Christian DeLay | cdelay@hawaii.edu | Room HL 002 (office hours by appointment only)

Course Description
Introduces use of commercial online databases for interactive retrieval of bibliographic, full-text and directory information, the development of search strategies using controlled subject vocabularies and free text searching.

Prerequisite
A grade of B- or better in LIS 601.

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, administrate, 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 resources 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
Do not lie, cheat, or steal. Do not plagiarize—it is grounds for dismissal. Treat others the same way you want them to treat you. For further guidance, review the LIS Professional Expectations notice: http://www.hawaii.edu/lis/students/professional-expectations-notice/

In consideration of all during class, please turn off or set vibrate on mobile devices.
Teaching Methods
This course is taught using a variety of pedagogical approaches, including but not limited to: lectures, demonstrations, fieldwork, collaborative projects and problem-solving, online, class and small group discussions, role play, online interactive lab exercises, written examinations, and guest speakers.

Readings and lectures are complementary: they will not overlap completely. You will be required to spend considerable 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.

Research methods
This course focuses on how the professional information searcher uses professional online databases and the web to retrieve information to meet user needs. Research methods include action research, case studies and evaluation. Students read theoretical and practical materials and apply and evaluate the readings to real-life information retrieval cases. A key component to the course is hands-on retrieval of information retrieval.

Technology requirements
• Access to an internet-connected computer with an up-to-date, modern web browser (e.g., Apple Safari, Mozilla Firefox or Google Chrome). Students without a personal computer may use onsite computers (and printers) in the LIS space or the Hamilton library CLIC lab.
• Students should be experienced users of an office productivity suite and screen capture software.
• HSPLS library card: Hawaii’s public library system has some different online resources that may be necessary for course assignments.
• Laulima: students should be familiar with UHM’s online learning management system.

Kokua Program | Disability Access Services
Any student who feels s/he 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 Lili‘uokalani Center (QLC) for Student Services. All accommodation information is confidential.

Email communication
Please understand that I receive a staggering amount of email on a daily basis. Thus, when emailing me, please use your UH email account and put “LIS 663” (without quotes) at the beginning of the email subject line so that my mail filter will flag your message with priority. Please send course-related mail to my personal address (cdelay@hawaii.edu) and not the Program Coordinator email address. Please be concise in your message.

For example:
From: cher@hawaii.edu
Subject: LIS 663 – A question about the term project…
Readings
Review the course reading list and schedule. Be aware that articles may be discussed in class and it is in students' best interests to complete the assigned readings for each session; most of the individual readings are short. There is no textbook for this course.

Note: students are expected to use Hamilton library’s online resources to retrieve their own copies of the course readings. Do not purchase or submit ILL requests to Hamilton for articles on the course reading list. If you have difficulties finding anything on the reading list, ask your classmates (or instructor) for assistance. Some difficult-to-find articles will be provided, but all other required readings are available via UH online resources or a Google search. Be prepared to discuss your own search strategies and experiences during class.

Submitting work
Assignments are due by 4:59 PM HST on the date due unless otherwise specified. Assignments are to be submitted as MS Word files to your Laulima Drop Box. Please do not send me assignments via email and do not give me printed copies. Late assignments will have points deducted and may forfeit instructor feedback. If you cannot submit your assignment by the due date, you need to inform me as far in advance as possible. Late and/or incorrectly submitted assignments go to the bottom of my grading queue behind the students who submit on time.

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 step outside during the class discussion of the assignment results.
- Don’t plagiarize. Plagiarism may result in dismissal from the LIS Program.

Search assignments 1 & 2 (15 points each) will be database searching exercises. Specific instructions will be distributed with each assignment.

Note: Students may collaborate in groups of up to three on search assignments 1 & 2. Students are expected to work on their own and then reach consensus with the group on the best solutions. Students who opt to complete assignments in a group will submit one joint paper per group. Each group member will also submit a 3-page paper (maximum) that objectively analyzes the group dynamic as well as assessing each team member’s performance (including their own).

