



Historical Background on LIS1001, Beginning Library & Information Systems Strategies

The library's skills course, Beginning Library & Information Systems Strategies, first listed as LIS1000, was initially offered in the Fall Semester 1995 as a one credit elective in the Department of Languages & Literature. The course had been in the planning stages for quite some time but faced an uphill battle for approval largely due to the Florida Legislature's mandate that undergraduate degree programs be limited to 120 credit hours. This legislative mandate meant that nearly every undergraduate program at UNF had to undergo revision in order to comply with the 120 credit hour limitation. While the library initially envisioned its skills course as a required one, it was unable to pursue that option because of the credit limit placed on degree programs. Nevertheless, the course was approved as a one credit elective and has been taught continuously since Fall 1995.

The philosophy behind creating LIS1001 was that research skills, especially those skills necessary to successfully navigate the numerous systems made available by the university library, are the foundation for academic success and that the library, as the intellectual heart of the university, had a responsibility to offer the opportunity to all students to improve their grasp of research and thereby establish a more solid foundation for future success in their academic careers. After surveying what other libraries were doing with their own skills courses, the UNF Library undertook the design of its own course to provide research expertise to those students who had the desire to further enrich their skills. The resulting course surveyed library organization, the print and media collections, the then-emerging electronic accesses to library materials, and the national interlibrary loan network that helped extend library research capabilities beyond the University of North Florida.

Mary Davis, University Librarian and Instruction Coordinator, and Jim Alderman, Assistant in Research were the original teaching faculty. Initially, the course was offered during fall, spring, and summer semesters, but was later limited to two sections each in the fall and spring terms.

Early on in the history of the course, the Internet began really blossoming as a vehicle to support research, so LIS1001 was revised to include additional focus on electronic research. Indeed, the course was one of the first on the UNF campus to offer a majority of its readings and assignments online, utilizing both a course website, designed and maintained by Jim Alderman, and the campus online course delivery system, Blackboard. As the ever-changing world of libraries evolved more and more into a greater mixture of physical and electronic materials, LIS1001 continued to transform itself and its content to better suit modern technology. The result was an ever-changing course website that featured up-to-date readings that reflected the current state of research and the emerging future of libraries.

The readings contained herein are those currently (as of 2014) used as a foundation for LIS1001 and reflect the state of library research as of this writing. Libraries being the ever-evolving entities that they are, these readings, themselves, will be dated in a couple of years. That is a positive thing that reflects the continual advances made possible by the Internet and 21st century technologies.

Addendum 1

Course Information and Syllabus

Course Description: LIS1001 is designed to acquaint the novice researcher with both traditional and computerized means of classifying, storing, and retrieving information, and will focus on the library as an information storage and retrieval center. LIS1001 emphasizes critical thinking and research skills and is especially recommended to freshmen.

Text: Readings online.

Course Website: <http://www.unf.edu/~alderman/BLISS>

Prerequisites: None

Corequisites: Although there are no corequisites for LIS1001, students may find the course more useful if taken at the same time as a course requiring substantial research, such as English Composition or research methods courses within a student's degree program.

Course Goals: LIS1001 is designed to develop student competencies in the use of both traditional (printed) and computerized library and information resources. LIS1001 will provide students with a working knowledge of types of information resources available and how these resources enable efficient location of information in a university library. Skills developed in the course will transfer to any academic setting and will lay the groundwork for successful completion of research methods courses within the various academic disciplines.

Upon completion of LIS1001, students will be able to:

- Find appropriate reference sources and indexes for identifying research materials
- Efficiently use indexes and library catalogues, both printed and computerized
- Understand the organization of a university library
- Locate materials in any collection of a university library
- Plan and organize a research project
- Select and adequately narrow a research topic
- Use critical thinking skills in evaluating sources
- Demonstrate a facility for doing research and using libraries

Course Objectives:

Upon completion of LIS1001 students will:

- understand how knowledge is organized in library collections and in online databases;
- be familiar with and understand the uses of major research tools necessary for successful completion of
- academic coursework (indexes, bibliographies, online services, Internet resources);
- be able to do research in a university library using both traditional printed sources and computerized
- resources with minimal assistance from library staff;
- and be able to choose and analyze the appropriateness of resources chosen on a given topic.

Transferrable Skills: LIS1001 will prepare students for better performance in a number of other core courses now offered at the university. In that the course develops research techniques, it will better prepare students for junior level research methods courses currently offered. LIS1001 will also complement research skills developed in ENC1101 and, if taken before ENC1101, should enable better performance in completing research projects required in that course.

