



**The Catholic University of America
School of Library and Information Science**

**LSC 555 Information Systems in Library and Information Systems
Spring 2012**

last update January 4, 2012

Note: This syllabus is subject to change.

Credit Hours: 3

Prerequisites: None

Classroom: Leahy 51

Class time: Thursdays 6:40 PM - 9:10 PM

Instructor: Sung Un Kim, Ph.D.

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Office Hours: Tuesdays 2:00 PM – 4:00 PM or by appointment

Course Description

This course introduces students to the evolving role of information systems in the storage and retrieval of information. Students explore how information technology in libraries, archives and information centers, and on the World Wide Web facilitates interaction with information.

Course Goals

This course is designed to:

- Introduce students to applicable theory, principles, and standards;
- Explore the capabilities and functions of several classes of information systems, including established technology like Integrated Library Systems and databases as well as evolving social and collaborative environments;
- Introduce essential technology elements (hardware, software, networking, etc.);
- Introduce practical information technology skills used by information professionals, such as working with databases and creating and publishing web pages; and
- Promote critical thinking, problem solving and collaborative teamwork abilities for working with information technology.

Goals for Student Learning

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

1. Explain the role and functions of computer-based information systems in libraries or information centers or on the web.
2. Describe fundamental computer and communications technology principles and trends applicable to libraries, archives or other information centers.
3. Describe important human and technological issues in the electronic environment.

4. Employ systems analysis and human-computer interaction frameworks to analyze the design and operation of information systems in libraries or information centers or on the web.
5. Demonstrate basic skills in selected current technologies (such as database management systems (DBMS), HTML, wikis, or blogs) to organize and disseminate information.
6. Articulate the importance of, and strategies for, professional development and continuous learning about information technology in LIS.

Instructional Methods

This course will be delivered in a blended format. We will have a classroom meeting from 6:40 PM - 9:10 PM on 1/12, 1/26, 2/9, 2/23, 3/15, 3/29, 4/12, 4/26. The rest of the sessions will be run through asynchronous online discussion through Blackboard. In addition, course materials will be shared through the Blackboard (<http://blackboard.cua.edu>).

Required Texts

No required text.

Optional Course Texts

Castro, E. (2007). HTML, XHTML & CSS. 6th Ed. Berkeley, CA: Peach Pitt Press.

Several students have highly recommended this book. A straightforward, building block (the author's words) approach to HTML. Very visual.

Stair, R., & Reynolds, G. (2011). Fundamentals of Information Systems. 6th Ed. Boston: Course Technology. (ISBN 9780840062185)

Kochtanek, T. R., & Matthews, J. R. (2002). Library Information Systems. Westport, CT: Libraries Unlimited. (ISBN 1591580188) *Although this text is somewhat outdated, it covers some material specific to libraries.*

Required Technologies

The following capabilities are required for course delivery:

- Navigate the web and conduct basic web searches. Save a web page to local computer. Access a web page by entering its URL directly into the web browser.
- Use basic features of Windows XP, such as the Start menu and other program menus, cut-and-paste, moving files between folders and external media like a USB drive.
- Log in to the CUA network (via Windows XP) and the Home@CUA web-based system.
- Send and receive email using the CUA email system.
- Use ALADIN to find books and articles
- Access this course on BlackBoard, view this syllabus and related information available, and post a personal introduction on the discussion forum.
- Post to a web-based discussion forum.
- Create a Microsoft Word or PowerPoint document and apply basic formatting such as fonts, font sizes and color.
- You also need regular access to the Internet (i.e., at least every other day).

If you do not feel confident of your mastery of these skills, don't panic. Instead, contact me before the course starts. I can help you find resources to fill in any gaps early in the semester. SLIS provides short workshops on technology topics throughout the semester. Professor Joan Weeks will provide the HTML workshop on Jan 28th (Sat) 1:00 PM – 4:00 PM. We will have an HTML hands-on exercise in class on Jan 26th. If you need an additional training session, please attend the workshop.

