

Syllabus INFO 4615_5615_Spring 2019

INFO 4615/5615.001, 005

Electronic Information Services/ Electronic Databases and Information Services

Spring 2019

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* Please use Blackboard course email for all course communication

Course Format

Online course accessible through UNT Canvas website (<https://unt.instructure.com/>). Eight learning modules are used to organize and deliver online course materials to students. Learning modules are available on the Canvas site.

Course Description

INFO 4615/5615: Electronic Databases and Information Services 3 hours

Development and use of online information services. Study of available databases in different fields. Conducting online searches; client interviews; developing, promoting and evaluating online services; current trends. Supervised practical experience.

Prerequisite(s): INFO 5600 or consent of department.

Course Textbook

Bell, Suzanne S. Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction, 5th Edition, July 2018.

Other course materials will be provided in the course online and will be available in electronic format.

Course Goals and Objectives

Course Goal: To provide students with an understanding of online information sources and the skills necessary to retrieve information effectively and efficiently from these resources.

Course Objectives and Learning Outcomes:

Upon completing of the course, students should be:

- able to describe the basic processes involved in digital information access
- aware of the cognitive, affective, as well as procedural aspects of information retrieval
- familiar with a variety of online electronic sources of information
- able to apply digital information access principles, techniques, and critical thinking skills to perform various types of library and information services
- knowledgeable about the practices behind information seeking
- able to perform a basic evaluation of digital information resources
- introduced to the ethical issue and copyright questions in the use of electronic resources
- familiar with the issues of interest to information professionals related to electronic information systems and services

Course is organized in fifteen learning modules:

- Learning Module 1: Introduction to Electronic Databases and Resources - History and Scope of Databases
 - Brown and Bell, Chapter 1- Introduction to Databases
- Learning Module 2: Database Access – Fields, Indexes, and Keywords
 - Brown and Bell, Chapter 2 – How Databases Work
- Learning Module 3: Controlled Vocabularies – Subject Headings and Descriptors
 - Brown and Bell, Chapter 2 – Controlled Vocabularies
- Learning Module 4: Controlled Vocabularies and Search Techniques – Boolean Logic, Controlled Vocabularies, and Field Searching
 - Brown and Bell, Chapter 4 – The Searcher’s Toolkit,
- Learning Module 5: Online Search Tools – Proximity Searching, Truncation, Wildcards, and Delimiters
 - Brown and Bell, Chapter 5 – The Searcher’s Toolkit, Part 2
- Learning Module 6: Types of Databases – Publisher and Aggregator Interfaces
 - Brown and Bell, Chapter 6: Database Interfaces: Vendor Features and Variations
- Learning Module 7: Subject Databases – Social Science, Government Information, and Humanities Databases
 - Brown and Bell, Chapter 7: Social Science Databases
 - Brown and Bell, Chapter 8: Government Information Databases
 - Brown and Bell, Chapter 9: Humanities Databases
- Learning Module 8: Subject Databases- Science, Engineering, and Medical
 - Brown and Bell, Chapter 10: Science, Engineering, and Medical Databases
- Learning Module 9: Subject Databases- Numerical and Statistical Databases
 - Brown and Bell, Chapter 11: Numerical and Statistical Databases

- Learning Module 10: Online Catalogs and Bibliographic Databases
 - Brown and Bell, Chapter 12: From Bibliographic Databases to Full-Text E-Books
- Learning Module 11: Discovery Databases and Federated Searching
 - Brown and Bell, Chapter 13: Web-Scale Discovery Databases
- Learning Module 12: Reference Interviewing - User Behaviors and Information Needs
 - Brown and Bell, Chapter 14: User Behaviors and Meeting Information Needs
- Learning Module 13: Evaluation of Electronic Databases and Resources and Authority of Resources - Example: Wikipedia
 - Brown and Bell, Chapter 15: Evaluating Databases
- Learning Module 14: Electronic Resources Instruction and Training
 - Brown and Bell, Chapter 16: Teaching Other People about Databases
- Learning Module 15: Current Trends in Electronic Resources and Services

Course Communication

The course uses online communication tools in Blackboard Learn: discussions and course email. The course instructor will make every attempt to respond to your emails/questions within *2 business days*. If you have not received a response after that time, please email the course instructor again, as the instructor may not have received your email.

This course is taught completely online. Students are encouraged to follow netiquette or appropriate online behavior. Please review the netiquette guidelines available from the following websites:

- Netiquette Guide for Online Courses: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf> (Links to an external site.)Links to an external site.
- Netiquette Guide for Online Courses <https://www.memphis.edu/fcbe/students/netiquette.php> (Links to an external site.)Links to an external site.
- Online Course Netiquette Guidelines https://wnc.instructure.com/courses/1065621/pages/online-course-netiquette-guidelines?module_item_id=7763002

Email

The Canvas email tool functions much like any other kind of email. One can send individual and group emails to the course members. Please use **only** course email for all course-related matters. Do not send class questions to my personal email address.

Course Requirements

Technology Requirements:

Students are required to demonstrate general computer proficiency. This proficiency will include knowledge of computing terminology and concepts, as well as minimal competency in the use of specific types of applications software MSOffice (Microsoft accessibility statement - <https://www.microsoft.com/en-us/accessibility> (Links to an external site.)Links to an external site.).

Course Prerequisites: There are no course prerequisites

Course Materials

Module Readings are listed in the modules and for your convenience are provided in electronic format. Students are expected to review module readings. Students are expected to use these readings resources as well as additional sources of information for the course assignments.

