">Competencies and responsibilities of social science data librarians: An analysis of job descriptions</a>. <i>College &amp; research libraries</i>, 75(3), 362-388.</li> </ul>
10	10/28	<p><b>Searching in OPACs (1)</b></p> <ul style="list-style-type: none"> <li>• Bell Chapter 7 (p. 135-154)</li> <li>• Butterfield, K. (2012). <a href="#">Online Public Access Catalogs (OPACs). In Understanding Information Retrieval Systems: Management, Types, and Standards</a> (pp. 529-536). Taylor and Francis Group, LLC.</li> <li>• Chen, X. (2012). <a href="#">Google Books and WorldCat: A comparison of their content</a>. <i>Online Information Review</i>, 36(4), 507-516.</li> <li>• <a href="#">“Inside WorldCat”</a>. Retrieved August, 2019.</li> </ul>
<b>Assignment 2. Due : November 3, by 11:59 pm</b>		
11	11/4	<p><b>Searching in OPACs (2)</b></p> <ul style="list-style-type: none"> <li>• Redden, C. S. (2010). <a href="#">Social bookmarking in academic libraries: Trends and applications</a>. <i>The Journal of Academic Librarianship</i>, 36(3), 219-227.</li> <li>• Nichols, A. F., Crist, E., Sherriff, G., &amp; Allison, M. (2017). <a href="#">What Does it Take to Make Discovery a Success?: A Survey of Discovery Tool Adoption, Instruction, and Evaluation Among Academic Libraries</a>. <i>Journal of Web Librarianship</i>, 11(2), 85-104.</li> <li>• Hofmann, M. A., &amp; Yang, S. Q. (2012). <a href="#">“Discovering” what's changed: a revisit of the OPACs of 260 academic libraries</a>. <i>Library Hi Tech</i>, 30(2), 253-274.</li> </ul>
12	11/11	<p><b>Searching in Digital Libraries</b></p> <ul style="list-style-type: none"> <li>• Walsh, J. (2011). <a href="#">The use of Library of Congress Subject Headings in digital collections</a>. <i>Library review</i>, 60(4), 328-343.</li> <li>• Matusiak, K. K. (2006). <a href="#">Information seeking behavior in digital image collections: A cognitive approach</a>. <i>The Journal of Academic Librarianship</i>, 32(5), 479-488.</li> <li>• Druin, A. (2005). <a href="#">What children can teach us: Developing digital libraries for children with children</a>. <i>The Library Quarterly</i>, 75(1), 20-41. 🖱️</li> <li>• Case Reviews – <a href="#">American Memory</a>, <a href="#">HathiTrust Digital Library</a>, <a href="#">New York Public Library Digital Gallery</a>, <a href="#">Kentucky Digital Library</a>, and others</li> </ul>
13	11/18	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Information Literacy Competency Standards for Higher Education”</a> Association of College and Research Libraries. Retrieved August, 2019.</li> <li>• <a href="#">“Introduction to Information Literacy.”</a> Retrieved August, 2019.</li> <li>• Gross, M. and D. Latham (2007). <a href="#">Attaining information literacy: An investigation of the relationship between skill level, self-estimates of skill, and library anxiety</a>. <i>Library &amp; Information Science Research</i>, 29(3), 332-353.</li> </ul>
<b>Assignment 3. Due : November 24, by 11:59 pm</b>		
14	11/25	<b>Thanksgiving – Enjoy!</b>

15	12/2	<b><i>Communication with Patrons</i></b> ☞ • Bell Chapter 10 (p. 211-236) • Bell Chapter 11 (p. 237-252)
16	12/9	<b><i>Conclusion/Reflections</i></b>
<b>Assignment 4. Due : December 15, by 11:59 pm</b>		

\* Readings which are relevant to the diversity issues are marked with a ☞ symbol.

\*\* Readings which are relevant to the theme of technology are marked with a ☞ symbol.