Dominican University
Graduate School of Library and Information Science

LIS 745: SEARCHING ELECTRONIC DATABASES
3 Semester Hours

Summer 2005   May 14, 2005 – August 17, 2005

Please review the class schedule for specific dates, however, it is generally
Wednesdays 6:00 – 9:00 p.m. with 3 specific Saturdays 9 a.m. - 4:00 p.m.

Class location:  Alliance Library System, East Peoria, 600 High Point Lane as primary
site; secondary sites Galesburg, 1518 South Henderson Street and Quincy, 515 York
Street.

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Course info:  Yahoo Groups
http://groups.yahoo.com/group/ALS_DU_Class2006/

Office Hours:  By email.   In person at the ALS East Peoria site 30 minutes before
class.
Course description:  Advanced study of the principles, concepts and skills needed in reference and information services in order to help answer users' information queries by searching electronically accessible databases. An overview of existing and state-of-the-art information systems and the development of appropriate search strategies. Prerequisites: 701, 703 and 704.

A reading list will be supplied. Some of the papers will be available full text on the Dominican Web Site, the required readings not available online through Dominican will be available in a reserve file at the Alliance Library System, in East Peoria, Galesburg and Quincy.

Learning Objectives:

At the end of this course, students will be able to:

• Recognize and apply the concepts of information organization and retrieval to determine the appropriate resources and techniques to effectively retrieve materials using online resources.
• Develop skills in online searching procedures, search question negotiation, search strategy formulation, and formatting search results.
• Learn query languages of fee-based online databases, such as those offered by EBSCOHOST and OVID.
• Evaluate online information resources based upon subject coverage, ease of use, level of coverage, economic considerations and client needs.
• Apply fee-based database systems and Internet resources to the successful resolution of information inquiries.
• Produce a professional “information product” for a client’s information need, document and describe the process used to produce it.
• Learn to effectively use RefWorks as an example of bibliographic management software
• Develop an understanding of issues impacting the rapidly changing world of electronic information and databases as applied to libraries and information centers of all types.

Relationship of this course to Dominican University’s M.L.I.S. degree program objectives:

LIS 745 Searching Electronic Databases will support the program objectives by teaching and guiding students:

▪ to identify and analyze information needs (MLIS objective # 3);
▪ to develop creative solutions to information problems (MLIS objective # 4);
▪ to evaluate and use systems, technologies, services and products that connect users with information. (MLIS objective # 5);

to promote and practice values of ethical responsibilities, confidentiality, intellectual freedom, and universal access to information (MLIS objective #2).
Assessment (Grades)

Active participation in class discussions is expected in all graduate courses. Students are expected to learn as much from each other as from the instructor; therefore class discussion is an important component of this class. Students are expected to perform database searches in class.

May 25, June 1, 8, 15      20 pts  (4) Search Assignments – 5 points each
                              (the specifics of each assignment will be presented in class)
June 22                      20 pts  Midterm Examination (taken in class)
July 23                      10 pts  Vendor Comparison Chart
July 23                      10 pts  Mini project in class
August 6                    30 pts  Final project
                              (25 pts written information product, 5 pts oral presentation)
August 17th                 10 pts  Paper, see assigned topics.

Dominican University Grading Policy (definitions approved by GSLIS faculty 12/15/2004)

<table>
<thead>
<tr>
<th>Pts. Equivalent</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations; nearly flawless work.</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
<td>Good solid work. Student performance demonstrates strong comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>80-84</td>
<td>B</td>
<td>Satisfactory acceptable work. Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.</td>
</tr>
<tr>
<td>75-79</td>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete, substandard understanding of course materials, or absence of required work; indicates danger of falling below acceptable grading standard.</td>
</tr>
<tr>
<td>70-74</td>
<td>C+</td>
<td>Unsatisfactory work. Student performance demonstrates unsatisfactory understanding of course materials and inability to meet course requirements.</td>
</tr>
<tr>
<td>65-69</td>
<td>C</td>
<td>Unacceptable work.</td>
</tr>
</tbody>
</table>
Student performance demonstrates incomplete and inadequate understanding of course materials.

C- 60-64 Poor work.
F > 59 Failing grade.

Classroom policies regarding attendance and late arrival:
Graduate students are expected to attend all classes and actively participate in the teaching/learning process.

Completion of work:
Students are expected to complete all assignments on time. No extension will be given for the final information product. Extensions on other assignments will be granted on a case by case basis, and only for emergencies.