To access the UNT Libraries and their e-databases go to www.library.unt.edu (Links to an external site.)Links to an external site. and enter your EUID and password to access the resources. The UNT Libraries' Policy Manual is available here - <http://policy.unt.edu/policy-alphabet> (Links to an external site.)Links to an external site. and includes chapters on Web accessibility and Electronic and Information resources accessibility Policy - <http://policy.unt.edu/policy> (Links to an external site.)Links to an external site. -by- number/5

Week One Activities and Requirements

1. Please write your introductory message and reply to your classmates. Tell us;
 - o Where are you from? Where do you work?
 - o Tell us briefly about your experience with searching for information using electronic databases
 - o How do you access them (UNT Libraries' webpage, your work portal, the Internet)?
 - o Which search engines (Google, other) have you used?
 - o In general, what can you say about your online search experience and the availability of information in electronic format?
 - o What is your reasons for taking this class and what you hope to gain from the course?
 - o You may include anything else you'd like to share with the class
2. Read other students' instructions in the Introduce Yourself discussion forum. Reply to TWO other students' posts (use Reply button in the original post) with comments on other students' introduction posts.
3. Become familiar with the structure of the course in Canvas
4. Be sure to read the course syllabus and send to the course instructor an email acknowledgement about submitting of the course assignments (use the course email in Blackboard) that must include the following statement:

"I have read the course syllabus and understand that I am expected to submit all assignments on the prescribed due dates/times. I am aware that each missing assignment

will result in an automatic deduction of one grade level from the computed grade up to a failing grade.”

5. Submit Current Zip Code Survey
6. Submit Module 1 Discussion by the due date indicated in the course Schedule of Activities.

Assignments:

Six Module Discussions (Modules 1, 2, 4, 5, 7, 8)

Four Module Exercises (Modules 1, 2, 4, 5)

Two Chapter Quizzes (Chapter 1 Quiz and Chapter 2 Quiz) Search Project by Group

Database Evaluation Assignment (Mid-term) Module 6 and 6A Reading Summaries Module 7 Exercise (only INFO 4615 students)

Information Literacy Instruction Project (only INFO 5615 students)

See descriptions and assignment instructions in the Assignments & Submissions tab in the course in Blackboard.

APA Style

Citation Style Manual:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

All written assignments should follow APA style to ensure that all sources are cited completely, correctly, and with consistency. It is important to provide details of all the sources of information that you have used to prepare your work. Consult the Publication Manual of the American Psychological Association, 6th edition.

Policies

ADA Accommodation

If you have a disability and require accommodation under the terms of the federal Americans with Disabilities Act (ADA), you must present a written accommodation request to the instructor by the end of the third week of the semester. You should submit a request even if it is possible that accommodation may not be necessary later in the semester. You should register with the UNT Office of Disability Accommodation (ODA; <http://www.unt.edu/oda/> or 940-565-4323), which provides many kinds of support services. Procedures are explained in the UNT Disability Accommodation Policy for Students and Academic Units (<http://policy.unt.edu/policy/18-1-14>).

Academic Integrity

The UNT Students Standards of Academic Integrity (2009) are available at the Provost office website: <http://vpaa.unt.edu/academic-integrity.htm>. The Student Standards of Academic Integrity UNT Policy Manual (http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf) defines six categories of academic dishonesty: cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. The category plagiarism defined as follows:

“Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

1. The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. The knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.”
(http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

The Department of Information Science (DIS), formerly the Department of Library and Information Sciences (DLIS), COI, UNT academic misconduct and academic integrity policy is compatible with the UNT Academic Integrity policy (<https://policy.unt.edu/policy/06-003>). Enrollment in any Department of Information Science course is considered implicit acceptance of all DIS, COI and UNT student policies. It is the responsibility of the student to understand and adhere to these policies. Department of Information Science has zero tolerance for academic dishonesty. Department of Information Science instructors may choose to submit any student work to Turnitin for verification of originality. Penalties for plagiarism in INFO 5310 are as follows:

- First offense: Final course grade reduced by one complete grade
- Second offense: Final course grade reduced to F (Fail)

Course Grading

All the course assignments must be submitted by/on the due dates indicated in the course Schedule of Activities. Generally, you will receive feedback on assignments within a week of the due date. However, if that time frame is to be altered, you will be informed of the change as soon as possible.

Grade Distribution

Grades are determined on a 100-point scale with 10 points per grade (90-100 = A, 80-89 = B, etc.). The grade distribution determines how much each assignment grade counts toward the final grade for the course, as follows:

Grade Distribution INFO 4615.001,005 Assignments

Assignment	%
Six Module Discussions (Modules 1, 2, 4, 5, 7, 8) and Module 13 and 13A Reading Summaries	25%
Four Module Exercises (Modules 1, 2, 4, 5)	20%
Two Chapter Quizzes	10%
Search Project by Group	10%
Database Evaluation Assignment (Mid-term)	15%
Module 7 Exercise (only INFO 4615 students)	15%
Class Participation	5%
Total	100%

Grade Distribution INFO 5615.001,005 Assignments

Assignment	%
Six Module Discussions (Modules 1, 2, 4, 5, 7, 8) and Module 13 and 13A Reading Summaries	25%
Four Module Exercises (Modules 1, 2, 4, 5)	20%
Two Chapter Quizzes	10%
Search Project by Group	10%
Database Evaluation Assignment (Mid-term)	15%
Information Literacy Instruction Project (only INFO 5615 students)	15%
Class Participation	5%
Total	100%

Grading Criteria

Grades evaluate the quality of your work and adherence to the assignments. Note penalties below.

Content: All topics must relate to the course, either as assigned or approved by the instructor. INFO 4615/5615.001,005_Fall SYLLABUS Page 8

Deadlines: To facilitate timely grading, all assignments must be submitted/posted before 11:55 p.m. on the due date in CST. Half a grade (5 points) is deducted for each day an assignment is late. An exception can be made if you absolutely cannot meet the deadline; please notify the instructor in advance if possible.

Completeness: Assignments are detailed. Avoid losing points for incompleteness or failure to follow instructions. If you do not understand the assignment, ask for help prior to the deadline.

Writing: Both substantive content and quality of writing are considered. Substantive content includes demonstrated knowledge of appropriate concepts, completeness, strong supporting material, and reasonable conclusions. Quality of writing covers organization and clarity of expression, appropriate use of references, and correct grammar, punctuation, and spelling. References must be in APA style.