Term project (40 points): Details will be discussed in class later in the semester.

Reflection paper (5 points): Later in the semester, students will form pairs and take turns roleplaying reference desk interactions. Students will submit individual papers discussing their experiences in each role. Specific instructions will be distributed on the day of the assignment.
Research project & presentation (20 points): The final day of the course will consist of brief “Lightning Talk” presentations based on a short research topic. Presentations will adhere to the “Pecha Kucha” format of an automated slideshow of 20 slides that appear for precisely 20 seconds each where students present a distilled version of their research project. More details will be discussed in class.

Exercises and participation (5 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
Life happens. If you experience an unexpected 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. Be aware, however, that missing too many class sessions will negatively impact your course grade.

Incompletes
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
## Schedule and readings/assignments are subject to change

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<tr>
<th>Date</th>
<th>Schedule (Tentative)</th>
<th>Readings/assignments</th>
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<tr>
<td>Week 1</td>
<td>Introduction &amp; course goals</td>
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<td>Jan 13</td>
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| Week 2    | Information seeking behavior / Search processes | Tenopir (2000)  
          | Jan 20                                   | Bates (1989)  
          |                                             | Booth (2008)  
          |                                             | Jacobsó (1999)  
          |                                             | Quint (1991) parts 1 & 2                     |
| Week 3    | Foundational tools: query building          | Affelt (2011)                                                                                   |
          |                                             | Du (2011)                                                                                   |
|          |                                             | Jacobsó (2004)                                                                                 |
|          | Assignment #1 distributed                   |                                                                                     |
| Week 4    | Foundational tools: ranking & evaluation    | Jacsó (2006)                                                                                   |
| Feb 3     |                                             | Jacobsó (2005a)                                                                                 |
|          | Assignment #1 due                           |                                                                                     |
          | Feb 10                                   | BeDell (2010)  
          |                                             | Chen (2010)  
          |                                             | (Read articles in order listed)              |
|          | Guest lecture by Dr. Rich Gazan              | Assignment #2 distributed                                                                 |
| Week 6    | Structured vs. unstructured data            | Dixon (2010)                                                                                   |
| Feb 17    |                                             | Jacobsó (2011)                                                                                 |
|          | Assignment #2 due                           |                                                                                     |
| Week 7    | Web search                                  | Google (2010)                                                                                   |
| Feb 24    |                                             | Google (2011)                                                                                   |
|          |                                             | Choo (2000)                                                                                   |
|          |                                             | Tann (2009)                                                                                   |
|          | Term project distributed                     |                                                                                     |
| Week 8    | Specialized search techniques: citation-based searching | Garfield (1955)  
          | Mar 2                                    | Jacobsó (2005b)                                                                                 |
|          | Guest lecture by Dr. Péter Jacobsó           | Optional: Braun (2010)                                                                        |
| Week 9    | Information filtering                        |                                                                                     |
| Mar 9     |                                             | Guest lecture by Dr. Luz M. Quiroga                                                             |
| Week 10  
Mar 16 | Additional platforms & interfaces |
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| Week 11  
Mar 30 | Higher-level tools  
Readings TBD |
| Week 12  
Apr 6 | Intro. to bibliometrics & scientometrics  
*Guest lecture by Dr. Péter Jacsó*  
Readings TBD |
| Week 13  
Apr 13 | Real world constraints  
Readings TBD |
| Week 14  
Apr 20 | At the reference desk  
Badke (2010)  
Badke (2011)  
Belkin (2000)  
Carr (2008)  
Miller (2005)  
**Term project due**  
Reflection paper assigned  
Research project assigned |
| Week 15  
Apr 27 | Future directions / trends  
Reflection paper due |
| Week 16  
May 4 | Research project “Lightning Talk” presentations |
| Finals  
week May 11 | Research project paper due by 5pm HST |