Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: LIBR 251 Information Access in the Digital Age

Instructor(s) of Record: Portia Diaz

Phone: 7-4893   **Email: portia@iup.edu**

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Portia Diaz created the proposed course in 2002 and has been teaching it since its approval. She has supplemented her traditional course online using the course management software WebCT. She is the quarter time librarian in the Instructional Design Center, where she has taught workshops to other faculty on how to use WebCT and multimedia software programs. She also has background in web design and development. She has responsibilities in developing, creating, and maintaining web pages for the library. She created and maintains the library page on Distance Education Services. As the Electronic Services Librarians she has educational background in Library Science and Communication and Educational Technologies.

2. How will <u>each objective</u> in the course be met using distance education technologies?

Students will learn about different types of libraries and the services they provide, and the policies governing their use.
Students will learn how information has been traditionally organized and how changes have occurred with increasing technology.
Students will learn how to use the online catalogs to locate bibliographic information, do direct borrowing of items, or borrow them through interlibrary loan.
Students will write a paper and learn the mechanics of writing a research citation.
Students will learn to choose and use appropriate paper and electronic tools to locate relevant periodical articles, and find them in all formats.
Students will learn to access information databases.
Students will learn the history and development of the Internet and the WWW, how to search it, and how to evaluate the information they find.

The above objectives will be met through content that combinations various multimedia formats suited to various learning styles. The lectures will be in a form of PowerPoints with streamed videos of the demonstrations on how to use various searching tools to conduct research. Hyperlinking will also be used to connect lecture content with examples (i.e. web pages). This will be via the course management system, WebCT. In using WebCT, lectures, demonstrations, and tutorials will be available to each student on how to use the online catalog and various databases. Interactive exercises with real-time feed back will be provided for each lecture through various multimedia (i.e. web pages, chat room and discussion boards). The class will meet online to do a presentation on how to use various electronic tools. Each student will be required to provide their classmates with an online evaluation. Each lecture will be followed up by an online quiz.

3. How will instructor-student and student-student, if applicable, interaction take place?

The student-student interaction will be facilitated through a threaded-discussion board and chat room discussions. The instructor-student will be available online in a Virtual Office once a week and by appointments. Email will be available anytime instructor-student and student-student.

4. How will student achievement be evaluated?

Student will be evaluated through class participation in discussion boards, chats sessions, interaction with materials online, online presentation, quizzes, midterm, and a final via WebCT. Each student will have an area in WebCT with their progress reports and grades.

5. How will academic honesty for tests and assignments be addressed?

Each student will be required to take all tests via WebCT. The tests will be timed and randomized. Each student will be required to obtain a unique password for each test. Assignments will be turned in via attachment in WebCT.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval
Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____   _____
Signature of Department Designee   Date

Endorsed: _Rena Throlen_   _1/31/06_
Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail S. Sechrist   2/15/06
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☐ Approved as distance education course   ☐ Rejected as distance education course

Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

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Syllabus of Record

I. Catalog Description

LIBR 251 Information Access in the Digital Age   2 class hours
                                                          0 lab hours
Prerequisites: Basic knowledge of: Applications of computers.   2 semester hours

(2c-0l-2sh)

Introduction to library research to equip the student with information literacy skills to recognize when information is needed. The course will aim to give the student conceptual and practical expertise as an information networker to locate, evaluate, and use effectively the needed information.

II. Course Objectives

1. Students will learn about different types of libraries and the services they provide, and the policies governing their use.

2. Students will learn how information has been traditionally organized and how changes have occurred with increasing technology.

3. Students will learn how to use the online catalogs to locate bibliographic information, do direct borrowing of items, or borrow them through interlibrary loan.

4. Students will write a paper and learn the mechanics of writing a research citation.

5. Students will learn to choose and use appropriate paper and electronic tools to locate relevant periodical articles, and find them in all formats.

6. Students will learn to access information databases.

7. Students will learn the history and development of the Internet and the WWW, how to search it, and how to evaluate the information they find.

III. Course Outline

A. Introduction to Libraries (2 lecture)

B. Classification Systems (2 lecture)

C. Types of Information (3 lecture)

D. Information Finding Tools & Aids (5 lecture)

E. Searching Logic (3 lecture)

F. Research Process (4 lecture)

G. Publishing Cycle - How research evolves into published materials. (3 lecture)

H. Scholarly, Peer-reviewed, Refereed and Popular Communications (3 lecture)

I. Evaluation and Ethical Use of Information (3 lecture)

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Worksheets and in-class activities, quizzes   50%*

Midterm   20%*

Final   30%*

                                                         Total Points   100%*

*These are estimates and may change throughout the semester.

