The goal of this course is for students to gain a functional understanding of information retrieval systems, how they are implemented in a diverse array of Web and professional online databases, and how to search and use them effectively in research and reference work.

Prerequisite: LIS 601, Introduction to Reference and Information Services.

**LIS Student Learning Outcomes**

1) Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions
   1a) Apply LIS theory and principles to diverse information contexts
   1c) Develop and apply critical thinking skills in preparation for professional practice

2) Develop, administer, assess and advocate for information services by exercising principled communication, teamwork and leadership skills
   2b) Work effectively in teams

3) Organize, create, archive, preserve, retrieve, manage, evaluate and disseminate information resources in a variety of formats
   3a) Demonstrate understanding of the processes by which information is created, evaluated and disseminated
   3c) Search, retrieve and synthesize information from a variety of systems and sources

4) Evaluate and use the latest information technologies, research findings and methods
   4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards
   4b) Integrate emerging technologies into professional practice
   4c) Apply current research findings to professional practice

**Course Learning Objectives**

- Learn to search professional online databases and the Web efficiently and effectively, emphasizing their use as part of reference service in libraries and information centers;
- Become acquainted with the characteristics of bibliographic and non-bibliographic databases from a professional searcher's point of view;
- Learn the basics of searching the most widely used professional online information systems in college, public and school libraries;
- Understand the role and functions of the search intermediary and search instructor;
- Raise awareness of the deficiencies in professional online information systems.

**Professional expectations**

All students in the LIS program are expected to become familiar with and adhere to the Professional Expectations, at [http://www.hawaii.edu/lis/students/professional-expectations-notice/](http://www.hawaii.edu/lis/students/professional-expectations-notice/)

**Teaching Methods**

This course is conducted as a lecture/discussion, with assignments and other exercises to impart and reinforce practices of effective online searching. Readings and lectures are complementary: they will not overlap completely. You will be required to spend an extraordinary amount of time working on your own and in groups, and familiarizing yourself with a wide variety of databases to put concepts from lectures and readings into practice. Discussions allow more in-depth exploration of readings and live systems, and allow you to contribute to the direction of the course. You will be expected to find all readings in the UH Mānoa Library Databases. 😊

**Research methods**

Research methods employed in this course include action research, case studies, experiments, heuristic evaluation and information retrieval.

**Kokua Program - Disability Access Services**

Any student who feels they may need an accommodation based on the impact of a disability is invited to contact me privately. I am happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Liliʻuokalani Center (QLC) for Student Services. All accommodation information is confidential.
Assignments

Assignments are based on lectures, discussions, readings, and the expectation that students will work independently to gain a professional level of database searching expertise, beyond what assignments require. You must complete all assignments in order to pass the course. General guidelines and requirements for all assignments:

• Use the databases intensively and critically. Expect frustration. Persevere.
• Consult database help files, readings and lecture slides, early and often.
• Show your work. Keep screenshots of your search steps and results. Be prepared to demonstrate your results in class.
• Don’t procrastinate. Late assignments will be penalized 3 points, plus an additional 3 points for each 24-hour period after the due date. You will also be asked to leave during the class discussion of the assignment results, which will impact the participation component of your grade.
• Don’t free-ride. Team underperformers will be identified in individual assessment papers, and their grade adjusted accordingly.
• Don’t plagiarize. Plagiarism may result in dismissal from the LIS Program.

Assignments 1 and 2 (10 points each): will be database searching exercises working together in class with your classmates and the instructor. Specific instructions will be distributed for each assignment. We will work together to reach a consensus on the best solutions, then you will submit one individual paper for yourself.

Reference session (15 points): By Week 7, you will declare an area of expertise, a topic that is covered substantially (roughly 1000 records or more) in one database of your choice available through Hamilton Library. You will be presented with a reference question in your topic area and database for you to address live in class. Your grade will be based on how well you demonstrate your understanding of the database and search strategies covered in class, not whether you arrive at a particular answer.

Midterm (20 points): The midterm will include search exercises, short-answer questions and an evaluative/analytical component to be answered individually.

Final project (25 points) + In Class Final Presentation (5 points): The final day of the course will consist of final project presentations. You will have several options for the final project. More details will be discussed in class.

In Class Exercises and Participation (15 points)*: Exercises and informal class discussions are your chance to contribute to the direction of the class, ask questions and share your experiences. Full marks will be given to students who attend every class meeting, participate actively and knowledgeably, initiate discussions and contribute to existing discussions, and contribute to an environment where all students are encouraged to participate. We will occasionally do in-class exercises where you may be asked to work individually or in small groups and report your findings. While these will not be graded individually, failing to complete them will reduce the participation component of your grade.

*Attendance Policy
If you experience an emergency that prevents you from attending a class session (or sessions), please attend to the emergency first and contact me as soon as it is reasonable to do so. Typically, there will be NO MAKEUP assignments offered. Assignments and exams are not weighted and therefore, your grade will be composed of the points completed versus those not completed. It is still possible “to do well” in the course as the weight may be changed or excused for illness only if certified by a written statement from a physician. If you cannot provide this statement, a score of zero will be assigned. Incomplete grades are issued at the instructor’s discretion and will be granted very rarely and only in extreme cases (e.g. death in the family, grievous injury, medical emergency, etc.). In cases where an incomplete is granted, it must be cleared by the student before the end of the following semester and failure to clear the grade by this deadline will result in the original course grade being recorded on the student’s academic transcript.

98-100  A+ | 93-97  A | 90-92  A- | 88-89  B+ | 83-87  B | 80-82  B- | 78-79  C+ | 73-77  C
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Assignments (Tentative)</th>
<th>Readings/assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and course goals</td>
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<td>Jan 10</td>
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<td>Jan 17</td>
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<td>Jan 24</td>
<td>Assignment #1 handout</td>
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<td>Jan 31</td>
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<td>Week 5</td>
<td>Specialized search techniques: abstracting &amp; indexes</td>
<td>F Lawlor (2003), BeDell (2010), Chen (2010) Read articles in order listed</td>
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<td>Feb 7</td>
<td>Assignment #2 handout</td>
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<td>Week 6</td>
<td>Structured vs. unstructured data</td>
<td>Dixon (2010), Jacsó (2011) Assignment #2 due</td>
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<td>Feb 14</td>
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<td>Feb 21</td>
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<td>topic and database</td>
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<td>Week 9</td>
<td>Live reference session</td>
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<td>Mar 14</td>
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<td>Week 11</td>
<td>In Class Midterm</td>
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<td>Mar 21</td>
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<td>Week 12</td>
<td>Spring Break - No Class</td>
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<td>Mar 28</td>
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<td>Week 13</td>
<td>Midterm review and final project discussion</td>
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<td>Apr 4</td>
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<td>Week 14</td>
<td>Discovery tools: UH Voyager and Primo Guest Speaker Carol Kellet</td>
<td>Stern (2009), Korah &amp; Cassidy (2010), Stern (2013)</td>
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<td>Week 17</td>
<td>Final project presentations</td>
<td>Final Project Due: May 9 23:59 PM</td>
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<td>May 2</td>
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Jacsó, Péter (2005b). As We May Search: Comparison of Major Features of the Web of Science, Scopus and Google Scholar Citation-Based and Citation-Enhanced Databases. Current Science 89(9), 1537-47. http://www.jacso.info/PDFs/jacso-as-we-may-wos-scopus-gs.pdf


Note: Readings and lectures are complementary: they will not overlap completely. The instructor reserves the right to modify this list during the semester by adding or removing articles. In the event of changes, digital copies will be provided and ample time will be provided to read (or skip) the material.