The following technologies are taught as an essential part of this course:

- Basic HTML
- Publishing a web page to the CUA Personal Web Site
- Use of a wiki for shared content development and collaborative activity
- Exploration of relational database concepts using Microsoft Access

Grading

Grades for this course will be based upon the following elements:

Component	Percent
HW1	10%
HW2	10%
Blog postings	20%
Research Paper	20%
Team Project	25%
Class Participation	15%
TOTAL	100

Final grades will be assigned as follows:

Letter	Numeric range
A	94-100
A-	90-93.99
B+	86-89.99
B	82-85.99
B-	78-81.99
C	70-77.99
F	Below 70

University grades: The University grading system is available at <http://policies.cua.edu/academicundergrad/gradesfull.cfm#II> for undergraduates and

<http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students. Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>.

Class Participation

Each week is critical to your learning experience. The lecture notes and readings are intended to stimulate questions in addition to providing information. It is a good strategy to make notes of questions and comments as you read - these can be useful contributions to the discussion. For online weeks, you are expected to contribute at least two original postings and at least two replies to others for each topic. Discussion topics are given by the instructor each week.

Exercises

Exercises and other activities are provided to help you learn and practice course material, especially specific techniques or tools. Although they are not formally graded, they contribute to your participation grade - you are expected to complete them and post your results, comments, etc. as instructed.

Homework

Each homework assignment will incorporate the topics being covered and selected technology skills. You are encouraged to ask me to review your draft when you need my feedback. Drafts are not graded. Before submitting your work, you must test your work using a PC and Internet Explorer 7.

Blog Postings

You are expected to create your own blog and upload 6 postings about your reflections on articles throughout the semester. The detailed instructions will be shared in class.

Research Paper

The topic for your research paper should pertain to one of the subject areas related in the course that has captured your interest (a chosen topic of technological aspects and its impact on LIS). Try to connect your career interests to this research paper by examining technological applications or any information system. Your paper should be a standard research paper in both content and format. It should be approximately 8 pages in length, double-spaced not including bibliography, and follow APA citation style. You are encouraged to ask me to review your draft when you need my feedback.

Team Project & Presentation

For the team project, you will partner with other classmates to conduct an in-depth case study of a real organization's information system. You will gain experience working on a technology project in a group - which is a real-world requirement for most jobs. Your group is expected to create a wiki site (www.pbworks.com) to share information with team members. You are encouraged to ask me to review your draft when you need my feedback.

Submitting Assignments

- All assignments are to be submitted electronically through the BlackBoard.

- All assignments must be submitted by 11:59 pm on the day they are due, unless otherwise noted. If the assignment is submitted late, your grade will be reduced by 10%. Each day it is late thereafter you will lose an additional 5% point (e.g., submitting one day late would reduce your grade by 15%).
- Late work: The instructor will not accept late work except by prior arrangement. If accepted, it may not be graded until the end of the term.
- Makeup work: If a student has a legitimate reason, such as a medical or family emergency, the instructor may allow a student to do makeup work. The amount and nature of the work is up to the instructor's discretion. It will be graded at term's end. Documentation of the emergency (e.g. a doctor's letter) may be required.
- Place your name and email address at the top of all pages. Any work submitted with numerous grammar, spelling or format problems will be penalized.

Course Policies and Expectations

Academic Honesty

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication. The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): "The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction." Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>. Plagiarism will not be tolerated. Always cite your sources.

Participation and Conduct

Attendance is required, in keeping with university policy. Any non-emergency absences must be approved by the instructor before the first class of the semester. Your class participation grade depends on being in class and actively participating in class and online. Arrive on time. Late arrival will affect your class participation grades.

If class is cancelled due to weather, illness or other emergency, check the online announcements the next day. We will generally hold class online when this happens.

Behave respectfully. Students are expected to behave respectfully at all times: while in class, in public discussion forums, and when using email. Participation grades will reflect a student's maturity level and professionalism; cooperation and collaboration with the class; and whether the meaningfully contributes to course discussions.

No phone calls during class. Turn off or silence cell phones and pagers. Students leaving the room for calls may not be allowed to return to that class session.