Key Concepts Covered in LIS1001:

- Systems of Classification and the need for such systems (Library of Congress, Superintendent of
- Documents, Dewey Decimal)
- Guides to Classification Systems (print and online thesauri, subject headings, descriptors, key words, etc.)

- Types of Materials to be used in completing research (monographs, serials, indices, abstracting services, electronic/online services, primary/secondary sources, reference works, microformat services, etc.)
- Bibliographic Styles (MLA, APA, Turabian, Chicago, etc.)
- Bibliographies/Annotated Bibliographies
- Plagiarism (What it is and how to avoid it)
- The Internet and the World Wide Web
- Research Process (Its importance to intellectual growth; how to choose and narrow topics; how to select and evaluate material in support of a topic)
- Information Retrieval Systems (library catalogs, online databases, Internet services)

Activities: The goal of all activities and exercises is to give students hands-on experience with as many research tools as possible. A strong emphasis will be placed on emerging technologies and the use of the Internet as a research medium. Heavy emphasis will be placed on evaluating materials for inclusion in a research project. Once students have completed the course, they should feel comfortable in any research environment and be able to quickly choose the appropriate tools for locating materials necessary for successful completion of their projects.

Written Assignments: Assignments may include periodic quizzes (announced in advance), exercises that reinforce learning, and discussion group postings in the course Blackboard site. Quizzes and exams (midterm and final) will be administered via Blackboard. Each weekly quiz will be available for exactly one week for completion and will become available immediately following the class session during which discussion of the material occurs until just before the next class meeting. Students complete quizzes on their own outside of class time and are responsible for meeting the quiz deadlines. Midterm and Final Exams will be given in class but will also utilize Blackboard. Written assignments will include a project that will help to reinforce research skills and will be posted to Blackboard. Additional written assignments may be provided as necessary.

Course Requirements and Class Attendance: Class attendance is highly recommended. Attendance will count as part of the overall course grade. Each student begins with a score of 100 points for attendance. Points will be deducted from that score for each class missed. Each student will be allowed one absence without penalty. Additional absences, except in case of emergency, will count against the attendance grade. Students will be responsible for timely completion of reading assignments and written assignments and will be required to participate in class discussions and any group or individual presentations assigned during the semester.

Grading: The final grade for the class will be based on completion of the following criteria:

Assignments/Exercises/Projects	30%
Quizzes and Tests	60%
Attendance/Participation/Discussion	10%

Addendum 2

Course Outline *(as of Spring 2014)*

Week 1 -- Course Introduction: What is LIS1001? What's on the syllabus. What are the grading requirements. Required readings. Quizzes. Exams. Written assignments.

Week 2 -- Web vs. Library Resources: a Research Rationale. Library overview. Types of libraries. The role of the university library in the academy. Research – What is it? Why do we do it?

Week 3 -- Choosing a Research Topic. What makes a good topic? What types of materials will be needed?

Week 4 -- Beginning the research. Identifying concepts and terminology. Encyclopedias, dictionaries, handbooks as starting places. What's in print? What's online? Wikipedia vs. Britannica. Credo Reference. Gale Virtual Library. Is this sufficient?

Week 5 -- Books. The role of books and longer works in the research project. Parts of a book. Books in the library in print. Online library book collections. Other Ebook collections (Google Books, Gutenberg, Archive.org). Government publications, online and in print.

Week 6 -- Evaluating books and longer works as sources. What to look for. Is it research? Does it need to be research? Authorship. Authenticity. Accuracy. Citing books and longer works in MLA and APA styles. RefWorks.

Week 7 -- Articles. Characteristics of newspapers, magazines, trade publications, and journals. Peer review and the importance of peer review in academic research. Finding articles – some initial strategies.

Week 8 – MIDTERM

Week 9 -- Analyzing an article – what kind of article is this? What kinds of articles are appropriate in a research project – some suggestions. Newspaper articles – finding them and assessing their value to a project, both in print and online. Citing newspaper articles in MLA and APA styles. RefWorks.

Week 10 -- Analyzing an article – what kind of article is this? Magazine articles – finding them and assessing their value to a project, both in print and online. Citing magazine articles in MLA and APA styles. RefWorks.

Week 11 -- Analyzing an article – what kind of article is this? Trade magazine/journal articles – finding them and assessing their value to a project, both in print and online. Citing trade magazine/journal articles in MLA and APA styles. RefWorks.