V. Required textbooks, supplemental books and readings

Textbook: Bolne, Myrtle and Galyle A. Poirier (2001) *The Research Process: Books and Beyond* Kendall/Hunt Publishing Company.

VI. Special resource requirements

NA

VII. Bibliography

Badke, William B. (2000) *Research Strategies: Finding Your Way Through the Information Fog* Lincoln,NE: Writer's Club Press/iUniverse.com.

Dodge, B. (1995,Summer). WebQuests: A technique for Internet-based learning. "Distance Educator," 1(2), 10-13. (EJ 518 478)

Eisenberg, M.B. & Berkowitz, R.E. (1990). "*Information* problem solving: The Big Six Skills approach to library & *information* skills instruction." New Jersey: Ablex (ED 330 374)

Gilster, P. (1997). "Digital *literacy*." New York: Wiley.

List, Carla, (1998) *An Introduction to Information Research* New York: McGraw-Hill.

Will be provided more as needed at instructors discretion.

Course Analysis Questionnaire

A. Details of the Course

A1 This course will be an elective for students in the in the Liberal Studies program.

A2 This course does not require changes in any other courses or programs in the department.

A3 This course is not intended to be dual level.

A4 Similar courses are offered at these institutions:

> *(**)University of Northern Colorado: Introduction to Undergraduate Research
>
> *(***)SUNY at Binghamton: Information Resources - Use & Evaluation of Electronic Library Information Sources
>
> *Ithaca Collge: Library Resources and Methods of Research
>
> *West Valley College: Information Retrieval
>
> *A catalog description and/or syllabi for each course is attached to this proposal.
> **Primary Peer Institution
> ***Secondary Peer Institution

B. Interdisciplinary Implications

B1 This course does not overlap with any other courses at the University.

C. Implementation

C1 No new faculty are needed to teach this course.

C2 Other Resources

> a. Current space allocations are adequate to offer this course.
>
> b. The department budget is sufficient to purchase supplies for this course.
>
> c. Library holdings are adequate.

C3 No grant funds are associated with this course.

C4 This course will be offered at least twice a year, in the Spring and Fall semester.

C5 At least one sections of the course will be offered at a time.

C6 Minimum of at least 16 and a maximum of 35 students will be accommodated in this course. The nature of the lab activities restricts enrollment to this number.

D. Miscellaneous

No additional information is necessary.

LIBR 251 Information Access in the Digital Age
Syllabus

Professor: Portia Diaz
Class Time: Open
Room: Online
Virtual Office Hours: Chat Room in WebCT
By Appointments: Online in Chat Room
Phone: Main: 724-357-4893
Office: Main: 105 Stapleton Library
Email: ALL Email correspondence MUST be done in WebCT

Catalog Description

LIBR 151 Information Access in the Digital Age 1-3 credits

1-3 lecture hours

(1-3c-1-3l-1-3cr)

Prerequisites: None

Course Objectives

This course will serve as an introduction to students on how to become information literate. **Information Literacy** means being able to recognize when information is needed and having the ability to locate, evaluate, and use effectively the needed information. Information resources, both in research library and electronic formats, along with how these resources are organized, and how to use them effectively will be the focus of the course.

Course Outline

- Students will learn the locations of Library departments, identify services each provide, and the policies governing their use.
- Students will learn how information has been traditionally organized and how changes have occurred with increasing technology.
- Students will learn how to use the online catalog of Stapleton and other libraries to locate bibliographic information, do direct borrowing of items, or borrow them through interlibrary loan.
- Students will write a paper and learn the mechanics of writing a research citation.

- Students will learn to choose and use appropriate paper and electronic tools to locate relevant periodical articles, and find them in all formats.
- Students will learn to access information databases.
- Students will learn the history and development of the Internet and the WWW, how to search it, and how to evaluate the information they find.

Course Requirements

Class attendance and participation will be taken through Student Tracking in WebCT. You are expected to check into WebCT a minimum of once a week regularly and to participate in class activities and discussion boards. If you are a student taking this course in a different time zone or miss the session due to an excused absence arrangements will be made if real-time interaction is required so that access will be allowed to the session at a later time (i.e. chat room session will be recorded).

