

# LIS663 - Database Searching - Syllabus

Fall 2016

## Instructor Information

### Instructor

Alphie Garcia

### Email

alphie@hawaii.edu

### Office Location & Hours

Google Hangouts, 8pm - 9pm, Thursdays  
<https://goo.gl/iqQm3D>

## General Information

### Course Description

This course will introduce LIS students to search techniques in databases used frequently by librarians and other information professionals. Students will build a strong foundation of search skills by implementing various search strategies.

### Student Learning Outcomes (SLOS)

1. Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions
  - a. Apply LIS theory and principles to diverse information contexts
  - c. 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
  - b. Work effectively in teams
3. Organize, create, archive, preserve, retrieve, manage, evaluate and disseminate information resources in a variety of formats
  - a. Demonstrate understanding of the processes by which information is created, evaluated and disseminated
  - c. Search, retrieve and synthesize information from a variety of systems and sources
4. Evaluate and use the latest information technologies, research findings and methods
  - a. Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards
  - b. Integrate emerging technologies into professional practice
  - c. 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

All students in the LIS program are expected to adhere professional expectations listed at <http://www.hawaii.edu/lis/students/professional-expectations-notice/> and <http://www.hawaii.edu/lis/students/computer-literacy-skills/>

## Teaching Methods

This course will be taught using a number of different approaches including, but not limited to:

- lectures
- demonstrations
- collaborative projects
- interactive discussions
- online interactive lab exercises

## Research Methods

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.

## Course Requirements

All students are required to complete the following assignments:

- Readings: Do all the required readings assigned during the semester. Exercises and discussions will often refer back to these readings
- Online Discussion in Laulima: Students will respond to semi-weekly online discussion prompts based on the reading material. At the beginning of the semester, students will be randomly paired together as “buddies.” Both the student and their buddy will respond to each other’s posts. The goal here is an intellectual discussion, something sometimes difficult to do in an online environment. Posts should be thoughtful, substantive, and respectful. Understand that these online discussions account for 20% of your grade.
- Search Exercises: Perform searches in assigned databases in a series of exercises.
- Final Research Report

## 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.
- The course relies heavily on the UH Learning Management System, Laulima, to send out announcements, post lectures and assignments, and for online peer discussions. Successful students will log into Laulima regularly to stay informed and to complete assignments on time

## Support Services

Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili’uokalani Center for Student Services, Room 312. More information is available at the CSDC website: <http://manoa.hawaii.edu/counseling/>

Title IX is a federal civil rights law prohibiting sex discrimination in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of sex discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: <http://manoa.hawaii.edu/titleix/>.

## 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.

### Communication

I am an adjunct faculty member in the LIS program while working as a full-time librarian at the University of Hawai'i-West O'ahu. I receive a lot of emails per day. To help me out, please send me your emails using the following format as an example:

From: yourUHusername@hawaii.edu

Subject: LIS663: Question about the Exercise #1

Doing this consistently will ensure that I can filter your emails and more readily respond to any questions or comments you have.

## Course Schedule

Schedule and readings/assignments are subject to change

Module	Week	Reading	Assignment	Due Date	Point Value
Introduction	1–Aug 22	Tenopir, C. (2000). <u>Pioneers pt. 1</u> ;	Online Discussion Post;	Aug 24	1
			Buddy response	Aug 27	1
		<u>Pioneers pt.2.</u>			
<u>Module #1</u> <i>Information Seeking Behavior</i>	2–Aug 29	Lecture #1 Bates, Marcia J. (1989).; Quint, B. (1991).;	Online Discussion Post;	Aug 31	1
			Buddy response	Sept 2	1
	3–Sept 5	TBA	Exercise #1 due	Sept 4, 11:59 pm	16
<u>Module #2</u> <i>Foundational Tools -Search Strategies</i>	4–Sept 12	Lecture #2	Online Discussion Post;	Sept 14	1
			Buddy response	Sept 16	0.5
	5–Sept 19	TBA	Online Discussion Post;	Sept 21	1
			Buddy response	Sept 23	0.5
	6–Sept 26		Exercise #2 due	Sept 25, 11:59 pm	16
<u>Module #3</u> <i>Foundational Tools -Vocabulary</i>	7–Oct 3	Lecture #3	Online Discussion Post;	Oct 5	1
			Buddy response	Oct 7	0.5
	8–Oct 10	TBA	Online Discussion Post;	Oct 12	1
			Buddy response	Oct 14	0.5
	9–Oct 17		Exercise #3 due	Oct 16, 11:59 pm	16
<u>Module #4</u> <i>Advanced Tools</i>	10–Oct 24	Lecture #4	Online Discussion Post;	Oct 26	1
			Buddy response	Oct 28	0.5

Module	Week	Reading	Assignment	Due Date	Point Value
	11–Oct 31	TBA	Online Discussion Post; Buddy response	Nov 2 Nov 4	1 0.5
	12–Nov 7		Exercise #4 due	Nov 6, 11:59 pm	16
<b>Module #5</b>	13–Nov 14	Lecture #5	Online Discussion Post; Buddy response	Nov 16 Nov 18	1 0.5
<b>Real World Scenarios</b>	14–Nov 21	TBA	Online Discussion Post; Buddy response	Nov 23 Nov 25	1 0.5
-	15–Nov 28	TBA	Online Discussion Post; Buddy response	Nov 30 Dec 2	1 1
<b>To infinity and beyond</b>	16–Dec 5	TBA	Online Discussion Post; Buddy response	Dec 7 Dec 9	1 1
	17–Dec 12		Final Research Report due	Dec 16, 11:59 pm	16