LIS 601 Section 201 (2020 Fall)
Information Search

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                                          I usually respond to questions within 24 hours
                                          (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.

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

Readings
- Textbook: Brown, C. C., & Bell, S. S. (2018). Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction, 5th Edition. Libraries Unlimited. ISBN-13: 978-1440861567
- 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. 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.

Your final grade is determined by your performance on the items in the table below. There are four search exercise assignments (70%). 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 (30%). Participation points come from both quantity and quality of posts to the discussion board. For each week, we are going to have a discussion forum for class discussion. In the forum, you can discuss important issues of each week's topic posted by the instructor as well as any questions, ideas or thoughts you have regarding the topic, slides, readings or exercises for that week. To get full credits for class participation, you will need to participate in at least twice in each of the forums. The week starts on Monday and ends on Sunday at midnight.

Type	Topic	Points
Assignment 1	Searching in online databases (1)	15
Assignment 2	Searching in online databases (2)	15
Assignment 3	Searching in OPACs	20
Assignment 4	Searching in digital libraries	20
Participation	Online Discussion	30
		Total: 100

Course Grading
- 90 - 100% = A
- 80 – 89.9% = B
- 70 – 79.9% = C
- Below 70%= E

Tentative Course Schedule (subject to change)

Week	Dates	Topic
1	8/17-8/23	***Course overview*** • Brown & Bell Chapter 1
2	8/24-8/30	***Models of Information Search Behaviors*** • Xie, I. (2012). Information searching and search models. In *Understanding Information Retrieval Systems: Management, Types, and Standards* (pp. 31-46). Taylor and Francis Group, LLC. ✎ • Bates, M. J. (1979). Information Search Tactics. *Journal of the American Society for Information Science.* 30(4), 205-214. • Kuhlthau, C. "Information Search Process" Retrieved August 2020. • Additional (optional) readings will be uploaded on the discussion board.
3	8/31-9/6	***Database Structure*** Brown & Bell Chapter 2 🖱

		• (Optional) Larson, R.R. (2012). Information Retrieval Systems. In *Understanding Information Retrieval Systems: Management, Types, and Standards* (pp. 15-30). Taylor and Francis Group, LLC. 🖱
4	9/7-9/13	***The Searcher's Toolkit: Part 1*** • Brown & Bell Chapter 3 & 4 🖱 • Gross, T., & Taylor, A. G. (2005). What have we got to lose? The effect of controlled vocabulary on keyword searching results. *College & Research Libraries,* 66(3), 212-230.
5	9/14-9/20	***The Searcher's Toolkit: Part 2*** • Brown & Bell Chapter 5 & 6 🖱 • "EBSCO Interface – User Guide: Search Tips". EBSCO. 🖱 • "ProQuest – Search Tips". ProQuest. 🖱 • (Optional) Ojala, M. (2007). Finding and using the magic words: keywords, thesauri, and free text search. *Online*, 31(4), 40-42. 🖱
6	9/21-9/27	***Social Science Databases*** • Brown & Bell Chapter 7 • Meho, L. I., & Tibbo, H. R. (2003). Modeling the information-seeking behavior of social scientists: Ellis's study revisited. *Journal of the Association for Information Science and Technology*, 54(6), 570-587. • Information about Assignment 1
7	9/28-10/4	***Government Information Databases*** • Brown & Bell Chapter 8 • Jaeger, P. T., & Bertot, J. C. (2011). Responsibility rolls down: Public libraries and the social and policy obligations of ensuring access to e-government and government information. *Public Library Quarterly*, 30(2), 91-116. • Case reviews: govinfo.gov, ProQuest Congressional, Catalog of U.S. Government Publications, and several others.
8	10/5-10/11	***Humanities Databases*** • Bell Chapter 9 • Barrett, A. (2005). The information-seeking habits of graduate student researchers in the humanities. *The Journal of Academic Librarianship,* 31(4), 324-331.
Assignment 1. Due : October 11, by 11:59 pm		
9	10/12-10/18	***Databases for Science and Medicine*** • Bell Chapter 10 • "Branching Out: The MeSH Vocabulary." Retrieved July, 2017. • (Optional) Falagas, M. E., Pitsouni, E. I., Malietzis, G. A., & Pappas, G. (2008). Comparison of PubMed, Scopus, web of science, and Google scholar: strengths and weaknesses. *The FASEB journal*, 22(2), 338-342. • Information about Assignment 2
10	10/19-10/25	***Numerical Databases*** • Bell Chapter 11 • Ojala, M. 2004. Statistically Speaking. *Online*, 28 (March-April), 42-44. Xia, J. & Wang, M. (2014). Competencies and responsibilities of social science data librarians: An analysis of job descriptions. *College & research libraries,* 75(3), 362-388.
Assignment 2. Due : October 25, by 11:59 pm		