Textbook & Materials Requirements

TBA (Will be an online textbook). Handouts and additional readings will be provided online.

Class Schedule

WK1	Introduction to Syllabus & WebCT Introduction to IUP Libraries Discussion Board: What I want to get out of this course?
WK2	Introduction to Research Strategies Demo: Using Pilot Online Catalog Discussion Board: What I already knew... What I didn't know...
WK3	Introduction to the Different Types of Libraries and Their Resources Demo: Library Services: PALCI, Interlibrary Loan etc. Discussion Board: What I already knew... What I didn't know...
WK4	Using Basic Search Techniques on Databases Demo: InfoTrac QUIZ 1 (50 pts.) Assignment#1: Web Page Evaluation and Critique (100 pts.) Discussion Board: What I already knew... What I didn't know...
WK5	Different Types of Sources: Primary vs. Secondary Demo: EbscoHost Assignment#2 Bibliography#1 Sources (100 pts.) Discussion Board: What I already knew... What I didn't know...

WK6	Process Introduction to Information Resources Evaluation Methods Demo: Lexis-Nexis Assignment#3 Bibliography#2 Sources (100 pts.) Discussion Board: What I already knew... What I didn't know...
WK7	MIDTERM ONLINE
WK8	Identifying and Locating Government Information Demo: FirstGov Discussion Board: What I already knew... What I didn't know...
WK9	Research Process: Introduction Demo: Project Muse & JSTOR Discussion Board: What I already knew... What I didn't know...
WK10	Research Process: Creating a Thesis Statement and an Annotated Bibliography Demo: All Databases QUIZ 2 (50 pts.) Assignment#4 Bibliography#3 Sources
WK11	Evaluating Web Pages Demo: Google QUIZ 3 (50 pts.)
WK12	Research Process: Using Information Ethically: Copyright and Plagiarism Demo: How to use PowerPoint QUIZ 4 (50 pts.)
WK13	Have a Great Thanksgiving - NO CLASS
WK14	Presentation Day (100 pts)
WK15	Presentation Day (100 pts.) Final Project Due (400 pts.)
WK16	Finals Week -- NO CLASS FINAL ONLINE (200 pts.)

Grading Scale
A   90% and up
B   80-89%
C   70-79%
D   60-69%
F   59% & Below

NOTE: Above Schedule is Subject to Change

Class Attendance and Participation

The discussion board responses count towards your attendance/participation points (10 points). The requirement for attendance is in accordance with the University Attendance Policy.

Assignments

There will be assignments as stated in the course schedule above. They will be due on the dates given in the schedule. Late assignments will be lowered one grade for every week turned in after the due date. Articles as given in class for reading supplement

Presentation

You will give a PowerPoint presentation on using one of the search tools, searching the topic of your topic of interest.   The presentation is worth 100 points. 50 points will be for the content of your PowerPoint and 50 points will be based on your peer-evaluation (an evaluation form will be provided).

Final Project

This is the written paper with an annotated bibliography. You will use the research methods you have learned in this course to develop a search strategy designed to retrieve relevant information and recorded knowledge.

1. The description of your topic should be on one page along with your thesis statement, double-spaced.
2. The description of the search strategies you used should be on page two and three, double-spaced accompanied by an annotated bibliography of the sources that you use for your research.
3. Your annotated bibliography must include at least ten print or online sources, including at least one encyclopedia article, one book, one magazine article, one journal article, one newspaper article and one Internet resource.
4. You must also attempt to use one government publication and one audio or video media resource if appropriate for your topic.
5. The format of the bibliography must follow APA style.

This course may be graded CR/NC. Students must follow University procedures to register their election for this option before the deadline.

