

**MLIS 7110  
Online Searching  
Three Credit Hours**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**ALA's Core Competences of Librarianship**

**(Extracted from ALA's Core Competences of Librarianship 2009, available from**

**<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)**

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism: The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the

application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

### **MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

**PO 1.** Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1, 2, 3, 5, 8]*

**PO 2.** Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*

**PO 3.** Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*

**PO 4.** Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

### **INSTRUCTOR**

**Name:** Xiaoai Ren, PhD

**Office Number:** Room 4600, Odum Library

**Telephone Number:** 229-249-2726

**Email Address:** [xren@valdosta.edu](mailto:xren@valdosta.edu)

**Office Hours:** Tuesday-Wednesday: 2:00pm-5:00pm

Thursday: 10:00am-12:00pm, 2:00pm-4:00pm

**Website:** <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

### **COURSE DESCRIPTION**

An introduction to methods of information retrieval used in commercial databases and on the World Wide Web. Advanced search strategies such as complex Boolean operations and keyword commands will be included. Prerequisite or co-requisite: MLIS 7000 or consent of instructor.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

The purchase of a commercial textbook is not required for this course. The instructor provides numerous handouts and guided search sheets. Print these out and organize them into a notebook.

### **COURSE OBJECTIVES** *(With alignment to MLIS Program Objectives on page 2 of this syllabus)*

Upon completion of this course, the student students will be able to meet these **Student Learning Outcomes (SLOs)**:

SLO 1. Given a real-world environment of online information retrieval products, students will identify:

- Commercial vendors and marketplaces
  - Databases of varying content, scope, format • Interfaces based on usability
  - Indexing and controlled vocabulary features
  - Free Web resources
- (ALA Core Competence 3, 4, 5, MLIS PO 1, PO 2).*

SLO 2. Given a series of online searching exercises that simulate real-world client questions, students will:

- Interview a client to verify information need(s)
  - Identify searchable resources appropriate to information need(s)
  - Translate research questions into effective and efficient search statements
  - Navigate to and from adjunct files (indices, thesauri, saved documents)
  - Interpret results output (citations, full records, full-text formats)
  - Preserve findings in a form most accessible to the client
  - Locate actual source materials or deliver location information to clients
  - Evaluate the success of their own search efforts
- (ALA Core Competence 3, 4, 5, MLIS PO 1, PO 2).*

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

### **Assignments in Brief**

The following list is a brief overview of the assessments used to measure learning outcomes included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeVIEW course site in advance of that assignment's due date.

### **Independent Search Exams – 32 Points**

Exam #1 (16 points) – applying searching techniques and rules using a search form

Exam #2 (16 points) – applying searching techniques and rules using advanced techniques

### **Discussion Posts – 28 Points**

Practice Search 1 (7 points) – keyword searching in a menu-driven search form

Search Term Safari (7 points) – finding and modifying thesaurus terms

Practice Search 2 (7 points) – advanced searching using multiple techniques

Dear Dr. Search-It (7 points) – explaining a search using a discovery tool

### **Course Project #1: Biography of a Vendor and Database Usability – 16 Points**

A report that profiles a vendor and one database marketed by that vendor. In the first part of the report, you will provide an overview of the vendor – its history, financials, and contact data. Devote the second part of the report to a profile of one of the databases marketed by that vendor. Complete an evaluation form (provided) describing the scope and coverage of the database along with the usability of the interface that addresses the research needs of the intended audience for that database.

### **Course Project #2: Client Report – 24 Points**

A documented client report that demonstrates your online searching expertise in multiple databases and free Web sites to find materials on a multi-faceted topic for a client. Examples of your search histories and consultations with the client (who will be a classmate) are part of this project.

## COURSE GRADES

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

Standards for MLIS core courses: **No grade below a C will be credited toward a VSU graduate degree.**

**To be eligible to receive an A in this course requires completing every assignment.** An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.

## COURSE EVALUATION

Students in this course are expected to: 1) Read or view all assigned background materials; 2) Participate in all online discussions and class follow-up activities; 3) Check the BlazeVIEW course site regularly for messages and posted materials; 4) Submit all projects on time and according to the format designated by the instructor; and 5) Conduct all research and composition according to the VSU Academic Honesty Policy. See the **COEHS Policy on Plagiarism** on page 6 and the **MLIS Guide to Ethical Conduct** at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf> for more information.

## ATTENDANCE POLICY

Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

## COMMUNICATION

A course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. You are expected to read the Faculty Office discussion board regularly. If you have a personal question please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by telephone please make contact during office hours.

## SUBMITTING WRITTEN ASSIGNMENTS

All written work must be submitted as attachments to the assignment modules in the BlazeView course website using required formats. The university's Information Technology department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at <http://www.valdosta.edu/administration/it/helpdesk/>. Their telephone hotline is 229-245-4357. BlazeVIEW is

powered by the Desire2Learn (D2L) course learning system. D2L provides 24/7 support 365 days a year. To contact D2L, go to <https://D2LHelp.view.usg.edu> or call the hotline at 855-772-0423.

## LATE POLICY

All course work is due inside BlazeVIEW on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeVIEW is down.

A grace period of 24 hours is offered without penalty (this does not include discussion boards – due to the interactive nature of these, each module’s discussion posts must be completed according to the course schedule). Twenty percent of the possible assignment grade will be deducted from the student’s score for every additional 24 hours. **The instructor WILL NOT accept work that is more than five (5) days late without prior consent.** If you inform me of extenuating circumstances **before** the deadline, we can work out a solution for submitting a late assignment without penalty. Completely skipping an assignment is not acceptable in graduate school. To receive an A in this course requires completing **every** assignment.

If you have not submitted assignments up to the Midterm in the semester, you are not eligible for an Incomplete at the end of the semester. A grade of Incomplete is also not an option unless a non-academic situation interferes with completion of assignments after the option to withdraw without academic penalty passed (**March 1**). Informing your instructor that you plan to withdraw does not remove you from the course. You must request withdrawal through the office of the VSU Registrar.

## PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

### Dewar College of Education & Human Services Policy on Plagiarism

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php>.