Week 12 -- Analyzing an article – what kind of article is this? Academic/scholarly journal articles – finding them and assessing their value to a project, both in print and online. Citing academic/scholarly journal articles in MLA and APA styles. RefWorks.

Week 13 -- Websites – assessment techniques and strategies. Authorship. Authenticity. Accuracy. Citing websites or parts of websites in MLA and APA styles. RefWorks.

Week 14 -- Google services: Google, Google Books, Google News, Google Scholar.

Week 15 -- Additional project needs. What else might be appropriate and where to find it?

Week 16 -- FINAL EXAM



BLISS¹⁰⁰⁰

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LINKS:

[Jim Alderman](#)
[Mary Davis](#)
[UNF Library](#)
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WELCOME TO THE BLISS HOME PAGE!

This home page is maintained for the benefit of students of LIS1000 at the University of North Florida. Send your comments or suggestions to [Jim Alderman \(alderman@unf.edu\)](mailto:alderman@unf.edu)

What is BLISS?

BLISS IS NOT IGNORANCE! A good dictionary definition of *bliss* is *complete happiness*. Although we can't guarantee students complete happiness upon successful completion of LIS1000, we can guarantee that completing research projects will be much easier. Since research can cause stress, having the skills to find materials fast and a better understanding of how library and research systems work should eliminate much of the stress associated with research. BLISS provides students with a systematic approach to solving research problems by acquainting them with a variety of online and traditional resources that facilitate locating information.

Upon completion of LIS1000, students will be able to:

- Find appropriate reference sources and indexes for identifying research materials
- Efficiently use indexes and library catalogues, both printed and computerized
- Understand the organization of a university library
- Locate materials in any collection of a university library
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- Demonstrate a facility for doing research and using libraries

Even if you are not a student in LIS1000, if you are interested in learning more about BLISS, feel free to visit our links. Enjoy!

You are visitor number

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since June 18, 1997.

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BLISS website 2000



LIS1000 Beginning Library and Information Systems Strategies (BLISS)

Course Description: LIS1000 is designed to acquaint the novice researcher with both traditional and computerized means of classifying, storing, and retrieving information, and will focus on the library as an information storage and retrieval center. LIS1000 emphasizes critical thinking and research skills and is especially recommended to freshmen.

Course Goals: LIS1000 is designed to develop student competencies in the use of both traditional (printed) and computerized library and information resources. LIS1000 will provide students with a working knowledge of types of information resources available and how these resources enable efficient location of information in a university library. Skills developed in the course will transfer to any academic setting and will lay the groundwork for successful completion of research methods courses within the various academic disciplines. Upon completion of LIS1000, students will be able to:

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Transferrable Skills: LIS1000 will prepare students for better performance in a number of other core courses now offered at the university. In that the course develops research techniques, it will better prepare students for junior level research methods courses currently offered. LIS1000 will also complement research skills developed in ENC1102 and, if taken before ENC1102, should enable better performance in completing research projects required in that course.

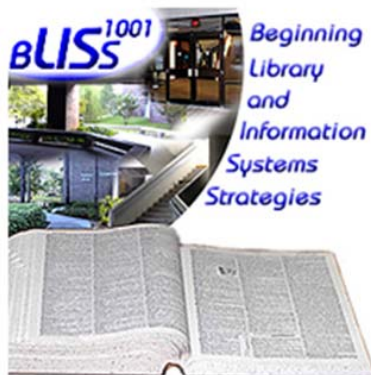
Key Concepts Covered in LIS1000

- Systems of Classification and the need for such systems (Library of Congress, Superintendent of Documents, Dewey Decimal)
- Guides to Classification Systems (print and online thesauri, subject headings, descriptors, key words, etc.)
- Types of Materials to be used in completing research (monographs, serials, indices, abstracting services, electronic/online services, primary/secondary sources, reference works, microformat services, etc.)
- Bibliographic Styles (MLA, APA, Turabian, Chicago, etc.)
- Bibliographies/Annotated Bibliographies
- Plagiarism (What it is and how to avoid it)
- The Internet and the World Wide Web
- Research Process (its importance to intellectual growth; how to choose and narrow topics; how to select and evaluate material in support of a topic)
- Information Retrieval Systems (print, online, cd-rom)