Grade Options

Extra credit: Assignments for extra credit will not be made under any circumstances. If you are having trouble with regular assignments, consult the instructor as soon as possible.

Incomplete: See UNT Graduate Catalog for policies and UNT semester schedule for deadlines. A grade of incomplete (I) will be given only for a justifiable reason and only if you are passing the course. It is your responsibility to contact the instructor to request an incomplete and discuss requirements for completing the course. If you do not remove the incomplete within one calendar year, you will receive a grade of F.

Withdrawal: See UNT Graduate Catalog for policies and UNT semester schedule for deadlines. A grade of withdraw (W) or withdraw-failing (WF) will be given depending on your participation and grades to date. If you simply disappear and do not file a formal UNT withdrawal form, you may receive a grade of F.

Class Calendar - Schedule of Activities

SCHEDULE OF ACTIVITIES

INFO 4615/5615.001.005 – Spring 2019

(January 14 – May 12)

(Subject to change as necessary)

Schedule of Activities

[SCHEDULE OF ACTIVITIES - SPRING 2019-1.docx](#) 

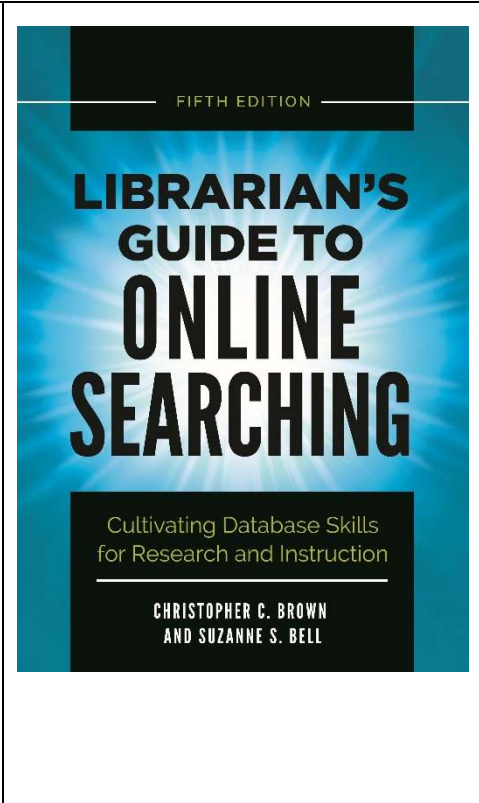
DATE	CONTENT	ASSIGNMENTS (DUE Sunday Evenings by 11:59 PM)
Jan 14 - 20	Learning Module 1: Introduction to Electronic Databases and Resources, History of Databases, and Scope of Databases	<p>Sunday, January 20 - <i>Introductory Message</i> about yourself to the Introductions discussion forum</p> <p>Sunday, January 20 - Send to the course instructor email in Blackboard with the acknowledgement about submitting course assignments (see course syllabus for instructions)</p> <p>Sunday, January 20 – Discussion Module 1 due in the Discussion Module 1 discussion forum</p> <p>Sunday, January 20 – Submit Current Zip Code Survey</p>
Jan 20 - 27	Learning Module 2: Database Access – Fields, Indexes, and Keywords	<p>Sunday, January 27 – Exercise Module 1 due in Exercise Module 1 discussion forum</p> <p>Sunday, January 27 – Quiz Chapter 1 opens @ noon in Quizzes tab</p> <p>Sunday, January 27 - Quiz Chapter 1 due</p>
Jan 27 – Feb 3	Learning Module 3: Controlled Vocabularies – Subject Headings and Descriptors	Sunday, Sep 30 - DiscussionModule 2 due in Discussion Module 2 discussion forum
Feb 3 - 10	Learning Module 4: Controlled Vocabularies and Search Techniques – Boolean Logic,	Sunday, Sep 30 – Exercise Module 2 due in Exercise Module 2 discussion forum

	Controlled Vocabularies, and Field Searching	Sunday, Sep 30 – Quiz Chapter 2 opens @ noon in Quizzes tab - Quiz Chapter 2 due
Feb 10 - 17	Learning Module 5: Online Search Tools – Proximity Searching, Truncation, Wildcards, and Delimiters	
Feb 17 - 24	Learning Module 6: Types of Databases – Publisher and Aggregator Interfaces	– Module 4 Discussion due in DiscussionModule 4 discussion forum Exercise Module 4 due in Exercise Module 4 discussion forum Search Project by Group Assignment Search Project due in the assignment dropbox in Assignments & Submission Module 4 Exercise due in Exercise Module 4 discussion forum
Feb 23 – March 3	Learning Module 7: Subject Databases – Social Science, Government Information, and Humanities Databases	Module 5 Discussion due in Discussion Module 5 discussion forum Module 5 Exercise due in Exercise Module 5 discussion forum
March 3 - 10	Learning Module 8: Subject Databases- Science, Engineering, and Medical	
SPRING BREAK March 11 - 15		
March 17 - 24	Learning Module 9: Subject Databases- Numerical and Statistical Databases	

March 24 - 31	Learning Module 10: Online Catalogs and Bibliographic Databases	
March 31 – April 7	Learning Module 11: Discovery Databases and Federated Searching	
April 7 - 14	Learning Module 12: Reference Interviewing - User Behaviors and Information Needs	
April 14 - 21	Learning Module 13: Evaluation of Electronic Databases and Resources and Authority of Resources - Example: Wikipedia	Database Evaluation Assignment is due in the assignment dropbox in Assignments & Submission Wikipedia Readings Summary
April 21 - 28	Learning Module 14: Electronic Resources Instruction and Training	Wednesday, May 8 - Information Literacy Instruction Project due in the assignment dropbox in Assignments & Submission Module 7 Discussion due in Discussion Module 7 discussion forum Module 7 Exercise due in Exercise Module 7 discussion forum
April 28 – May 5	Learning Module 15: Current Trends in Electronic Resources and Services	Presentation in Class Chat – Information Literacy Project – DUE: May 8

