

## **LSC 5540 - Information Searching, Retrieval, and Presentation Strategies**

### **Syllabus**

**Spring 2010**

#### **Course Description**

Students will design instructional strategies to develop the ability to apply general principles of the information search process for locating, understanding, evaluating, and synthesizing information in computerized and non-computerized formats, including the use of Internet search engines. Students will develop the skills necessary to develop effective search strategies, to search the WWW using a variety of electronic sources, to evaluate web sites and Internet search tools, and to use presentation strategies to teach information literacy skills. Students will also develop instructional skills in using the Internet as both a communication tool and as an information resource. Students will create a pathfinder and/or portal using both commercially prepared resources as well as local resources that will meet student and curricular needs.

#### **Course Objectives**

Upon completion of this course, students will be able to do the following:

1. Identify the unique features of the various search tools. PDE Library Science Standard I.E.
2. Construct searches using essential search strategies: Boolean operators, phrase searching, field searching, etc. and use the appropriate and most effective tool. PDE Library Science Standard I.E.
3. Apply learning theories to information seeking and use in instruction, including critical thinking and problem solving skills. PDE Library Science Standard I.A.
4. Design instructional strategies to develop students' abilities to apply general principles of the information search process for locating, understanding, evaluating, and synthesizing information in computerized and non-computerized formats, including the use of Internet search engines. PDE Library Science Standard I.E. and II.C.
5. Apply systematic techniques in maintaining internal holdings relevant to the personal developmental and cultural needs of elementary and secondary students, professional needs of faculty, staff and administrators; and the curriculum of the school. PDE Library Science Standard I.A.
6. Use and create resources to support the personal, developmental and curricular needs of students, and the instructional development needs of faculty. PDE Library Science Standard I.A.
7. Compare and contrast the various search tools that are available when using the Internet. (i.e. search engines, web sites, subject directories, gateways, portals, pathfinders, non traditional tools, the invisible web, subscription resources, etc.) PDE Library Science Standard I.E. and I.B.
8. Evaluate web sites based on essential criteria and develop strategies for instruction in web site evaluation. PDE Library Science Standard I.E.
9. Practice developing thoughtful questions for students and designing scaffolds that guide the research process. PDE Library Science Standard I.A.

10. Plan, design, and post a pathfinder or a portal page for use in a specific classroom/library situation. PDE Library Science Standard I.D., III.B. and III D.
11. Plan and create effective presentations that teach information literacy skills or that highlight various searching tools and strategies. PDE Library Science Standard I.A., I.C., and III.B.
12. Communicate with professionals and students using online tools (i.e., listservs, blogs, wikis). PDE Library Science Standard III.A. and II.C.

## Course Topics

The course will emphasize:

- Key word searching and Boolean Logic
- Search strategies
- Search Engines
- Subject Directories
- Gateways or Specialized Directories
- Subscription databases
- Invisible Web
- Web site evaluation
- Presentation strategies
- Web 2.0 / Library 2.0 for Communication and Organization
- Graphic Organizers
- Questions for Critical Thinking
- Portals
- Pathfinders
- Applying an information process model

## Required Books

### Required book for 5540:

1. Hock, Randolph. *The Extreme Searcher's Internet Handbook: A Guide for the Serious Searcher*. 2nd ed. Medford: CyberAge Books, 2007. Print. ISBN 978-0-910965-76-7 \$24.95

### Required for all courses:

2. *MLA Handbook for Writers of Research Papers*. 7th Ed. New York: Modern Language Association, 2009. Print. ISBN 978-1-60329-024-1 \$22.00
3. *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Library Association, 2009. Print. ISBN-13: 978-0-8389-8519-9 \$39.00

### **Other Materials on E-Reserve:**

1. Thomas, Nancy Pickering. "Kuhlthau's Information Search Process." *Information Literacy and Information Skills Instruction*. Westport, CT: Libraries Unlimited, 1999. Print. (Module 1)
2. Thomas, Nancy Pickering. "Process Models for Information Skills Instruction." *Information Literacy and Information Skills Instruction*. Westport, CT: Libraries Unlimited, 1999. Print. (Module 1)
3. Black, Elizabeth L. "Web 2.0 and Library 2.0: What Librarians Need to Know." *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*. Ed. Nancy Courtney. Westport, CT: Libraries Unlimited, 2007. (Recommended Reading)

### **Related Website for textbook:**

1. The Extreme Searcher's Internet Handbook 2nd ed. Ed. Ron Hock. 18 Dec 2007. 3 Jan 2008. Click to access --<http://www.extremesearcher.com/handbooklinks.html>

Course Content is replete with web links to explore in each module.