Enabling Activities

- **Classification of Knowledge:** Students will examine various formal classification systems and learn how they are used to organize materials into subject areas. Print and online uses of the systems will be demonstrated. To reinforce the usefulness of classification, students will be given exercises that can be completed with or without knowledge of classification. Results will demonstrate that knowledge of the system produces better and more complete results.
- **Types of Research Materials:** Students will be shown different types of materials that can be used in completing research (books, magazines, journals, bibliographies, encyclopedias, conference proceedings, etc.) and will be given explanations of what each type of sources can offer. Written assignments will demonstrate the student's recognition of the differences between the various materials. Emphasis will be placed on judicious selection of materials based on the research need, that is, when to use magazine or newspaper articles and when to use journals or conference proceedings.
- **Bibliographies/Annotated Bibliographies:** Students will select individual topics to research and will compile both non-annotated and annotated bibliographies covering the topics. Correct bibliographic form will be stressed. Attention will be given to the accepted style of presentation for various disciplines (MLA, APA, etc.).
- **Electronic and Microformat Materials:** Students will use a number of non-print sources to locate and retrieve materials in support of a research topic. Students will learn the difference between abstracting services and full text services and be familiar with using microformat materials.
- **Internet and World Wide Web:** Students will explore the Internet and retrieve representative documents from the Web. Students will learn to use various search engines, such as AltaVista, Lycos, and HotBot to find relevant materials on the Internet. Critical in this exploration is student understanding of how to distinguish between factual materials and opinion or mere gossip.
- **Plagiarism:** This concept will be developed through lecture and in-class discussion of what constitutes plagiarism. When given printed examples of original sources and their secondary citations, students will be able to determine which are plagiarized and which are not. Students will also learn the academic and legal consequences of plagiarism.
- **Bibliographic Styles:** Students will rewrite previously compiled bibliographies in each of the bibliographic styles discussed in the class.
- **The Research Process:** Students will discuss the importance of the research process to academic achievement and the further growth of knowledge. Students will be asked to research a topic that demonstrates the importance of research to the world community and to deliver a brief presentation on how they discovered their topics and the current access points for learning more about the topic.

The goal of all activities and exercises is to give students hands-on experience with as many research tools as possible. A strong emphasis will be placed on emerging technologies and the developing Information Superhighway. Once students have completed the course, they should feel comfortable in any research environment and be able to quickly choose the appropriate tools for locating materials necessary to successful completion of their projects.



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Research can be stressful for people who are unfamiliar with libraries and research systems. BLISS helps researchers develop familiarity with libraries and research systems and thus helps to eliminate much of the stress usually associated with college courses. Of course, knowing how to do research doesn't necessarily guarantee success in a college course. A successful student must have good writing skills, motivation, and the desire to succeed. Having good research skills can help, though, by saving a student time, time that can be used for reading course materials, for polishing written assignments, and for assimilating ideas.

BLISS shows students how to locate information fast in libraries, in online databases, and on the Internet. Anyone can find information. But finding the best information available can often be time-consuming and tricky. LIS1001 will help students to become efficient researchers, researchers able to quickly sift through mountains of information and find the best information on any topic.

Does BLISS sound like your key to becoming a good academic researcher? It is. Join us for a semester of learning how to find information fast and discover bliss for yourself.



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Page updated 8/04.

BLISS Website 2004



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Beginning Library & Information Systems Strategies

LIS1001 is a one credit hour course taught by library faculty and offered through the English Department at the University of North Florida. Two sections of the course are taught every Fall and Spring Semester. Recommended for freshmen, LIS1001 provides students with a solid foundation in how modern research systems work.

Topics covered include:

- How libraries collect, organize, and provide access to information
- How to search the library's catalog
- How to use research databases
- How to find reliable materials on the Internet
- How to accurately document materials in a research paper
- How to manage the research process and keep track of important materials
- How to avoid plagiarism and be a responsible researcher

If you would like to become better at researching using modern library systems and can spare an extra credit in your degree program, sign up for LIS1001 your first opportunity. Look for LIS1001 under the English Department listings in the UNF course schedule.

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FirstSearch page revised.
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Guide to ProQuest Research Library.

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Beginning Library & Information Systems Strategies


LIS1001 is a one credit hour course taught by library faculty and offered through the English Department at the University of North Florida. Two sections of the course are taught every Fall and Spring Semester. Recommended for freshmen, LIS1001 provides students with a solid foundation in how modern research systems work. The course is offered through the UNF English Department.

Topics covered include:

- How libraries collect, organize, and provide access to information
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Updated 8/2013.



Thomas G. Carpenter Library – Front Angle View

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Reading by Jim Alderman. Updated March 2014.