

Long Island University
Palmer School of Library and Information Science
College of Education, Information and Technology
LIS 514 Introduction to Research in Library & Information Science
Fall 2016
4:30-6:20PM, Thursday, East room, Avery Fisher Center (2nd floor, Bobst Library)

Instructor: Hsin-liang (Oliver) Chen **Office:** LIU Post Library Room 334

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Office Hrs.: Before or after the class at the Palmer office (9th floor, Bobst Library)
Please feel free to contact me for additional meetings.

Course Description

Theoretical and applied research design, methodologies, and evaluation in library and information science. Review of existing research in the field, techniques of proposal preparation, and design of instruments used in the field.

Pre- or co-requisite: LIS 510

Palmer School Student Learning Objectives

1d. Students will communicate effectively with diverse audiences.

5c. Students will understand the fundamentals of quantitative and qualitative research methods.

****Those two objectives are assessed by the final assignment, a research proposal. Students are required to upload this assignment into their learning portfolio.*

Course Objectives

1. To understand the basics of research from the perspective of library and information science (LIS).
2. To obtain an overview of research conducted in the area of LIS.
3. To become familiar with the various research methods commonly used in the field.
4. To gain the ability to comprehend, evaluate and use the research literature of the LIS field.

Required textbook and readings

1. Connaway, L.S., and Powell, R.R. (2010). Basic research methods for librarians. 5th ed. Westport, CT: Libraries Unlimited. (Z669.7 P68)
***Ebook call # Z669.7 P68 2010eb: <http://liucat.lib.liu.edu/record=b1763173~S1>
2. Weekly assigned readings are available online (URLs is listed in the course schedule on page 4-5) or at BlackBoard (<http://blackboard.liu.edu>, **Content>>Course Readings**).

Course assignments:

All written assignments must be double-spaced, one-sided, and typed in font-size 11 (Times New Roman). A title page must include project title and the name of the student.

Grading:

1. Class participation: 30%

2. NIH Human Research Subjects Training: 10%
 - Students must successfully complete NIH online training (10 points) and turn in the certificate in the class.
3. Excel exercise #1 (10%)
 - Using the “QuanDada” set at Blackboard.
 - Grouping the 755 public libraries in New York into 5 categories based on their population.
 - Generate a column chart illustrating the population distribution of the five categories.
 - Print out the result and turn in the assignment in the class.
4. Excel exercise #2 (10%)
 - Using the same “QuanDada” set at Blackboard.
 - Testing any possible correlation between the size of books and the size of media collections at the 755 public libraries.
 - Sum the columns J, K, L, M and N (EBook, AUDIO_PH, AUDIO_DL, VIDEO_PH and VIDEO_DL) in a new column
 - Run a correlation analysis between the “BOOKVOLUME” column and the new column.
 - Print out the result and turn in the assignment in the class.
5. Excel exercise #3 (10%)
 - Read the “QualDataPaper” file at BlackBoard to understand the background of the “QualData” set.
 - Use Excel’s **FILTER** function to arrange the data set.
 - After filtering the data set, pick 15 comments based on the “Likes” column. For example, you can pick comments with at least 10 likes.
 - Apply the techniques introduced in the YouTube tutorial to categorize the 15 comments.
 - Summarize your own data analysis in a new Excel cell.
 - Print out the result and turn in the assignment in the class.
6. Literature review and references (10%)
 - Choose 10 references published between 2010 and 2015 based on the research topic.
 - Summarize the key ideas of the 10 references and arrange them in 2-3 sections with headings (2-3 pages).
 - List the references in a professional citation style (e.g., Chicago, MLA, APA).
 - Print out the result and turn in the assignment in the class.
7. Research proposal (20%)
 - A clear topic of the proposal.
 - Based on the literature review, develop an introduction before the literature review for the research proposal.
 - Propose 2-3 research questions based on the findings or recommendations of the 10 references after the literature review.
 - Develop a research procedure to collect and analyze data.
 - Include optional research instruments (i.e., interview questions, questionnaire).
 - The proposal should be 8-10 page long (double spaced, single-sided, font size 11 or 12).
 - Turn in your proposal in the class.