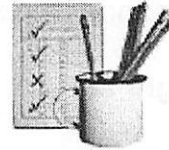# Welcome LIBR 251 Information Access in the Digital Age
Professor Portia Diaz

Syllabus

Course Textbook
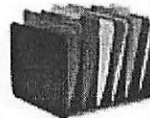
Quizzes/Midterm/Final
(Hidden)

My Grades

Communication Tools

Study Tools

Lessons

Handouts

Lesson 1: Types of Libraries

LIBR 251
Professor Portia Diaz
Online

Types of Libraries

Libraries differ in type, building their collections and offering services to assist the particular clientele they serve. Types include:

-Public http://www.indianafreelibrary.org/
-Elementary and high school
http://mciunix.mciu.k12.pa.us/~spjvweb/
-Special libraries http://www.law.indiana.edu/v-lib/
-Academic libraries http://www.lib.iup.edu

Missions

- Public libraries—serve anyone in the surrounding community—have a popular emphasis- offer popular fiction—popular magazines
- High school libraries—books for adolescents—magazines and databases selected for this age group.
- Special libraries—some special group of people—such as those working at corporations or government agencies

Academic Libraries – IUP Libraries

- Mission: provide books, periodicals, and other information-related materials and services to meet the research and instructional needs of the students and faculty.
- Generally complex and offer a greater variety of services than most public and school libraries
- Educational objectives. Teach you to use the library so you can help yourself
- Depend heavily upon the use of electronic sources but offer a variety of materials in different formats and varied services through specialized departments

What you will be using...

Format-general physical quality or appearance of an information source in the Academic Library

- Types of format:
  - Book—still the most common and most extensive way information is stored
  - E-books—books in electronic format
  - Serials—periodicals—publications issued on a continuing basis at regularly scheduled intervals. Numbered consecutively and given a volume number. Ex.
    - Newspapers
    - Popular Magazines
    - Scholarly Journals
    - Annuals, Yearbooks, Proceedings

What you will use...cont...

- E-journals—periodicals available electronically
- Archival Materials
- Dissertations
- Theses
- Microforms
  - Microfilm
  - Microfiche
  - Microprint
  - Microcard

What you will use...cont...

- Electronic materials
  - Online catalogs
  - Online databases
  - The Internet
  - CD-ROMS
  - DVD's
  - Floppy Disks

What is available in electronic format?

- Bibliographic information
  - information equivalent to what was found in card catalogs and periodical indexes
- Raw data
  - statistics
- Full-text
  - Books
  - periodical articles
  - government reports

Electronic Materials

- Multimedia (audio & video)
- Photographs
- Maps
- All sorts of information that traditionally was **ONLY** available in print—BUT remember **NOT ALL** information that is available in print is available electronically.

Congratulations You Have Completed Lesson 1

- Take Lesson 1 Quiz
- Pilot Online Catalog Tutorial
- In-class Exercise 1
- Lab Exercise 1

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Name_____

Quiz 1

Types of Libraries

What are the 4 types of libraries? (1pt each = 4)

1._____

2._____

3._____

4._____

What type of library have the following mission? (2 pts each= 8)

5. _____serve anyone in the surrounding community—have a popular emphasis- offer popular fiction—popular magazines

6. _____books for adolescents—magazines and databases selected for this age group.

7._____ some special group of people—such as those working at corporations or government agencies.

8._____ provide books, periodicals, and other information-related materials and services to meet the research and instructional needs of the students and faculty.

(1 pt. each=4)
9. True   or   False   You find dissertations at the public library.
10. True   or   False   E-journals are periodicals available electronically.
11. True   or   False   Serials is a reference book on breakfast food.
12. True   or   False   Academic libraries do not collect scholarly journals.

(3 pts.)
13._____ information equivalent to what was found in card catalogs and periodical indexes.

14. Give 6 examples of serials (1 pt. each)

    1._____

    2._____

    3._____

    4._____

    5._____

    6._____

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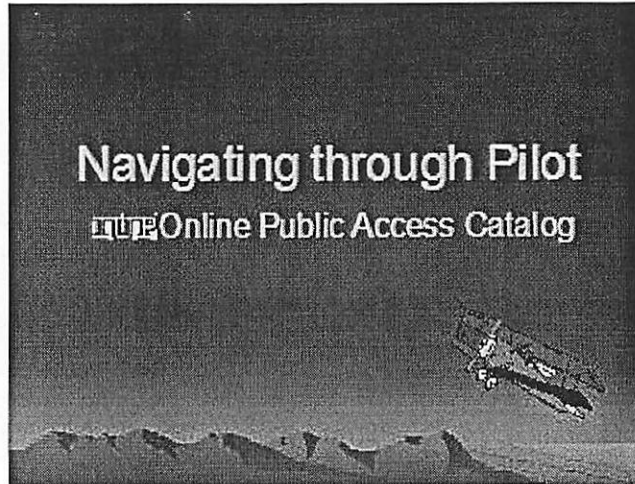
Start Your Journey

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What is PILOT?