11	10/26-11/1	**_Searching in OPACs_** • Bell Chapter 12 • Butterfield, K. (2012). Online Public Access Catalogs (OPACs). In _Understanding Information Retrieval Systems: Management, Types, and Standards_ (pp529-536). Taylor and Francis Group, LLC. • Chen, X. (2012). Google Books and WorldCat: A comparison of their content. _Online Information Review_, 36(4), 507-516. • "Inside WorldCat". Retrieved July, 2020. Information about Assignment 3
12	11/2-11/8	**_Web-scale Discovery Systems_** • Bell Chapter 13 • Redden, C. S. (2010). Social bookmarking in academic libraries: Trends and applications. The Journal of Academic Librarianship, 36(3), 219-227. • Nichols, A. F., Crist, E., Sherriff, G., & Allison, M. (2017). What Does it Take to Make Discovery a Success?: A Survey of Discovery Tool Adoption, Instruction, and Evaluation Among Academic Libraries. Journal of Web Librarianship, 11(2), 85-104. • (Optional) Hofmann, M. A., & Yang, S. Q. (2012). "Discovering" what's changed: a revisit of the OPACs of 260 academic libraries. Library Hi Tech, 30(2), 253-274.
		**Assignment 3. Due : November 8, by 11:59 pm**
13	11/9-11/15	**_Searching in Digital Libraries_** • Walsh, J. (2011). The use of Library of Congress Subject Headings in digital collections. _Library review_, 60(4), 328-343. • Matusiak, K. K. (2006). Information seeking behavior in digital image collections: A cognitive approach. _The Journal of Academic Librarianship_, 32(5), 479-488. • Druin, A. (2005). What children can teach us: Developing digital libraries for children with children. _The Library Quarterly_, 75(1), 20-41. ✎ • Case Reviews – American Memory, HathiTrust Digital Library, New York Public Library Digital Gallery, Kentucky Digital Library, and others. • Information about Assignment 4
14	11/16-11/22	**_Communication with Patrons_** ✎ • Brown & Bell Chapter 14 & 16 • RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers • (Optional) Gross, M. and D. Latham (2007). Attaining information literacy: An investigation of the relationship between skill level, self-estimates of skill, and library anxiety. Library & Information Science Research, 29(3), 332-353.
15	11/23-11/29	**_Thanksgiving week_**
		**Assignment 4. Due : November 29, by 11:59 pm**
16	11/30-12/4	**_Conclusion_**

* 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.

Final Exam Information
There is no final exam.

Submission of Assignments
All assignments should be submitted online via Canvas. Prepare and submit all assignments on time. A 10% penalty will be exacted every day the assignment is late.

Excused Absences
Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (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 instructor of record. Students should notify the professor of absences prior to class when possible.

Religious Observances (Senate Rules 5.2.4.2.D)
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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Ombud's website or calling 859-257-3737.

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 due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (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.)

Fall Academic Calendar and Reading Days
Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available here. The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no "required interactions." Reading Days are not academic holidays.

Make-Up Work (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 instructor must give the student an opportunity to make up the work and/or the exams missed

due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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. Visit the DRC website, email the DRC, contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information
UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see the electronic version of UK's *Administrative Regulation 6:1* ("Policy on Discrimination and Harassment") . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see the electronic version of *Administrative Regulations 6:2* ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit the IEEO's website.

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)
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 on the Academic Ombud page. 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 Rule 6.3.1 (see current *[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.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)
Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)
Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of

information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

TECHNOLOGY INFORMATION & RESOURCES

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at ITS Student Hardware & Software Guidelines.
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: 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 UKIT.

Information Technology Customer Service Center (UKIT)
For account help, contact UK's Information Technology Customer Services online, by email, or by phone at 859-218-HELP (4357).

Library Services & Distance Learning Services
Distance Learning Library Services
Carla Cantagallo, Distance Learning Librarian, 859-218-1240
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/veteransfor more available resources.