Course Textbook

Course Textbook

<p><i>Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction</i> Author: Suzanne S. Bell</p> <p><i>Publication Info:</i> Santa Barbara, California: Libraries Unlimited, An imprint of ABC-CLIO, LLC, 2015 (Links to an external site.)Links to an external site.</p> <p><i>Edition:</i> Fourth Edition</p> <p>ISBN-13: 978-1610699983</p> <p>ISBN-10: 161069998X</p> <ul style="list-style-type: none">• Available from UNT University Libraries - UNT ONLINE RESOURCES - ZA4460 .B45 2015Permanent Link:https://iii.library.unt.edu/record=b5526526~\$12 (Links to an external site.)Links to an external site.• Buy Used: \$39.00 <p>Buy New: \$54.97</p>	
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Meet Your Professor

Dr. Yvonne Chandler

Yvonne J. Chandler is an Associate Professor in the **Department of Information Sciences (DIS)** in the College of Information at the [University of North Texas \(Links to an external site.\)](#)[Links to an external site.](#). Her research areas include legal information services, Internet resources and services, and education for library and information services. She is Director and Advisor for the Legal Informatics Master's program and the Legal Information Management, and Legal Information Access Management program offered jointly by LIS and the School of Community Services. Dr. Chandler developed the Law Librarianship program that has graduated more than 100 law librarians working in the state of Texas and across the nation including the directors of Baylor University and Texas Southern University Schools of Law libraries. Three graduates are library directors of major law firms that are ranked among the top 100 largest firms in the country according to the *National Law Journal*.

In the 2006 publication, *Celebrating Diversity - A Legacy of Minority Leadership in the American Association of Law Libraries*, Dr. Chandler was selected as one of 13 "Leaders of Today" in Law Librarianship and was profiled in the volume. Dr. Chandler serves as Director of Master's Degree cohort programs in nine states and the Pacific Islands. The LIS Cohort Programs include Nevada/Utah, SWIM (South Dakota, Wyoming, Idaho, and Montana) states; Greater Los Angeles; the LEAP Pacific Islands Region; ELMS encompassing the states of Arkansas and Tennessee- cohort programs; Northern California; and west Texas cohorts in Lubbock and El Paso. In May 2008, Dr. Chandler received the prestigious University of North Texas President's Council Outstanding Teaching Award from the University. In June 2016 she was the recipient of the **DEMCO/ALA Black Caucus Award for Excellence in Librarianship** [\(Links to an external site.\)](#)[Links to an external site.](#) from the **Black Caucus of the American Library Association** for 2016 at the American Library Association Annual Conference in Orlando.

Dr. Chandler has experienced significant success with educational training grants awarded by the **Institute of Museums and Library Services** [\(Links to an external site.\)](#)[Links to an external site.](#) (IMLS), providing student scholarships and experiences. Through her efforts more than 300 University of North Texas master's degree students have received scholarships and other support from the Laura Bush 21st Century Librarian Program funded by IMLS with more than \$5.5 million dollars that Dr. Chandler received through partnerships with state, public, and academic libraries across the country. She is currently the principal investigator on the \$500,000 **Library Education for the U. S. Affiliated Pacific** [\(Links to an external site.\)](#)[Links to an external site.](#) grant to fund a second cohort to educate indigenous librarians in the American Pacific in digital information management, curation, and preservation. Students from American Samoa, the Marshall Islands, Micronesia, Palau, Guam, and the Commonwealth of the Northern Mariana Islands are matriculating through the master's degree program because of these funds. In all of her grants she includes funding for a minimum of 30% of recipients to be from diverse backgrounds.

Dr. Chandler is from Birmingham, Alabama where she grew up in the United Methodist church as the child of a minister and educator. She attended undergraduate school at Clark College in Atlanta, Georgia, majoring in African American Studies and Library Science. Dr. Chandler earned her Master of Science in Library Service from the **Atlanta University School of Library and Information Sciences**. She is currently working on a book documenting the historic importance and contribution of the Atlanta University School of Library and Information Studies to the library and information science profession. The two schools merged to form **Clark Atlanta University** ([Links to an external site.](#))[Links to an external site.](#). On September 3, 2014, Dr. Chandler was selected as the **Clark Atlanta University's Office of Alumni Relations "Alum for the Day"**.

Dr. Chandler earned her doctoral degree from the **University of Michigan School of Information** ([Links to an external site.](#))[Links to an external site.](#). Her dissertation, **Professional Preparation Competences for Law Librarianship - A Survey of Experts in Law Librarianship and Private Law Librarians**, (PhD. Diss. University of Michigan) 1994, identified competencies for a curriculum to educate master's degree students for work in law libraries. Dr. Chandler's publications and presentations include: "Accessing Legal and Regulatory Information Internet Resources and Documents" in *Evolving Internet Reference Resources*, 2006; "The End of An Era," in **Reflections on Brown vs. Board of Education in AALL Spectrum** ([Links to an external site.](#))[Links to an external site.](#), *The Internet at The Millennium*," and "Legal Resources on the Internet in The Internet at the Millennium, 2001" She is the author of the *Neal-Schuman Guide to Finding Legal and Regulatory Information on the Internet*, Neal Schuman and a co-author of the second edition of *Celebrating Diversity - A Legacy of Minority Leadership in the American Association of Law Libraries*.

Dr. Chandler has conducted workshops and made presentations on library and information science education, law library education, legal research, diversity in the information profession, and legal and government information resources on the Internet for many professional association including; the Texas Library Association, American Association of Law Libraries, Dallas Association of Law Librarians, Houston Association of Law Libraries, Southwestern Association of Law Libraries, Louisiana Library Association, Texas Association for Educational Technology, Missouri State Library, the Association of Texas Professional Educators, and the University of Arkansas at Pine Bluff. She has taught legal research for the National Institute for Legal Education at Stanford University School of Law and American University School of Law, a program which prepares newly admitted law school students for their first year of the legal education program. She also has served as Visiting Professor at the Syracuse University School of Information Studies - Summer Institute on Leadership and Change in an Information Society. She has presented hands-on multimedia-based programs on teaching legal research with technology and utilizing Internet resources for major corporations such as; LEXIS-NEXIS and the Southern Company. She presented papers at both the 2009 and 2013 United States Conference on Legal Information and Law Libraries" held in Beijing and Shanghai, China respectively and in 2016 at the Asia-Pacific Conference on Library & Information Education and Practice (A-LIEP) in Nanjing, Jiangsu Province, China.

