

# LIS 514: Introduction to Research in Library and Information Science

Spring Semester, 2018

Instructor: Qiping Zhang

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Office Hour: before or after the class or by appointment

## Course Description (Bulletin Description)

Overview of both quantitative and qualitative research conducted in the field with a focus on gaining the ability to comprehend, evaluate and use the research literature. The scientific approach, from research design to major techniques for data collection and analysis, is discussed from the perspective of library and information science. Students learn and practice research proposal preparation.

*Pre or co-requisite:* LIS 510, 3 credits

**Palmer Student Learning Objectives (SLO)** met by the course:

5A: demonstrate understanding of how to effectively contribute to the profession

## Course Objectives and Outcome Assessment

- Understand the basics of research and apply appropriate methods of research, evaluation and measurement in a professional setting. (SLO 5A) (*Research Proposal Project*)
- Be able to manipulate, analyze, and display information from large datasets in Excel. (*Excel Exercises 1-3*)
- Be competent in the construction and execution of a research survey. (*Online Survey Assignment*)
- Be able to design and present a research proposal. (*Research Proposal Project*)

## Readings:

*Textbook:*

Connaway, Lynn Silipigni & Powell, Ronald R. (2010). *Basic research methods for librarians*. 5th ed. Westport, CT: Libraries Unlimited. (Ebook call # Z669.7 P68 2010eb)

## Course Schedule

Week	Class	Class Topic	Textbook	Assignment
1/25	1	Introduction Research Overview in LIS	Chapter 1	
2/1	2	Research Design	Chapter 2	<b>Proposal:</b> Preliminary topic due
2/8	3	Scientific Methods	Chapter 3	<b>Proposal: Part 1 due</b> NIH IRB Training

<i>Quantitative Research</i>				
2/15	4	Survey Research & Sampling	Chapter 4	
2/22		<i>No class, President's Day</i>		
3/1	5	Questionnaire Interview Focus Group	Chapter 5	<b>Online Survey Assignment</b>
3/8	6	Usability Testing Experiment Studies	Chapter 6	<b>Case Study due</b>
<i>Quantitative Analysis</i>				
3/15		<i>No Class, Spring Recess</i>		
3/22	7	Descriptive Analysis	Chapter 9	
3/29	8	Inferential Analysis Writing Research proposal	Chapter 9 Chapter 10	<b>Proposal: Part 2 due</b> Introduction Literature Review <b>Excel Exercise 1 due</b>
<i>Qualitative Research</i>				
4/5	9	Observation Diaries	Chapter 7	<b>Excel Exercise 2 due</b>
4/12	10	Historical Research	Chapter 8	<b>Excel Exercise 3 due</b>
<i>Qualitative Analysis</i>				
4/19	11	Content Analysis	Chapter 9	<b>Proposal: Part 3 due</b> Method
4/26	12	Discussion of Proposal		<b>Proposal: Part 4 due</b> Conclusion Reference
5/3	13	Presentation		
5/10	14	Reflection		<b>Full Proposal Due</b>

### Course Requirements

1. **Class participation: (10%)** Please read the assigned readings before the class and actively participate in in-class exercises.
2. **Case Study Analysis (10%)** Please read the case study, and post your personal analysis in corresponding folder in Blackboard.
3. **Online Survey Assignment (10%)** You will create online surveys with SurveyMonkey and Google Documents. Submit the links to your survey in Blackboard.
4. **Excel Exercises (30%)** These three exercises will assess your statistic analysis knowledge and skills. The detailed instructions will be posted in Blackboard.
5. **Research Proposal Project: (40%)** The project for this course is the development of a research proposal. It includes a presentation (15%) and research proposal paper (25%).

## Course Evaluation

Below is percentage distribution of the final grade as well as the estimated time to complete each assignment.

1. Class Participation	10%	
2. Case Study Analyses	10%	10 hours
3. Online Survey Assignment	10%	10 hours
4. Excel Exercise	30%	30 hours
5. Research proposal	40%	40 hours

State Education Department Requirement of Credit Hours: 150 Hours

Required Readings	30 hours
Class Time	30 hours
Assignments	90 hours

Your final grade will be a letter grade. The letter grades and corresponding numerical grades are listed below:

A	95 - 100	B-	82 - 84	D	65 - 71
A-	92 - 94	C+	78 - 81	F	55 and below
B+	88 - 91	C	75 - 77		
B	85 - 87	C-	72 - 74		

## Course Policies

*Email Policy:* Please note that you must use your LIU email for all course related communication. Your LIU email will be used for announcements and all other exchanges related to this course.

*Incomplete Policy:* As of Fall 2015, CEIT (College of Education, Information & Technology), the parent institution of Palmer School, requires that students must submit a written request using a standard form (available upon request) with appropriate documentation (e.g. doctor's note) to the course instructor when there is a need to take an Incomplete grade in this course. If the request is approved by the Palmer School director, and CEIT dean, the instructor will assign the Incomplete grade.

*LIU Post Academic Conduct Policy:* Academic integrity is vital to student learning and growth. Violations of academic integrity include plagiarism, cheating, and other similar actions. Students whose work do not fulfill the expectations of academic integrity may have sanctions imposed. Please see the student handbook at <http://www.liu.edu/CWPost/StudentLife/Services/Student-Conduct>. It outlines academic integrity as well as possible sanctions and the appeal process.

*Statement on Disability Services:* Qualified students with disabilities who require accommodations must submit supporting documentation to the LIU Post Office of Disability Support Services (DSS) located in Learning Support Center in Post Hall (lower level, East wing, 516-299-3057). Accommodations Forms must be obtained each semester, before the semester begins. DSS files are confidential and accommodations cannot be given to students unless the appropriate document is given to the instructor.