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.

**Student Learning Outcomes**

- Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources. (#5)
- Demonstrate theoretical understanding of and basic competencies in retrieval, dissemination, utilization and evaluation of information sources. (#6)
- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments. (#3)
- Demonstrate basic competency in the latest specialized information technologies. (#11)
- Demonstrate an understanding of the above goals within the perspective of prevailing technologies. (#12)

**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 the expensive professional online information systems.

**Professional expectations**

All students in the Program are expected to become familiar with and adhere to the Professional Expectations, at http://www.hawaii.edu/lis/students.php?page=profexp

**Teaching method**

This course will be conducted in a lecture/discussion format, with regular exercises inside and outside of class to impart and reinforce key concepts and practices of effective online information retrieval. In this course, you will be required to spend an extraordinary amount of time working on your own and in groups, 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 students to contribute to the direction of the course. Assignments and exercises provide the opportunity for students to develop and demonstrate a professional level of database searching expertise. All readings are online, available through the Resources section of the Laulima course website (http://laulima.hawaii.edu/).

**Research methods**

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

Assignments are based on lectures, discussions, readings, and the expectation that students will work independently to gain understanding, well 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.
- Don’t procrastinate. Late assignments will be penalized 5 points for each 24-hour period after the due date, and you will 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 (15 points each)** will be online searching exercises done in groups; submit one joint paper per group by midnight before the class session, to gazan@hawaii.edu. Work on your own, then reach consensus with your group on the best solutions. Keep a digital diary of your search steps, rationale and results, and back up your files. Screenshots are mandatory. Be prepared to demonstrate your results in class.

**Live reference session (10 points):** By Week 6, you will declare an area of expertise which 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 during Week 9.

**Midterm (20 points):** The midterm will be a collection of challenging search exercises distributed in Week 10 and due Week 12.

**Final project (25 points total):** For the final project, you will apply the concepts you have learned throughout the course by participating in the 2011 Google Online Marketing Challenge. Details will be discussed in class, but view the video and all content on this page for an introduction to the project: [http://www.google.com/onlinechallenge/students.html](http://www.google.com/onlinechallenge/students.html)

- Pre-campaign strategy writeup and presentation: Week 10, 5 points
- GOMC campaigns (any 3 consecutive weeks between Weeks 11 and 15 inclusive)
- Post-campaign summary writeup and presentation Week 16, 20 points

**Reflective assessment (5 points):** In roughly 5 pages, analyze and evaluate your experience in (1) your group work in Assignments 1 and 2, (2) the live reference session, and (3) the Google Online Marketing Challenge. Discuss what you learned in each assignment and the positives and negatives of how your group(s) worked together. The reflective assessment should have an informal tone, but should explicitly reference two or three concepts from readings or lectures you found particularly useful and/or applicable.

**Exercises and participation (10 points):** Full marks will be given to students who attend all sessions, show that they have read and understood the week’s readings, participate actively and knowledgeably, and contribute to an environment where everyone is encouraged to participate. Several in-class exercises will be given throughout the semester; though these will not be graded individually, failing to complete them in a professional manner will lower your grade.

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</th>
<th>Readings (try to read in order listed)</th>
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</table>
| Week 1     | Introduction and core concepts                           | Wells  
Swanson  
Belkin  
Tennant  
Miller |
| 1/13       |                                                          |                                                          |
| Week 2     | Search flow: interactions and interfaces                 | Xie and Wolfram  
Xie  
Novotny  
Haglund |
| 1/20       |                                                          |                                                          |
| Week 3     | Search flow: strategies and tactics                      | Jacsó (1999)  
Bates (1989)  
Quint (parts 1-2)  
Ojala  
Booth |
| 1/27       |                                                          |                                                          |
| Week 4     | Abstracting and indexing services                        | Lawlor  
Regazzi  
De Guire  
Gherardi |
| 2/3        | **DUE: Assignment 1 (2/2, 11:59pm)**                    |                                                          |
| Week 5     | Controlled vocabulary                                    | Furnas  
Bates (1998)  
Jacsó (2003, parts 1-3)  
Gault |
| 2/10       |                                                          |                                                          |
| Week 6     | Web search models and natural language searching         | Tann & Sanderson  
Choo  
Jansen (2009)  
Falagas  
Jacsó (2005e) |
| 2/17       |                                                          |                                                          |
| Week 7     | Advanced search operations and query refinement          | Jacsó (2004b, 2005d)  
Othman  
Yeganova |
| 2/24       | **DUE: Assignment 2 (2/23, 11:59pm)**                    |                                                          |
| Week 8     | Search engine optimization                               | Google + SEO readings  
Jansen (2008)  
Roth  
Collins |
| 3/3        |                                                          |                                                          |
| Week 9     | **DUE: Live reference session**                          |                                                          |
| 3/10       |                                                          |                                                          |
| Week 10    | Citation-based searching                                 | Garfield  
| 3/17       | **DUE: Pre-campaign strategy**                           |                                                          |
| Week 11    | Spring break                                             |                                                          |
| 3/24       |                                                          |                                                          |
| Week 12    | Midterm review                                           | Harter  
Jacsó (2005c, parts 1-2)  
Meier |
| 3/31       | **DUE: Midterm (3/30, 11:59pm)**                         |                                                          |
| Week 13    | Enhancing and evaluating search results                  |                                                          |
| 4/7        |                                                          |                                                          |
| Week 14    | Hybrid models                                            | Tenopir  
Pera  
Cromity  
Stern  
Gazan |
| 4/14       |                                                          |                                                          |
| Week 15    | Final project work day                                   |                                                          |
| 4/21       |                                                          |                                                          |
| Week 16    | Post-campaign summary presentations                      |                                                          |
|            | **Reflective assessment (4/30, 11:59pm)**                |                                                          |
Readings

http://www.gseis.ucla.edu/faculty/bates/berrypicking.html


http://www.dlib.org/dlib/november08/gazan/11gazan.html


Google + SEO readings (2011).

Google Online Marketing Challenge main page. 
http://www.google.com/onlinechallenge/index.html

Dodging Google Sheriff

SEOfmoz site
http://www.seomoz.org/article/search-ranking-factors
Google AdWords info and tutorials
http://www.google.com/onlinechallenge/adwords.html


Jacsó, Péter (2005a). 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), 1537-1547.


Jacsó, Péter (2005c). Options for Presenting Search Results


Jacsó, Péter (2009). Newswire Analysis: Google Scholar’s Ghost Authors, Lost Authors, and Other Problems: Why the popular tool can't be used to analyze the publishing performance and impact of researchers. Library Journal 24 September 2009.
http://www.libraryjournal.com/article/CA6698580.html