Dr. Chandler is an active member of the American Association of Law Libraries (AALL), Beta Phi Mu Honorary Society in Library and Information Science, the Special Libraries Association, the Dallas Association of Law Librarians, the Southwestern Association of Law Libraries (SWALL), and the Texas Library Association (TLA). She holds many leadership roles in these organizations including serving as President of SWALL from 2005-2007, and a member of the Executive Board of TLA serving as Representative at Large from 2004-2007. In April 2015, Dr. Chandler completed her term as President for 2013-2014 and Past President of the more than 7,000 member **Texas Library Association** ([Links to an external site.](#))[Links to an external site.](#), the largest state library professional association in the United States. She served as the representative for AALL to the American Library Association Task Force on Library and Information Science Education and the Member Liaison to the Association for Library and Information Science Education from 2010 – 2013. She is a member of the American Advisory Board (AAB) of the China - American Forum on Legal Information and Law Libraries (CAFLL) representing library and information science educators.

Dr. Chandler enjoys watching movies, shopping, and sports, particularly NBA basketball and her favorite team the Los Angeles Lakers.

Here is how to contact me:

Office Hours: By appointment

Office Location: Discovery Park E295E

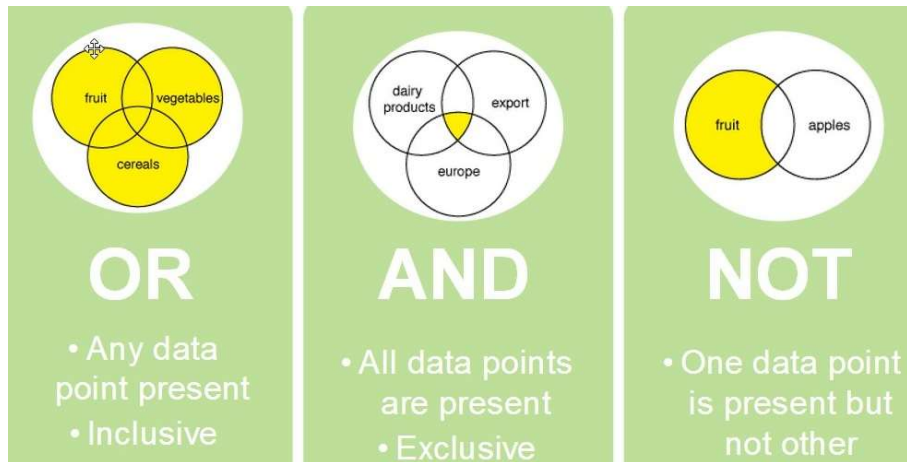
Phone: (940) 391-0555

Email: yvonne.chandler@unt.edu

Communication Expectations:

If you have a private question, please contact me via email. Please do not expect a response over the weekend. Please use my phone number as a last resort - but also, please use it if you need to!

LEARNING MODULES



- [Learning Module 1: Introduction to Electronic Databases and Resources - History and Scope of Databases](#)- January 14 - 20, 2019
 - Brown and Bell, Chapter 1- Introduction to Databases
- [Learning Module 2: Database Access - Fields, Indexes, and Keywords](#) - January 20-27, 2019
 - Brown and Bell, Chapter 2 – How Databases Work
- **Learning Module 3: Controlled Vocabularies – Subject Headings and Descriptors - January 27 – February 3, 2019**
 - Brown and Bell, Chapter 2 – Controlled Vocabularies
- **Learning Module 4: Controlled Vocabularies and Search Techniques – Boolean Logic, Controlled Vocabularies, and Field Searching - February 3 - 10, 2019**
 - Brown and Bell, Chapter 4 – The Searcher’s Toolkit,
- **Learning Module 5: Online Search Tools – Proximity Searching, Truncation, Wildcards, and Delimiters - Feb 10 - 17**
 - Brown and Bell, Chapter 5 – The Searcher’s Toolkit, Part 2
- **Learning Module 6: Types of Databases – Publisher and Aggregator Interfaces - Feb 17 - 24**
 - Brown and Bell, Chapter 6: Database Interfaces: Vendor Features and Variations
- **Learning Module 7: Subject Databases – Social Science, Government Information, and Humanities Databases - Feb 23 – March 3**
 - Brown and Bell, Chapter 7: Social Science Databases
 - Brown and Bell, Chapter 8: Government Information Databases
 - Brown and Bell, Chapter 9: Humanities Databases
- **Learning Module 8: Subject Databases- Science, Engineering, and Medical - March 3 - 10**
 - Brown and Bell, Chapter 10: Science, Engineering, and Medical Databases
- **Learning Module 9: Subject Databases- Numerical and Statistical Databases - March 17 - 24**
 - Brown and Bell, Chapter 11: Numerical and Statistical Databases

- **Learning Module 10: Online Catalogs and Bibliographic Databases - March 24 - 31**
 - Brown and Bell, Chapter 12: From Bibliographic Databases to Full-Text E-Books
- **Learning Module 11: Discovery Databases and Federated Searching - March 31 – April 7**
 - Brown and Bell, Chapter 13: Web-Scale Discovery Databases
- **Learning Module 12: Reference Interviewing - User Behaviors and Information Needs - April 7 - 14**
 - Brown and Bell, Chapter 14: User Behaviors and Meeting Information Needs
- **Learning Module 13: Evaluation of Electronic Databases and Resources and Authority of Resources - Example: Wikipedia - April 14 - 21**
 - Brown and Bell, Chapter 15: Evaluating Databases
- **Learning Module 14: Electronic Resources Instruction and Training - April 21 - 28**
 - Brown and Bell, Chapter 16: Teaching Other People about Databases
- **Learning Module 15: Current Trends in Electronic Resources and Services - April 28 – May 5**

Course Chapter Quizzes 1 and 2

Assignment Instructions

There are two quizzes in the course: Chapter 1 Quiz (DUE Sunday, January 27) and Chapter 2 Quiz (DUE Sunday, February 17) . Quizzes are based on the chapters of the course textbook.