Students who must miss a class due to religious observance, illness or other emergency should notify their primary instructor by e-mail or phone before class time. Students are responsible for obtaining class materials distributed during their absence, for ensuring their familiarity with the material covered in class, and for completing any assignments on schedule.

Consequences for failure to meet the requirements of the course and classroom policies:
Students who are unprepared for class and/or fail to complete assignments can expect their final grades to be at least one full letter grade less than other students.

Academic Honesty Policy
"All students of the GSLIS are expected to observe high standards of academic honesty and integrity. Any student whose conduct violates such standards may be subject to disciplinary action as determined by due process." Appropriate credit must be given to original creators of all works used. Source: Dominican University, Graduate School of Library and Information Science, 2001-2003 Bulletin, p. 48.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>In Class Exercises/ Assignments</th>
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<tbody>
<tr>
<td>May 14th</td>
<td>1) Intro to the Class, review of syllabus, assignments, projects.</td>
<td>Please review before Class 1 &amp; 2:</td>
</tr>
<tr>
<td>Class 1 &amp; 2</td>
<td>2) Will review and have hands on practice logins to Dominican databases, use of YahooGroups, Refworks, Ovid, and Ebscohost.</td>
<td>1) Read Drabenstott, Karen M. 2004. “Why I still teach online searching.” (online via Dominican)</td>
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|              | 3) Structure and organization of databases, and database records       | 2) Review Ebscohost Basic Searching for Academic Libraries tutorial :  
|              |                                                                        | 3) Review Ovid’s Tutorial at :                                                                  |
|              |                                                                        | Do the overview and Lesson 7, Basic Searching                                                  |
|              |                                                                        | 4) Visit the Refworks website at http://www.refworks.com                                        |
|              |                                                                        | Click on the Tutorial, Link – review the first 5 sections ending with Direct Import…           |
|              |                                                                        | 5) Read Chapter 5 Database Construction and Structure in Walkers’ Online Retrieval :          |
|              |                                                                        | A Dialogue of Theory and Practice. (NetLibrary ebook via Dominican Library.                    |
|              |                                                                        | **Bring your Dominican Library id and pw.**                                                    |
|              |                                                                        | You will be given an Ovid ID & PW, and Refworks ID & PW in class.                              |
|              |                                                                        | We will practice logging into both Ebscohost and Ovid, and you will set up your Refworks account. |
| **Assignments for May 25th Class:** |                                                                      |                                                                                                  |
|              | • Read Bates – Inside a Searches Mind, Part 1. (handed out in class 1) |                                                                                                  |
|              | • Read Bates: Inside a Searchers Mind, Part 2 (handed out in class 1)  |                                                                                                  |
|              | • Assignment 1 Due, Complete Record Analysis in Eric – Ebscohost compared to Ovid             |                                                                                                  |
|              | • Review Boolean Basics tutorial:                                                                 |                                                                                                  |
|              | http://www.brightplanet.com/deepcontent/tutorials/search/part4.asp#topic14                     |                                                                                                  |
| May 25       | **Review of Assignment 1 – Complete Record Analysis**                   |                                                                                                  |
| Class 3      | Lecture Topics:                                                        |                                                                                                  |
|              | • Database Selection                                                   |                                                                                                  |
|              | • Facet Analysis                                                       |                                                                                                  |
|              | • Keyword Searching                                                    |                                                                                                  |
### Assignments for June 1st:
- Search exercises Assignment 2
- Read Bates: Design of Browsing and Berrypicking techniques for the online search interface (handed out Class 3)
- Review Ovid Online Tutorial – Author, Title, Journal
- Review Ebsco Tutorial – Advanced Search with Guided Style
- Review assignment related section of Help from both Ovid and EbscoHost

<table>
<thead>
<tr>
<th>June 1st</th>
<th>Review of Assignment 2</th>
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<tbody>
<tr>
<td>Class 4</td>
<td>Controlled Vocabulary</td>
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<td></td>
<td>Search Strategy</td>
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<td></td>
<td>Limits</td>
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### Assignment for June 8th:
- Search exercise Assignment 3
- Review assignment related section of Help from both Ovid and EbscoHost

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<tr>
<th>June 8th</th>
<th>Review of Assignment 3</th>
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<tbody>
<tr>
<td>Class 5</td>
<td>Sort/save/export</td>
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<td></td>
<td>Reviewing Results. Altering your query</td>
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### Assignment for June 15th:
- Complete Assignment 4
- Review assignment related section of Help from both Ovid and EbscoHost
- Review Ovid Help – Advanced Search Techniques
- Review Ebsco Help – Using Search Techniques and Tools

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<tr>
<th>June 15</th>
<th>Review of Assignment 4</th>
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<tbody>
<tr>
<td>Class 6</td>
<td>Questions about midterm?</td>
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<td></td>
<td>Information Product topic due if using a “real” client.</td>
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### June 22nd:
- Midterm – – test in class
- Information Product topic provided for students without a “real” client.