No grade discussions in class. Instructor will not discuss grades in class. First consider why the instructor deducted points. If you still disagree, explain your disagreement in an e-mail to the instructor.

Accommodations for students with disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

Course Schedule

This schedule provides an overview of topics and major assignments. Detailed information, including weekly activities, exercises, and specific due dates, will be posted to BlackBoard. This schedule and syllabus is subject to change as needed.

Dates	Topics	Readings	Assignments
Session 1 Jan 12 Classroom	Course overview Introduction to Information Systems	<ul style="list-style-type: none"> * Hirshon, A. (2008). Environmental scan: A report on trends and technologies affecting libraries (full-text available on BB site) * Kochtanel and Matthews (2002). Ch.1. The evolution of LIS and enabling technologies. In <i>Library Information Systems</i>, pp. 3- 12 (Available on BB site). * Information system. (2009). Encyclopedia Britannica Online. (Read pages 1-13. You can access this via ALADIN. Go to http://libraries.cua.edu. Under Article Databases & More, select Encyclopedias and Dictionaries, then look for Encyclopedia Britannica Online.) 	
Martin Luther King Day (Jan 16)			
Session 2 Jan 17 – 22 Online	Human-Computer Interaction Heuristic evaluation	<ul style="list-style-type: none"> * Fox, R., & Doshi, A. (2011). <i>SPEC Kit 322: Library User Experience</i>. Association of Research Libraries. (Part 1) (Full text available on BB site) * Liu, S. (2008). Engaging users: The future of academic library web sites. <i>College & Research Libraries</i>, 69, 6-27. * Nielsen, J. (2005). Ten Usability Heuristics. http://www.useit.com/papers/heuristic/heuristic_list.html * Nielsen, J. (1994). How to Conduct a Heuristic Evaluation. http://www.useit.com/papers/heuristic/heuristic_evaluation.html * Tognazinni, B. (2003). First principles of interaction design. <i>Ask TOG</i>. http://www.asktog.com/basics/firstPrinciples.html * Nielsen, J. (2003). The Ten Most Violated Homepage Design Guidelines. http://www.useit.com/alertbox/20031110.html 	1 st blog posting
Session 3 Jan 26 Classroom	HTML basics	<ul style="list-style-type: none"> * Weeks, J. (2009). Hypertext Markup Language. http://slis.cua.edu/res/docs/tech/documents/HTMLwks_hop-2009.pdf * WebMonkey.com (2010). Make an HTML Document. http://www.webmonkey.com/2010/02/make_an_html_document/ * W3Schools.org. HTML Tutorial. http://www.w3schools.com/html/DEFAULT.asp 	Research paper topic
Session 4 Jan 30 – Feb 5	Usability testing	<ul style="list-style-type: none"> * Fox, R., & Doshi, A. (2011). <i>SPEC Kit 322: Library User Experience</i>. Association of Research Libraries. (Part 2) (full-text available on BB site) * Tolliver et al. (2005). Website redesign and testing 	2 nd blog posting