Total: 100%

Rubric: Excel Exercises

Criteria (Weight)	Evaluation					
	Excellent		Good		Poor	
	Quality		Quality		Quality	
Proper Structure of Data Records	All records are structured properly		Many records are structured properly		Few to no records are structured properly	
Proper Content of Data Records	All content entered into records following standards		Much content entered into records following standards		Little to no content entered into records following standards	

Rubric: Literature Review and Research Proposal

Criteria (Weight)	Evaluation (<i>farthest to right checked box = points assigned</i>)					
	Excellent		Good		Poor	
	Quality		Quality		Quality	
Grammar and Writing Style	Proper grammar, syntax, & spelling; good sentence and paragraph structure; prof'l appearance		Basic spelling accuracy; good use of grammar and syntax; slightly professional appearance		Many spelling errors; inconsistent grammar or syntax; poor paragraph structure; unprof'l appearance	
Timeliness and Currency	Selection of topic appropriate to class; citations are current; accurate factual comments		Selection of topic appropriate to class; some current citations; accurate factual statements		Topic not relevant; lack of citations; inaccurate statements	
Integration of Articles in Discussion	Outside scholarly articles cited; discussion is integrated		Outside scholarly articles cited; discussion not integrated		No outside scholarly articles cited; discussion not integrated	
Clarity of Exposition	Points made are clear, make sense, and are logical; includes reflection in exposition; facts are interpreted not just stated		Points made but not interpreted; very little reflection; facts primarily just stated and not explained		No clear point or message in writing; no reflection or interpretation; no substantive facts	
Accuracy of Statements Made	Comments made are supported empirically; no false claims; no misinterpretations		Some confusion in understanding but not detrimental; lack of understanding but no false claims		Writing is "wandering" and not focused; little to no empirical grounding; many false comments	
Adherence to	All guidelines in syllabus followed		Most guidelines in syllabus followed		Few guidelines in syllabus followed	

Guidelines	accurately		accurately		accurately	
Proper Usage of Scholarly Sources and Citations	Appropriate citations included (both topically and proper sources)		Most but not all citations accurate and appropriate; cited works mentioned but not all formatted properly		Few if any scholarly citations included; lack of in-text citations; lack of cited references	
Overall Appearance	Professional appearance, neatness, formatting, adherence to guidelines		Acceptable in appearance; could be neater or presented in a more business-like fashion		Generally not professional in appearance; pages damaged, not collated; not adhering to guidelines	

Letter grade	GPA	Definition
A	4.0	<i>Outstanding achievement.</i> Student performance demonstrates full command of the course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.
A-	3.7	<i>Very good work.</i> Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.
B+	3.3	<i>Good work.</i> Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).
B	3.0	<i>Adequate work.</i> Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).
B-	2.7	<i>Marginal work.</i> Student performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).
C+	2.3	<i>Unsatisfactory work.</i> Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.
C	2.0	<i>Unacceptable work.</i> Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.
F	0.0	<i>Failing.</i> Student failed to turn in an assignment or plagiarized.

New York State Education Department (NYSED) Regulations Breakdown

Students should understand that from week to week, regular reading requirements will be expected of them, regardless of whether or not any written assignment is due. Completion of class readings will be necessary in order to master competencies identified for this course. As

indicated on the following pages of this syllabus, students will be expected to lead and/or participate in group discussions of course readings in order to demonstrate their familiarity with the material. It is therefore imperative to keep “on top” of class readings in order to be able to comprehend class discussions and materials in subsequent weeks during the semester. The following breakdown should serve as a guide for students in completing their required work according to the weekly schedule included in this syllabus.

Expected Levels of Student Work as per NYSED Requirements: 150 hours

- 30 hours:** Blackboard time
(2 hr. meeting for 15 weeks)
- 30 hours:** Required readings, research, data collection
(approx. 15 weeks @ 2 hrs./wk)
- 60 hours:** Assignment #1: 5 hours
Assignment #2: 5 hours
Assignment #3: 5 hours
Assignment #4: 5 hours
Assignment #5: 20 hours
Assignment #6: 20 hours

Required Readings:

Journal articles: available at BlackBoard and arranged by the first author’s last name.

Citation Formats:

Students are free to choose the following three writing styles:

- APA (American Psychological Association)
- MLA (Modern Language Association)
- Chicago (The Chicago Manual of Style)

Tutorials for the styles are available at <https://owl.english.purdue.edu/owl/>

Academic Integrity

Academic integrity is vital to student learning and growth. Violations of academic integrity including plagiarism, cheating, and other similar actions. Students who work do not fulfill the expectations of academic integrity may have sanctions imposed. Please see the student handbook (<http://www.liu.net.edu/CWPost/StudentLife/Services/Student-Conduct>). The handbook outlines academic integrity as well as possible sanctions and the appeal process.

Plagiarism and Academic Misconduct:

Students must fully understand the gravity of copyright and plagiarism issues. Inappropriate activity in these areas will be handled accordingly. Detailed information is available at: <http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm>

CEIT Email Policy

Campus-based email addresses (i.e., @liu.edu, my.liu.edu) are the CEIT-accepted address for all CEIT communication, including communication between faculty, students and staff. Faculty, students and staff will use only LIU email address for all LIU (including CEIT) email communication. All emails to students, faculty and staff are sent to their campus-based email addresses. CEIT communication received from non-campus based email may not receive prompt attention nor will such communication be considered “official.” This is consistent with federal regulations embedded in FERPA.