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<tr>
<th>June 22nd</th>
<th>Midterm Break</th>
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**Reading Assignment for July 6th: (online via Dominican Library)**


**The Invisible Web: Uncovering Sources Search Engines Can't See.** By: Sherman, Chris; Price, Gary. Library Trends, Fall2003, Vol. 52 Issue 2, p282,

<table>
<thead>
<tr>
<th>July 6th</th>
<th>Class 8</th>
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<tbody>
<tr>
<td><strong>•</strong> Review Mid term exam –&lt;br&gt;<strong>•</strong> Invisible Web – review of Internet based databases&lt;br&gt;<strong>•</strong> Review process for mini-project, pick a partner&lt;br&gt;<strong>•</strong> Discuss searching vendor comparison chart – related to final project</td>
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**Vendor Comparison Chart due July 23**

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<tr>
<th>July 23rd</th>
<th>Class 9 &amp; 10</th>
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<tr>
<td><strong>•</strong> Vendor Search Comparison Chart due&lt;br&gt;<strong>•</strong> Mini project with partner&lt;br&gt;<strong>•</strong> Review of final project with questions</td>
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**Assignment for July 27th**


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<tr>
<th>July 27th</th>
<th>Class 11</th>
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<tbody>
<tr>
<td><strong>•</strong> Applying search techniques to Internet Search Engines&lt;br&gt;<strong>•</strong> Last chance for Information Product questions</td>
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<tr>
<th>Saturday August 6th</th>
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<tr>
<td>Student Presentations of Information Product – 15 minutes each.</td>
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<tr>
<td>Class 12 &amp; Class 13</td>
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**Assignment due August 17th – Paper on one of these topics:**

- What skills are required to become a “expert” online database searcher?
- Are there any copyright issues related to database searching?
- Will Google and similar search engines eventually replace fee based databases?
- Is federated searching the answer?
- Are there any liability issues in providing information services?

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<tr>
<th>August 17th</th>
<th>Class 14</th>
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<tbody>
<tr>
<td>Discussion of the above topics and information literacy</td>
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**Saturday August 6th**

Student Presentations of Information Product – 15 minutes each.
Class 12 & Class 13

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INSTRUCTIONS FOR GRADED PAPERS

Assignment 1 Due May 25th Search exercises (Handed out in class)
Assignment 2 Due June 1st Search exercises (Handed out in class)
Assignment 3 Due June 8th Search exercises (Handed out in class)
Assignment 4 Due June 15th Search exercises (Handed out in class)
Assignment 5 Due July 23rd Vendor Comparison Chart (guidelines to be handed out in class)
Assignment 6 Due July 23rd Mini Project in class (outline to be handed out in class)
Assignment 7 Due August 6th Information Product (30 points)

Working independently, each student will produce an Information Product (annotated bibliography) for a client with an information need, and will describe the process used to prepare it to the class. Topics must be approved by the instructor by the end of Class 5, June 8th.

The client can be someone in your company or school, a business associate, a non-profit organization, a family member or friend, or a library patron (but not yourself.) If you do not have a real client your primary instructor will serve that function. Assure your client that his/her questions and the results are confidential; do not reveal the client’s name, company or organization without permission.

Here are some sample clients and questions:

- Your elderly friend collects antiques and has just found a very unusual piece. If authentic, it could be literally worth millions and may eventually involve a major international antiquities agency. Improperly handled it might even disrupt your country’s relations with one of the world’s most rapidly growing economies. She is afraid her early efforts at authentication have attracted the attention of some local “unsavories” and fears she is being followed. How can she authentication her find? What steps should she take to protect it as well as herself. She has the item at home in her basement workshop.

- The small local 4 year college needs to update its programs to enhance their attractiveness to the community. They also desperately need to increase the number of students enrolled. They are starting to investigate “distance learning”. What are the issues that face the Governing Board and the Deans of the various schools? What accreditation problems do they face. What programs/classes can be done effectively within the “distance learning concept”. What technology and infrastructure will they have to invest in?
Your local community is faced with the closure of two local businesses that have been the main source of community employment aside from the local agricultural base. What can the city council do to attract new businesses. How can the existing sites be modified to attract potential new business. What hazardous materials issues may be part of their concerns. What are the State and Federal resources that can be tapped to assist with this initiative.