- Chapter 1 Quiz is based on Chapter 1 of the Textbook: Introduction to Library Databases. The test will become available on Sunday, January 14 and is DUE on Sunday, January 27 by 11:59 pm.
- The Chapter Two Quiz is based on Chapter 2 of the Textbook. There are 15 questions. The test will become available on Sunday, January 14 and is DUE on Sunday, February 17 by 11:59 pm.

Purpose:

To familiarize the student with the concepts of electronic databases and resources.

Description:

Questions related to the assigned textbook section reading.

Instructions:

Refer to the Course Guide for assignment due dates.

To access quizzes go to the Quizzes tab in the course menu.

Before opening the quiz, read the assigned textbook chapter

Taking the corresponding chapter Quiz. You may refer to your textbook.

Submission:

Completing your Quiz assignments remember to hit the Save and Submit buttons and control the time remaining to complete the quiz.

Group Search Project

Search Project Assignment Instructions

In this assignment, you will work in groups of 3 to 5 students. Please go to the Groups tab of the course Menu to see your group members' names after the first week of class. Please read the instructions for more details.

Scenario:

You have been hired as a *reference librarian / research specialist* and you are eagerly staffing the reference desk anticipating your first “client”. You should receive reference questions by email from your fellow classmates that are assigned to your group. You will also serve in the role of *patron* submitting a search request to each of your group members. All forms are included in the attached document.

Tasks and Deliverables:

You are assigned to a group of 3-5 students. Please provide each member of your group with a completed search *request form* via email. You in turn, will receive one search requests from each of your fellow group members. You will need to do the following to prepare this assignment:

In your role as Patron:

- Define one information need (real or imaginary) for each of your group members
- Complete the **Patron's Search Request Forms** (MS Word file is available in the Project Documents folder in this section) defining each of your information needs and send one completed form to each of your fellow group members **via Blackboard email** as attachment. You send different Patron Search Request Form for each student in the group, e.g., they get from you unique different Patron Search Requests. Respond to any follow up questions the Librarian (group member) may have. Work with the librarian to further refine and scope your question as required.
- Identify and submit a list of search terms, synonymous words, and subject headings to the researcher.

- Complete a **Search Evaluation Form** MS Word file is available in the Project Documents folder in this section) for each of the responses you receive from your group members (*librarians*). SUBMIT THE COMPLETED FORM to the Search Project Assignment dropbox WITH YOUR OTHER DOCUMENTS as one PDF file!!

In your role as *Librarian*:

- Interview your patron via, email, chat, phone call, etc. to clearly define the scope of the search request. BEFORE YOU BEGIN YOUR SEARCH!!! Identify and submit a list of search terms, synonymous words, topics and sub topics, as well as subject headings about the topic.
- Record and organize information on each reference question / information request that you receive.
- Develop a search strategy utilizing the **Search Strategy Worksheet** (available in the Project Documents folder in this section) and execute the search for information using UNT databases. Record your search process. **Specific/individual databases must be used. The UNT Federated Search cannot be used for this project.**
- Complete the **Database Worksheet for Online Databases** (available in the Project Documents folder in this section). Include all information required to describe and to justify the selection of the database. Description of all databases selected to search should include on the form:
 - a. Types of material covered in database: Books? journals? web pages? newspaper articles? conference proceedings?
 - b. Publisher of database: Does the database provide any information about the publisher? Is it an academic or commercial publisher?
 - c. Subject or Disciplines of the database: the database actually contains the information you need for your research determining the disciplinary focus of a database, the most common method used to decide the most appropriate database for research is disciplinary.
 - d. Time coverage: What years of publications does the database cover? Some databases only cover from ~1990 to current. Other databases -- such as JStor and PsychInfo cover articles back to the 1890s!
 - e. Update schedule of database: Is the database updated every day? once a month? quarterly?
- Deliver the search results to the patron.

- Fill out the bottom of each Patrons' Search Request Form received from patrons.
- Complete the **Librarian Search Results Form** (MS Word file is available in the Project Documents folder in this section).
- Ask patrons to complete **Search Evaluation Forms** (MS Word file is available in the Project Documents folder in this section)

Submission:

Submit in the **Search Project assignment dropbox** located in the Search Project folder in Assignments&Submission. Attach to the assignment the following documents (MS Word files) for both of your roles in the project (Patron and Librarian) the following THREE documents (MS Word files) for the **Librarian Role** and ONE document for the **Patron Role**: for a total of four types of documents.

Librarian's Role Documents: Submit the following components for *each* of the

search requests you receive (arrange the documents in **ONE PDF file** - one after another. Put corresponding Headings).

1. **Patrons' Search Request Forms** (all forms that you've received from the patrons) with completed bottom section in them. Combine the forms into one PDF file with the name **Patrons' Search Request Forms**. *Note* that the Patron's Search Request Forms, you fill them out and send them directly to the *librarians* to conduct the search process by course email.
2. **Database Worksheet for Online Databases** (The form is available in the Project Documents folder in this section) Complete a form for every database that you select to search for each of the Patron Requests. Combine the forms into one PDF file with the name

Database Worksheet for Online Databases

Description of all databases selected to search should include on the form:

- a. Types of material covered in database: Books? journals? web pages? newspaper articles? conference proceedings?
- b. Publisher of database: Does the database provide any information about the publisher? Is it an academic or commercial publisher?
- c. Subject or Disciplines of the database: the database actually contains the information you need for your research determining the disciplinary focus of a

database, the most common method used to decide the most appropriate database for research is disciplinary.