- PILOT is a part of the virtual library project of the Keystone Library Network (KLN). The KLN is a cooperative effort of the fourteen Pennsylvania State System of Higher Education universities and the St Library of Pennsylvania.
- PILOT is the World Wide Web implementation of each KLN library's catalog.
- PILOT is also the collective name for all fifteen World Wide Web insta of the KLN's library catalogs.
- PILOT uses the Voyager integrated library management system softw from Endeavor Information Systems' .

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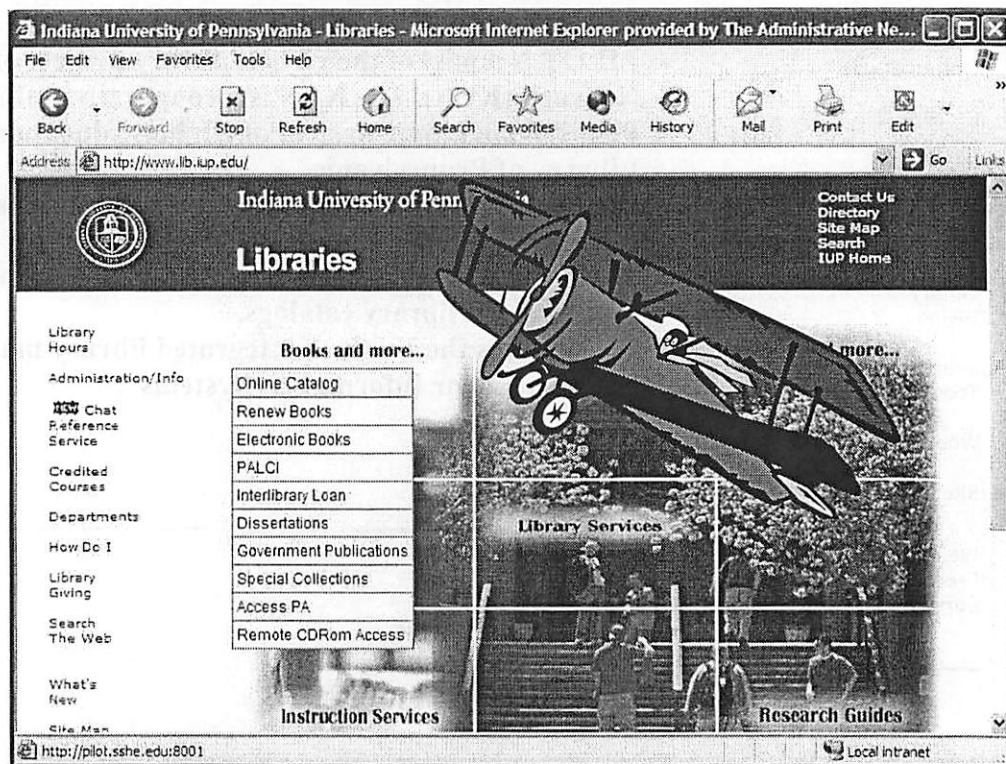
Gate: Books & More
Flight: Pilot Online Catalog (What is Pilot?)

View Your Itinerary

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"Search by:" Options

Search   Guided Search   Course Reserve

Search for: [   ] [all of these ▾] Search by: [Title   ] →▾

○ AND ○ OR ○ NOT

Search for: [   ] [as a phrase ▾] Search by: [Keywor] →▾

○ AND ○ OR ○ NOT

Search for: [   ] [any of these ▾] Search by: [Keywor]

[50 records per page ▾]   [Search] [Reset]

Proceed with In Flight Instructions on "How to do a Title Search."

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Search For: →

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Search For:

Set Single Limit
None

Search By:
Title Search
Journal Title Search
Author Search
Subject Search
Call Number Search
Keyword Boolean
Keyword Ranked

50 records per page   Search   Reset

Set M
Lim

Title Search (Guided Search Tab)

1. Type a title in a **Search for:** box.

2. Select "Title Search" from the corresponding **Search by:** option drop-down menu.

   •If you wish you may limit your search by options from the Set Single Limit drop down menu or the [button] button.

3. Click [button] or press the ENTER key.

Proceed with In Flight Instructions on "How to do an Author Search."