The local inventor, nice but often with some strange ideas, requests your help in documenting/protecting his invention. He will need assistance in looking for a business partner and will need to find experts in the crafting of various aspects of his creation. If he decides against production and wants simply to sell the production rights he will need general overall and legal advise.

A community hospital wants to introduce new technology to its cardiology, radiology, and obstetrics services. Given their current equipment and services, what would be the most effective additions. How should they plan for, design, staff, and train for the use of this new technology? Will this new equipment offer the possibility of expanding services and will it increase the hospitals profit margin?

Your Final Project will be graded 25 pts for the Information Product, and 5 pts for the oral presentation and your process, based on the following:

- Selection of databases
- Preparation and appropriateness of search strategies
- Use of controlled vocabulary and natural language, as appropriate
- Facility using commands, such as OR, AND, NOT; proximity operators; additional indexes; field searching; limiters, as appropriate
- Skills in altering the search strategy to arrive at a final set of about 50 items
- Your judgment and selection of the 15-20 best citations (remember, you will not achieve perfect precision)
- Quality, insightfulness, and overall appearance of your Information Product, and citation accuracy.

Part 1: INFORMATION PRODUCT (due no later than Class 12)

The Information Product will be a high quality, professional looking, selected annotated bibliography, with non-bibliographic information if appropriate, that will lead to solving the client’s problem. Prepare the document using RefWorks and Microsoft Word. The document will be well written, free of spelling and grammatical errors, and concise, reflecting your appreciation of the client’s time to analyze and apply your results. Bibliographic citations will be accurate and reflect consistent use of one of the format screens in RefWorks; MLA, APA or Turabian/Chicago style area suggestions.

To prepare the written Information Product, you will need to do the following:
1. Interview the client; assure confidentiality if requested
2. verify that you understand the question and proposed application of the results
3. prepare a facet analysis of the question and search strategies for each database
4. select multiple free and/or fee-based databases that are most appropriate to answer your client's question (generally no more than 5 databases)
5. search databases and download citations and abstracts as cost-effectively as possible; use your RefWorks Account to manage your search results
6. keep track of which citations came from which database, in case you need to go back and recheck your citations
7. examine the search results and make judgments on the relevance of each citation
8. discuss preliminary results with client to make sure you are on the right track
9. revise search strategy and search again, if necessary, for better results
10. discard irrelevant citations
11. re-format the search results into readable, easily understandable bibliography; use RefWorks format screens, suggestions are Turabian/Chicago, MLA, or APA style for each citation
12. write the final Information Product (see below)
13. Give a paper copy to your client & your primary instructor
14. It is not necessary to locate the actual publications for your client.

Components of the Information Product (example to be distributed in class)

- Cover page addressed to the client
- Executive summary (two-page maximum) describing the client, the research question or topic, the application for the information as you understood it, names of the databases you used, and your summary of the information retrieved to answer the question.
- The best 15-20 references with an abstract/summary of each one (if you can find one).
- If you wish to include additional citations or full-text documents for the client, put them in the Appendix.

Part 2: ORAL REPORT

Your presentation to the class (15 minutes) will focus on the process used to create your Information Product. Prepare a written outline of the process. You may make a PowerPoint presentation if you choose (many students in past classes have). E-mail your outline or PowerPoint presentation to the instructor prior to your class presentation on August 6th.

In your oral presentation, talk to the class about the following:
1. client and the question, including the context and proposed application of the solution
2. facet analysis, search terms and search strategies
3. which databases you searched, and which ones yielded the most relevant citations
4. the search results generally (not the specific terms and number of items retrieved)
5. use of controlled vocabulary
6. the effect of RefWorks as your results manager
7. your conclusion or recommendations to the client
8. what you learned from this assignment
9. what advice you have for other online database searchers

Assignment 8 Due August 17th   Paper (10 points) Choose one of the 5 Topics listed in Syllabus

This paper should be 3-4 pages, double spaced. It should develop the topic selected and should answer the question posed. It should discuss the application of the topic to the field of Library Science. It should have at least 5 references located using at least 1 of the 2 vendors studied during the course. Use RefWorks to prepare your reference list. The use of the Write-N-Cite feature of RefWorks is optional.