- d. Time coverage: What years of publications does the database cover? Some databases only cover from ~1990 to current. Other databases -- such as JStor and PsychInfo cover articles back to the 1890s!
 - e. Update schedule of database: Is the database updated every day? once a month? quarterly?
3. **Librarian Search Results Form** (MS Word file is available in the Project Documents folder in this section) for each patron's request. Save the forms as PDF files.

Patron's Role Document:

1. **Completed Search Evaluation Form** (MS Word file is available in the Project Documents folder in this section) for each of the responses you receive from your group members/*librarians*

Combine all of the required four forms listed above into one PDF file for submission to the Dropbox.

Evaluation of Information Resources Assignment

Readings Assignment Instructions

Examine the list of articles for Module 6. Do the readings assignment described below to learn more about Evaluating Resources.

1. Select four articles from the Evaluating Databases readings list.
2. Select, read, and summarize the four articles and submit to the assignments dropbox. The summary of all four articles should be 1500 - 2000 words.

Include the following elements in your summary:

- Key points from the article
- Summary of the major points discussed in the reading
- The author's viewpoint
- Your brief impression (not in first person)
- Reaction - your opinion and thoughts on the discussion in the reading

Formatting: Your summary should not exceed 2000 words (1500 words for undergraduate students).

- Save your completed reading summary with the following filename format: LastName_Wikipedia.docx (example: Chandler_Wikipedia.docx).
- Reading Summaries must be double-spaced in 12 pt font.
- Your name and assignment title should be included in the running header (ex: Yvonne Chandler - Module 01 Reading Summary)
- Include page numbers in the footer
- Complete citations for the articles that you select to read should be on the first page, then your summary content should start on page 2.
- Use the APA style guide to format your citations. For help with citations look at the
 - Purdue Owl: <https://owl.english.purdue.edu/owl/resource/560/01/> and Electronic Sources: <https://owl.english.purdue.edu/owl/resource/560/10/>
 - Crossref.org: <https://www.crossref.org/> (to identify the doi or citations.)

Reading Summary Assignment – Wikipedia

Wikipedia Readings Summary Assignment Instructions

Examine the list for Module 13A - articles about Wikipedia in the module Readings and Helpful Resources for discussion the controversy surrounding Wikipedia and its quality control mechanisms.

Module 13A Do the readings assignment described below to learn more about Wikipedia.

Here are some articles and other resources about Wikipedia that you should **READ** concerning this debate.

1. All students should read about Wikipedia on the "About" page - <http://en.wikipedia.org/wiki/Wikipedia:About> and their "Wikipedia :Verifiability" policy - <http://en.wikipedia.org/wiki/Wikipedia:Verifiable> (Links to an external site.)Links to an external site.. Summarize your thoughts on the Wikipedia policy.
2. Select, read and summarize **four** articles about Wikipedia and submit to the assignments dropbox. The summary should be 1500 words.

Include the following elements in your summary:

- Key points from the article
- Summary of the major points discussed in the reading
- The author's viewpoint
- Your brief impression (not in first person)
- Reaction - your opinion and thoughts on the discussion in the reading

Formatting: Your summary should not exceed 1500 words (1000 words for undergraduate students).

- Save your completed reading summary with the following filename format: LastName_Wikipedia.docx (example: Chandler_Wikipedia.docx).
- Reading Summaries must be double-spaced in 12 pt font.
- Your name and assignment title should be included in the running header (ex: Yvonne Chandler - Module 01 Reading Summary)
- Include page number in the footer
- Citations for the articles that you select to read should be on the first page, then your summary content should start on page 2.
- Use the APA style guide to format your citations. For help with citations look at the
 - Purdue Owl: <https://owl.english.purdue.edu/owl/resource/560/01/> and Electronic Sources: <https://owl.english.purdue.edu/owl/resource/560/10/>
 - Crossref.org: <https://www.crossref.org/> (to identify the doi or citations.)

Wikipedia Readings

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Database Evaluation Assignment

For this assignment students will be writing a report evaluating a **subscription** database of your choice - NOT a WEBSITE - the library must pay for access. This must be one available from the UNT Libraries website. Do not choose a database platform environment, EBSCOhost or ProQuest for instance; though you may choose any of the *individual databases provided by* these and other platforms. Try to find a database with advanced search option.

If you are a graduate student (i.e. enrolled in INFO 5615) you are strongly advised to select a database that you can also use for your final Information Literacy Instruction Project.

Before starting the assignment, please access and read carefully the file available in Database Evaluation assignment folder. Use it as a template to complete your evaluation (fill in your information into the template sections) - save the attached MS Word document with the template/guide and fill it out. Note that the template sections are to serve you as a guideline. The main goal of this assignment is to demonstrate that you have understood all the factors that must be taken into account when you evaluate a new database to be included into the databases offered by your information organization. **Prepare the evaluation as if someone in charge of database selection is going to base their purchase decision basically on your professional opinion as presented in the document.**

Make sure that your submission includes bibliographic citations of all the resources that you use to gather the information for your report. You should include articles that review the database, manuals and web resources from the vendor and/or producer.

Submission:

Submit MS Word file with your assignment as attachment in the **Database Evaluation assignment submission dropbox** by the *due date* indicated in the Schedule of Activities.

Database Evaluation

Database:	LIST NAMES OF DATABASE(S) and its URL at UNT Libraries
Areas of Coverage:	LIST SUBJECT AREA(S)
Fulltext:	FULLTEXT AVAILABILITY
Abstracts:	ABSTRACT AVAILABILITY

Searching

Basic search	Screen capture of search screen that appears when connecting to the database. Characteristics of the default search. Choices for basic search
Advanced search	Screen capture of advanced search screen
Browsing	Browsing topic area
Boolean operators	Default and how entered, e.g. all caps (AND, OR, NOT)
Truncation	The truncation symbol is * It is used to find all forms of a word ie. to find different word endings: operat* will find operations , operational , operator etc.
Search specific fields	List of searchable fields and controlled vocabularies.
Limit	Searches can be limited by many factors, e.g. Database, Date, Full Text Articles, Type of Publication like Scholarly Journals . How to limit e.g. command lines, interface dropdown menu, etc.
Displaying & marking records	How do you display and mark individual records? Example: To mark records click CHECK BOX to the left of the citation, so a tick appears. You can also mark records within each individual record. To display marked records, click on "VIEW MARKED RECORDS" in right hand corner of display screen
Printing records	How do you print records? Note if you cannot print the fulltext of articles from the marked list.
Saving records	How do you save records?
Emailing records	How do you email records?