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How to do an Author Search

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| Search | Guided Search | Course Reserve |

Search For:

Search By:
Title Search
Journal Title Search
Author Search
Subject Heading Search
Call Number Search
Keyword Boolean
...rd Ranked

Set Single Limit
None

50 records per page   Search   Reset   Set More Limits

Author Search

1. Type an author's name, last name first in a **Search for:** box.
2. Select "Author" from the corresponding **Search by:** option drop-down menu.
3. Click Search or press the ENTER key.

Proceed with In Flight Instructions on "How to do a Keyword Search."

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How to do a Keyword Search

Keyword Ranked Search

1. This search functions like many World-Wide Web search engines. A Keyword Ranked Search retrieves any of your search terms (that is, it assumes the Boolean Operator **or**). Even if you enter several terms, records containing only one of them will be retrieved.

2. Search results are are ranked higher for the following reasons
   1. The results contain a greater number of your search terms
   2. The results contain search terms which you have indicated are essential
   3. The results contain search terms which you have indicated are important

You have arrived at your destination, and free to navigate on your own but first go to your Navigational Checklist.

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Navigational Checklist

Go to Pilot Online Catalog and find the following:

Note: If you are on-campus you will go directly into the catalog by clicking on the above link. If you are off-campus you will be prompted for a password. It is the 16-digit number on the bottom left hand corner of your I-card.

1. Find who is the author of *Life of Pi*?

2. What is the title of the book written by Anne Gutman?

3. What is in the result of a keyword search on travel and airplanes?
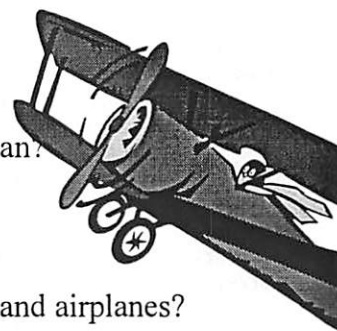
Check Your Answer

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Navigational Checklist Answers

If your answers match the ones below, congratulations you have successfully navigated through Pilot Online Catalog. Happy flying!

1. Find who is the author of *Life of Pi?*

Yann Martel

2. What is the title of the book written by Anne Gutman?

Lisa's Airplane Trip

3. What is in the result of a keyword ranked search on "airplane travel" and what are the first two titles with the highest relevancy ranking?
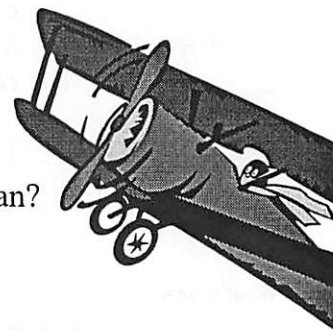
8293 Entries
Life of Pi and *Lisa's Airplane Trip*

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<div align="center">**IN CLASS EXERCISE 1**</div>

PART 1
What you need to bring for this class:
1. Go to http://www.lib.iup.edu/databases/databases.shtm find NewsBank Full-text Newspapers and find 1 article on your topic. PRINT, READ & BRING TO CLASS.
2. Go to http://www.lib.iup.edu/databases/databases.shtm find Encyclopedia Britannica Online and find 1 encyclopedia article on your topic. PRINT, READ & BRING TO CLASS.

PART 2
Finding background information on your topic and creating good keywords for searching is essential to searching effectively.

Finding Keywords

Example:

                         ------→ General --→ Specific
Global warming   weather pattern changes caused by global warming

                         ------→ Specific --→ General
Too Much Rain   weather pattern changes caused by global warming

What is your topic?_____
Is it General to Specific OR_____
Is it Specific to General_____

PART 3
Background reading is essential to the identification of KEYWORDS:

From your articles who, what, when, and where are the following:

1. People_____

2. Geographic Locations_____

3. Historical Timelines_____

4. Historical Time Periods_____

5. Limiting Words_____

6. Scientific Phrases_____

7. Synonyms_____

Name_____

Lab Exercise – Bibliography#1 – Search on Pilot Online Catalog
100 Points

1. Do the Online Catalog Tutorial
2. Go to http://www.lib.iup.edu Books and More, Online Catalog.
3. Search your topic and find 10 books on your topic
   Your Topic_____

   Search Terms Used

   _____ (AND, OR, NOT)_____
   _____ (AND, OR, NOT)_____
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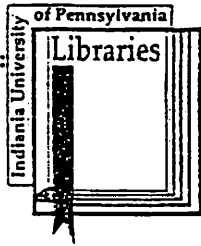
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