Online		with a usability consultant: lessons learned. <i>OCLC Systems & Services</i> , 21, 156-166. * Thomsett-Scott, B. (2005). Yeah, I Found It! Performing Web Site Usability Testing to Ensure That Off-Campus Students Can Find the Information They Need. <i>Journal of Library Administration</i> , 41, 471 – 483. (full-text available via EBSCOHost)	
Session 5 Feb 9 Classroom	CSS & XML	* Tognazinni, B. (2005). 10 Most Wanted Design Bugs. http://www.asktog.com/Bughouse/10MostWantedDesignBugs.html * Kyle Banerjee (2002) How Does XML Help Libraries? Computers in Libraries, 22(2) http://www.infotoday.com/cilmag/sep02/Banerjee.htm	HW1
Session 6 Feb 13 – 19 Online	Systems development lifecycle Systems analysis	* Zhang et al. (2005). Integrating Human Computer Interaction Development into the Systems Development Life Cycle: A methodology. <i>Communications of the Association for Information Systems</i> , 15, 512-543. http://melody.syr.edu/pzhang/publications/CAIS_05_Zhang_et_al_HCI_SDL_C.pdf * Cervone, H. F. (2007). The system development life cycle and digital library development. <i>OCLC Systems & Services</i> , 23, 348 - 352. * Flow Charts, Mind Tools Ltd. http://www.mindtools.com/pages/article/newTMC_97.htm * T. Drewry (2005). Data Flow Diagrams. http://www.cems.uwe.ac.uk/~tdrewry/dfs.htm	3 rd blog posting
Session 7 Feb 23 Classroom	Information retrieval systems Systems librarianship	* Mooers, C. N. (1996). Mooers' Law or, Why Some Retrieval Systems Are Used and Others Are Not. <i>Bulletin of the American Society for Information Science and Technology</i> , 23, 1. (via ProQuest database) * Google Search. http://en.wikipedia.org/wiki/Google_Search * Deng, S. (2010) Beyond the OPAC: creating different interfaces for specialized collections in an ILS system. <i>OCLC Systems & Services</i> , 26, 4, 253 – 262	HW2
Session 8 Feb 27 – Mar 4 Online	Integrated library systems	* Deddins, M. (2002). Overview of ILS. <i>EDUCAUSE</i> http://net.educause.edu/ir/library/pdf/DEC0201.pdf * Pace, A. (2004). Dismantling Integrated Library Systems. <i>Library Journal</i> . http://www.libraryjournal.com/article/CA374953.html * Breeding, M. (2005). Re-Integrating the integrated library system. <i>Computers in Libraries</i> , 25, 28-30. (available in EBSCOHost full-text database) * Taylor, S. (2003). A quick guide to ...Z39.50. <i>Interlending and Document Supply</i> , 31, 25-30. (via Emerald database)	4 th blog posting
Spring Recess (Mar 5 – 9)			

Session 9 Mar 15 <i>Classroom</i>	Representation & management of information (1)	* Database Tutorial. dot@mac. http://dotatmac.mcmaster.ca/db_basics/db_01_home.htm	Research paper due
Session 10 Mar 19 – 25 <i>Online</i>	Conference visit	* Visiting the exhibit hall at the Computers in Libraries conference	5 th blog posting
Session 11 Mar 29 <i>Classroom</i>	Representation & management of information (2)	* P. Pantziarka (2005). An Introduction to SQL. <i>TechBookReport</i> . http://www.techbookreport.com/sql-tut1.html	Team project progress report
Easter Holiday (Apr 5 – 9)			
Session 12 Apr 12 <i>Classroom</i>	Networks, Internet, and Web 2.0	* Tyson, J. (n.d.). How the internet infrastructure works. http://computer.howstuffworks.com/internet/basics/internet-infrastructure.htm * Tebb, R. (2007). The Web as a Platform. http://msdn.microsoft.com/en-us/library/bb330932%28VS.80%29.aspx * O'Reilly, T. (2005). What is Web 2.0. http://www.oreillynet.com/lpt/a/6228 * O'Reilly, T., & Battelle, J. (2009). Web Squared: Web 2.0 Five Years On. http://assets.en.oreilly.com/1/event/28/web2009_websquared-whitepaper.pdf * Holmberg, K. (2009). What is Library 2.0? <i>Journal of Documentation</i> , 65, 668-681.	
Session 13 Apr 16 – 22 <i>Online</i>	Social issues in IT Technology trends	* Coombs, K. A. (2005). Protecting User Privacy in the Age of Digital Libraries. <i>Computers in Libraries</i> , 25, 16-20. * Vaidhyanathan, S. (2005). The Googlization of Everything and the Future of Copyright. http://lawreview.law.ucdavis.edu/issues/Vol40/Issue3/DavisVol40No3_Vaidhyanathan.pdf * Gambles, B. (2010). Rewriting the Book: On the Move in the Library of Birmingham. 30-July-2010 Publication: Ariadne Issue 64: http://www.ariadne.ac.uk/issue64/gambles	6 th blog posting
Session 14 Apr 26 <i>Classroom</i>	Wrap-up	Team project presentation; Course evaluation	Written report