Other Features (choose whatever is related to the evaluated database or add more features) (list in bullets):

Subject Coverage - Size, comprehensiveness; Years Searchable; Thesaurus vs. Uncontrolled Vocabulary and Vocabulary Online; Type and Format of Information; Cost; Search Parameters – Indexed fields, specificity of search and fields not searchable just displayable; Currency - Update schedule and lag time; Size of Retrieval; Online Vocabulary/Dictionary; Simultaneously search group of databases (then for more in depth search select file with highest postings); Tutorials / vendor documentation / “cheat sheets”; Special Features: Search alert notification, ranked results, cited references, search and data manipulation, Explosions; Multi-file searching; GUI interface, Endnote or ProQuest filters availability; etc.

Practice in the use of database: experiment with navigation, search (basic and advanced), use of limiters, help tools, other features before completing the following two sections of the assignment.

Overall Evaluation of Database *(in previous section, you listed the database features and briefly described them. In this section, provide a general evaluation of the database on listed below and other parameters):*

1. usefulness for information services
2. accuracy/quality
3. objectivity
4. coverage
5. currency
6. ease of use
7. search process (effectiveness, speed, results)
8. other characteristics of the evaluated database.

Comments and Experience *(use the number list format):*

1. What is your experience in working with the database? (indicate the activities that were involved in you use of the database, e.g. search, use of help and tutorials, etc.).
2. Briefly describe your opinion about the database and its features: any pros and cons that you want to notify.
3. Suggestions you could make about the database in general or any of its features.
4. Briefly justify the above: refer to the textbook and course materials to support your point of view.

Resources: *(list of resources that you used to gather the information)*

Information Literacy Project

If you are taking **INFO 5615** (the graduate class) this is your final project. Please read the description carefully. You must submit your final report as an MS-word or PDF document and include all the additional materials as attachments. Your assignment should include and clearly specify all of the following components:

1. The objectives and expected outcomes of your 60 minute - **Face to Face** training session.
2. A pre-defined user population with accommodation recommendations for complying with the Americans with Disabilities Act.
3. A PowerPoint (or Prezi) or Online presentation for a class **with lecture notes**. Show in it what you would be showing your class!! (In many cases, for an in-class presentation you would do your demonstrations directly from the database website. However, having either PowerPoint or Prezi to do your Face-to-Face presentation in class is always helpful).
4. **OR** you can choose to do a completely online instructional unit, instead of the Powerpoint/Prezi document. Then, you will include a live (i.e. WORKING!) file as attachment or a link to Youtube (or other website) with your presentation. To create your presentation, you can use any screen capture software available to you. For example, one available online free software is Movavi - <https://www.movavi.com/> ([Links to an external site.](https://www.movavi.com/))[Links to an external site.](https://www.movavi.com/support/how-to/how-to-create-videoguide.html). See here how to make a tutorial video with Movavi - <https://www.movavi.com/support/how-to/how-to-create-videoguide.html> ([Links to an external site.](https://www.movavi.com/support/how-to/how-to-create-videoguide.html))[Links to an external site.](https://www.movavi.com/support/how-to/how-to-create-videoguide.html). *Chapter 14* of the textbook gives recommendations and tips about video tutorials - section “Tips for Making Better Video Tutorials” (pp. 240-241).
5. A face-to-face class agenda with estimated time for each topic
6. A **one-page** patron/customer instructional handout (tips sheet) describing how to use the database or product. Include a description of the database, how to do adjacency or truncation (or other special search instructions), and the location of the help screen, etc.
7. Additionally, I expect to see, somewhere in your presentation, an opportunity for students to actually get some hands-on practice with this resource. If the outcome is that the

students learn something, they will need to practice it.

8. List of all resources and software used to create this Instruction session.
 9. An evaluation sheet that will ask the participants for their opinion of the presentation and presenter as well as feedback on things that can be improved in this training section (limit this to a single page and no more than 10 questions).
- **Submission:**
Combine all the above documents (except the presentation) in MS Word file and insert corresponding Headings. Attach the MS Word file together with the presentation file (or provide a working link in the message box) in Information Literacy_ Instruction Project assignment dropbox.

Exercise Module 7 (ONLY INFO 4615 STUDENTS)

Step 1: Read the article Hays, A. (2014). The Nation's First Fully Digital Public Library. *Public Libraries*, 53(2), 46-50. Retrieved from <http://publiclibrariesonline.org/2014/05/the-nations-first-fully-digital-public-library-how-a-texas-county-made-it-happen/> (Links to an external site.)Links to an external site. (use this link to access the article).

Step 2: Find more information (search the UNT databases and online) about the BiblioTech library *or* similar libraries **since 2014 to present** Read the retrieved articles/sources.

Include into your post all of the following:

1. Briefly describe what new developments in e-resources and services are discussed in the retrieved articles/resources.
2. In your opinion, what features and characteristics of a fully digital public library make it a 21st century library?
3. Discuss how, in your opinion, the digital libraries like BiblioTech facilitate access to e-recourse and services.
4. In your opinion, what are the future developments of e-resources collections and services at this type of libraries?
5. Select **3 (three)** sources/articles from the results of your search in *Step 2* and list their citations in your post (APA style), e.g., Citation #1, Citation #2, Citation #3.
6. At the end of your post, create a List of References with citations of all the resources that you referred to / mentioned in 1-4.

Submission: submit your post including the above 1-5 points into the corresponding discussion forum in Blackboard by the due date indicated in the Schedule of Activities.