### **Course Requirements**

This course will require a variety of activities on the part of each student. An outline of topics, assignments, point values, and due dates is given below. Specific rubrics, point values, and due dates will be listed in the assignment section in the Course Home area. You will be required to read the information in the course, text book, articles listed in each module, and information provided on various web sites. The readings will inform the work you are to do in your assignments. In an online course, the responsibility to learn the material is on the student and learning will only take place if the readings are completed. Modules will begin each Monday. Please log in and view the material, assignments and due dates and then plan your learning activities. Understand that online courses move quickly, and it is important to work in the module during its week-long (or sometimes two week-long) timeframe. Past students have spent between 7 to 15 hours per module on this course.

While you do not need to be online at a particular time, it is best if we work through a module together, that way everyone will be reading, working on projects, and discussing the same topics during the specified week of each module.

Students are expected to actively participate in forum discussions. The discussions are a place for give and take; in other words, discuss using well thought-out responses. The Discussion is similar to face-to-face discussion in a graduate classroom, not a bulletin board on which one posts and does not follow-up. The discussion in 5540 provides multiple opportunities to share your work with classmates and end up with several resources for your current or future library work. Discussions extend your learning as you share your experiences and what you have read or ask questions to expand or clarify thinking. Discussion forums are open throughout the course, but points will only accrue during the module's dates.

Partner projects require you to be sensitive to your partners' schedules. Partner work mimics collaboration in a school environment.



## Student Expectations

- Check assignments each Monday
- Check your email account every day
- Do the readings, assignments, and discussions during the specified week
- Read the assigned readings, websites, etc. carefully
- Participate actively & substantively in the discussion questions.
- Participate in your assigned partner/group project dividing the work equally.
- Use the Modern language Association (MLA) format for citations.
- Complete assignments with intellectual honesty. Any incident of plagiarism will be dealt with according to the Mansfield University policy.
- Label assignments in this format: Pezzuolo\_1\_1\_AssignmentName\_5540 (using your last name and a brief name for the assignment).
- ALL class work is time sensitive with a firm due date.
- Send me an email or call me if life circumstances prevent you from posting your work on time.


## Faculty Expectations

- I will be an interested, responsive instructor/facilitator.
- Readings and assignments will be substantive, not busy work.
- I will participate in the discussions and chats.
- I will read and evaluate assignments in a timely manner.
- I will address your questions and concerns seriously.
- I will provide one-on-one or small group time to clarify or extend your learning through chat, live classroom, or POTS (plain old telephone service).
- I will be a co-learner as the web environment is in constant flux.

## Course Outline

Mod	Topic	Assignment, Points & PDE Standard
	<b>Overview of Web Search Tools and Bookmarking /Tagging</b>	Profile and "My Top 5 List for Good Search Results" in Discussion- 12 points (PDE Library Standard I.B.)  Bookmarking & Tagging Web Sites using del.icio.us - Getting Started - 8 points (PDE Library Standard I.B. and I.C.)
	<b>Information Process Models Selection and Keywords</b>	My Information Process Model - 10 points (PDE Library Standard I.A.)  Keywords & Searching Organizers - 20 points (PDE Library Standard I.E.)

3	<b>Search Engines, Meta-Search Engines &amp; General Subject Directories</b>	Comparing Tools - 40 points (PDE Library Standard I.E.)  Discussion (ungraded) (PDE Library Standard I.E.)
4	<b>Specialized Searching</b>	Specialized Weblibliography - 30 points (PDE Library Standard I.E.)  Searching for Media or Evaluating News Sites - 20 points (PDE Library Standard III.C.)
5	<b>Power Point Pointers</b>	Search Quest (Partner Assignment) - 40 points (PDE Library Standard I.B. and III.C.)  Discussion - Search Quest - 5 points
6	<b>State Virtual Library &amp; Research on Searching</b>	Uncover Your State Virtual Library Gems - 40 points (PDE Library Standard I.E.)  Critical Review of Scholarly Article - 30 points (PDE Library Standard I.E. and III.C.)
7	<b>Subscription Resources</b>	Quick Guide for Subscription Database - 40 points (PDE Library Standard II.C.)
8	<b>Evaluating Web Resources</b>	Web Quest on Evaluating Web Sites (Group Project) - 30 points (PDE Library Standard I.E. and II. C.) WebQuest: Self-Assessment - 10 points (PDE Library Standard I.E. and II.C.)
9	<b>Supporting Student Research</b>	Question Brainstormer & Discussion - 30 points (PDE Library Standard I.A. and II.C.)  Developing a Graphic Organizer & Discussion - 30 points (PDE Library Standard I.A)
10	<b>Communication Strategies</b>	Multimedia Presentation & Discussion - 60 points (PDE Library Standard I.A.,I.B., I.C., and III..B.)  Portal/Pathfinder Project & Discussion - 60