Incomplete Policy

As described in the LIU Incomplete Grade Agreement, an Incomplete grade is assigned “when, due to extenuating circumstances, a student needs additional time to complete a course.”

Thus, students must submit a written request – with appropriate documentations (e.g., doctor’s note – to the appropriate faculty member, chairperson, and dean for the incomplete. If the request is approved, the professor will assign the Incomplete grade as per the policies of LIU policies.

Late Submissions

In fairness to students who turn in assignments on time, late papers will be penalized. The earned grade will be lowered one grade level (e.g., from A- to B+) for each day that the assignment is late.

Students with Disabilities or Special Needs:

As per the LIU Post catalogue, students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services (DSS) located in the Learning Support Center. Professional staff will review and evaluate this documentation, interview the student, and provide the student with completed Accommodations Forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student’s documentations. Accommodations cannot be given to students unless the appropriate document is given to the professor.

Course schedule

Week	Date	Topic	Assignment
1	9/8	Introduction and overview Research basics <ul style="list-style-type: none"> • Connaway & Powell, Chapter 1 • Research ethics (http://www.niehs.nih.gov/research/resources/bioethics/whatis/) 	
2	9/15	General process of research Research scope How to read, review and cite research <ul style="list-style-type: none"> • Connaway & Powell, Chapter 2 • Citation tutorials (https://owl.english.purdue.edu/owl/) • EndNote Training (https://www.youtube.com/user/EndNoteTraining) • Zotero (https://www.zotero.org/support/screencast_tutorials) 	
3	9/22	Levels of measurement Sampling <ul style="list-style-type: none"> • Connaway & Powell, Chapter 4 • Rowntree, Chapter 1 & 2 	
4	9/29	Quantitative research vs qualitative research Identification of research proposal topics <ul style="list-style-type: none"> • Connaway & Powell, Chapter 3 & 7 	Complete NIH’s Human Research

			Subjects Training (https://phrp.nihtraining.com/users/login.php) Email the certificate
5	10/6	Quantitative data analysis I Frequency distribution Measuring central tendency and dispersion <ul style="list-style-type: none"> • Connaway & Powell, Chapter 9 • Episode 5: Measures of Central Tendency and Dispersion (https://www.youtube.com/watch?v=DgC3DdnBtE4) • Add EXCEL Analysis ToolPak (http://www.excel-easy.com/data-analysis/analysis-toolpak.html) • Creating Frequency distribution in Excel (http://www.excel-easy.com/examples/histogram.html) • Measuring central tendency in Excel (https://www.youtube.com/watch?v=X6uS8FiNTIU) 	
6	10/13	Quantitative data analysis II Appearance of a distribution Estimation <ul style="list-style-type: none"> • Sampling and Sampling Distributions https://www.youtube.com/playlist?list=PLleGtxpvyG-KdXH-P5N4hMFoyYjbaRiR0 	Excel exercise #1
7	10/20	Quantitative data analysis III Hypothesis testing Correlation Regression <ul style="list-style-type: none"> • Hypothesis testing (https://www.youtube.com/playlist?list=PLleGtxpvyG-IZRHcZcOy12jp7ywuRbE7l) • Correlation in Excel (http://www.excel-easy.com/examples/correlation.html) • Linear Regression in Excel (https://www.youtube.com/watch?v=TkiB1xBnjin4) 	
8	10/27	Qualitative data analysis Content analysis, discourse analysis Qualitative coding Software for qualitative data analysis <ul style="list-style-type: none"> • Connaway & Powell, Chapter 10 • NVivo as a Research Tool (https://www.youtube.com/watch?v=iYmHMZRed28) • Keeping Track of Qualitative Research Data using Excel (https://www.youtube.com/watch?v=1EzJj6efF_c) 	Excel exercise #2
9	11/3	Major data collection techniques I Questionnaire	Excel exercise #3

		Interview Focus groups <ul style="list-style-type: none"> • Connaway & Powell, Chapter 5 	
10	11/10	Major data collection techniques II Experiments Library analytics <ul style="list-style-type: none"> • Connaway & Powell, Chapter 6 • The intro video, Library analytics toolkit, Harvard Library Lab (https://osc.hul.harvard.edu/liblab/projects/library-analytics-toolkit) 	
11	11/17	Major data collection techniques III Historical research Ethnography, fieldwork Observation Other data collection techniques <ul style="list-style-type: none"> • Connaway & Powell, Chapter 8 	Literature review and references
12		Thanksgiving recess (11/23-27)	
13	12/1	Research report preparation Wrap-up <ul style="list-style-type: none"> • Connaway & Powell, Chapter 11 	
14	12/8	Presentation of your research proposal in class	Turn in the research proposal in the class.