		points (PDE Library Science Standard I.B., I.D. & III.B.)
	<b>Evaluating Our Work</b>	Peer Evaluations - 30 points (PDE Library Standard I.A.) Self Evaluation: Wrapping it up! - 15 points (PDE Library Standard I.A.) Bookmarking & Tagging Web Sites - Collection Snapshot- 9 points (PDE Library Standard I.B. and I.C.)

### Grading Scale

Grade	Percent		Quality Points	Course Points
A	100-95	Excellent	4.0	569-538
A-	94-90		3.7	537-509
B+	89-87		3.3	508-492
B	86-83	Above Average	3.0	491-469
B-	82-80		2.7	468-452
C+	79-77		2.3	451-435
C	76-73		2.0	434-413
C-	72-70	Acceptably Passing	1.7	412-395
D+	69-67	Does Not Count for Graduation	1.3	394-378
D	66-63	Does Not Count for Graduation	1.0	377-356
D-	62-60	Does Not Count for Graduation	0.7	355-339
F	59-	Does Not Count for Graduation	0.0	338-0

### Grading Practice

Student work is graded according to the scoring rubrics detailed with every assignment. Students are expected to turn in all work on or before the due date. Assignments will NOT be accepted late

unless there are extenuating circumstances discussed previously with the instructor. Extenuating circumstances include “life happens” events such as an ill child, death in family, etc. Please notify me as soon as possible when something happens. Open communication is the key to resolving any late assignment situation fairly. It is important that students complete all assignments. An Incomplete grade is only awarded for extenuating circumstances that can not be resolved during the semester. Please read the University Policy on Incomplete grades.

Students must maintain a 3.0 QPA to graduate with a Master’s Degree; therefore, students must earn at least 70% of the possible points AND complete all major assignments in order to receive credit towards the degree for this course. The Academic Dismissal Policy on page 10 of the graduate catalog states “A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0.... Failure to achieve the minimum QPA within one academic year will result in dismissal from the University.”

## **Academic Integrity**

Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source, following the citation format of the *MLA Handbook for Writers of Research Papers*.

Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an F for the course and/or the filing of academic dishonesty charges with the Provost's office. Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student's intent.

Additional information concerning academic dishonesty can be found in the [Graduate Bulletin](#), which outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty and the SL&IT [Student Online Handbook](#), which outlines student options for defending against dishonesty charges.

The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources:

<http://library.acadiau.ca/tutorials/plagiarism/>

## **Student Portfolios**

Attention must be made to developing and collecting appropriate portfolio documents. Students in this course develop web-based resources (portal or pathfinder) that would make excellent additions for your portfolio. Additionally, the assignments for multimedia presentation and virtual library brochure may be appropriate.

## **Student Participation**

Although online courses may indicate self-paced study, the School Library & Information Technologies courses include group work and field experiences that require student to progress through course according to a posted schedule. To read the policy on study absences from courses, please refer to SL&IT Online Student handbook at <http://library.mansfield.edu/handbook.pdf>.

## **Students with Exceptionalities**

Any students with documented psychological or learning disabilities or other significant medical conditions that may affect their learning should work through Mr. William Chabala in the Mansfield Counseling Center (South Hall 216, Telephone 570-662-4798, email: [wchabala@mansfield.edu](mailto:wchabala@mansfield.edu)) to provide me with the appropriate letter so I may serve their particular needs more effectively. If you have an exceptionality that requires class accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.

## **Blackboard Assistance and Technical Support**

A tutorial for the online courseware Blackboard used by the School Library & Information Technologies courses can be found at <http://libweb.mansfield.edu/graduate/tutorial/start.asp>. Mansfield University also provides an Online Support Center at <http://d2.parature.com/ics/support/default.asp?deptID=8126>. In addition, Blackboard maintains a toll-free, 24/7 support service at 866-766-5969.