COURSE NAME, NUMBER AND PREREQUISITES:
Research Methods for Library & Info. Professionals
IRLS 506-010

Instructor: Brian Atkinson

COURSE DESCRIPTION:

Main Entry: 1research
Pronunciation: 'ri-sarch, 'rē-, \ Function: noun Etymology: Middle French recerche, from recercher to go about seeking, from Old French recerchier, from re- + cerchier, sercher to search — more at search Date: 1577

- 1 : careful or diligent search
- 2 : studious inquiry or examination; especially : investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws
- 3 : the collecting of information about a particular subject
- (http://www.merriam-webster.com/dictionary/research)

This course will approach the term research from a scholarly perspective, giving students the opportunity to become discriminating consumers of research found in common information and library science periodicals and journals. This course will give students the necessary tools to determine the quality and accuracy of research and to the ability to critique work in a knowledgeable manner.

COURSE OBJECTIVES:
By the completion of this course, you will:

- know what empirical research is, and what are the general techniques used to carry out such research in social science and specifically Library and Information Sciences
- know what are the strengths and weaknesses of those techniques
- be able to say whether research you encounter is good; to say:
- what was really being examined
what was the evidence, or support, or principled argument

what were the conclusions

whether the relationship between the evidence and the conclusions was adequate

whether we should trust the results or the conclusions

be able to consider the applicability of published or known research to your own libraries or information centers

have experienced, read, and discussed many examples of both good and poor research in Library and Information Science

...basically, you will learn to be an educated consumer of research.

REQUIRED COURSE MATERIALS:


Patten Mildred L.[2005], Understanding Research Methods; An Overview of the Essentials, Pyrczak Publishing, ISBN 1-884585-22-1 (other editions of this text are usable, but the pagination and indexing may be off)


Optional Text (for those with a sense of humor)


I will provide additional readings online within the Content section of D2L. You will need Adobe Acrobat (or something similar) to read these items.

http://www.socialresearchmethods.net/
http://davidmlane.com/hyperstat/index.html

COURSE REQUIREMENTS:

study evaluations. study evaluations. A short review/critique of 6 research studies will be required for this class. These studies must come from peer-reviewed journals of research in the field of Library and Information Science or a related field (for those of you who are anticipating work in a specific sub-field and are interested in critiquing material in your discipline, please contact me). A copy of these studies must be included (or in the case of online journals, a hyperlink provided) with the evaluation. The purpose of these assignments is to develop your ability to be a consumer of research. As a result, in order to find these six papers, it is anticipated that you will cull through at least 70-80 research papers throughout the span of this course. This may seem like an overwhelming task, but given the typical bibliography in a typical literature review, this is quite reasonable. Therefore the workload for the papers is identified as:

· choosing a successful research study--don't choose the first one you come across and attempt to make it fit the assignment

· understand the topic well enough to identify a specific component of research

· provide an opportunity for you to browse a large and diverse selection of research to isolate studies which meet specific criteria

· demonstrate scholarly ability by writing brief (2-3 page ) papers examining the research

Paper. There will be a paper due at the end of the term, which will serve to integrate what you have learned throughout the course. In this way, it is cumulative. On the other hand, it will allow you to demonstrate a thorough understanding of
the course materials and apply this information in an appropriate scenario. More on this later...

**participation** (group discussion)

The distribution of the marks is as follows

The expectation is that individuals will utilize the discussions as an opportunity to ensure that their understanding of an issue is accurate, but also to reinforce the understanding of others through constructive discussions. This should not be utilized as a podium for endless chatter, but inclusive and active discourse is expected.

**Quiz**

There will be a quiz to test your conceptual knowledge, but even more importantly your knowledge of the readings.

**COURSE, SCHOOL, AND UNIVERSITY POLICIES:**

**Academic Code of Integrity**

Students are expected to abide by The University of Arizona [Code of Academic Integrity](#). *'The guiding principle of academic integrity is that a student's submitted work must be the student's own.'* If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

**Accommodating Disabilities**

The University has a [Disability Resource Center](#). If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Assignment Policies**

**Incompletes**

The 1997-8 University of Arizona General Academic Manual, p.23 reads

> The grade of I may be awarded only at the end of a semester, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded when the student is expected to repeat the course; in such a case the grade of E must be assigned. Students should make arrangements with the instructor to receive an incompete grade before the end of the semester ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

**Turnitin.com**

Student work may, at the discretion of the instructor, be submitted to [Turnitin.com](#) (the University-sponsored anti-plagiarism tool) to ensure academic integrity. **Academic Code of Integrity**

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Assignment Policies

<Put your own material for the stuff in red>

- **How to submit your assignments**: How do you want students to submit assignments? Do you want them to include any particular identifying information on their assignments? Will assignments be returned to them, or will they just see a posted grade? Anything else that they'd need to know?
- **Assignment due dates**: Since the Course Schedule section (above) will spell out specific due dates, this section is used to describe any late penalties and any particulars about exactly when items are due (e.g. "Surface-mailed assignments must be postmarked no later than the stated due date.")
- **Writing style**: Are students supposed to use any particular writing style, such as APA or Chicago Manual? Are there any on-line writing resources that might be helpful to your students as they prepare their assignments? What if English is not their native tongue...is help available to them?
- **Late Policy**

Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

Grades are weighted in the following manner:

- paper 40%
- study evaluations 40%
- statistical application/quiz 10%
- participation in discussion(s) 10%

A traditional grading scheme will be used.

<table>
<thead>
<tr>
<th>90-100</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-89.999</td>
<td>B</td>
</tr>
</tbody>
</table>
70-79.999 C
60-69.999* D
Below 60* E

*Since this is a graduate-level course, the expectation is that no one should earn grades at this level, although it is quite possible.

**General grading criteria**: Grammar, style, or spelling are not emphasized—provided the paper is understandable and the faults are not so severe as to be a distraction. Criteria include:

- Clear articulation of your views and arguments
- Soundness of your argument; ability to respond appropriately to the assignment
- Clear and concise exposition of the points you are making; don't beat a dead horse to fill up the space requirement, especially since it is minimal
- Consideration of intellectual context and relevant literature; citing the readings is useful here

**PLEASE NOTE**: I grade somewhat liberally throughout the term. I **TRUNCATE** at the end of the term when assigning grades. There is **NO** exception to this policy under any circumstances. An 89.999 is a 'B'.

**INSTRUCTOR NAME AND CONTACT ADDRESSES**: Please utilize the email system provided by D2L (atkinson@d2l.arizona.edu) to contact me. Do NOT email me assignments outside of D2L. Keeping ALL course-related materials in a similar location are integral to my being able to find them at grading time. Traditional email (esp. from AOL, MSN and HOTMAIL accounts) tends to get misfiled by my mail program and it can take considerable time for me to discover and reply to these emails.

Given the nature of the subject matter, I am available by telephone (520-626-3909) during normal working hours (approx 8am-5pm, ARIZONA time) M-F. If I don't answer, feel free to leave a voice-mail and I will return your call as soon as I can. Please include the best time to reach you. My typical routine is to check voice-mail before I leave the office in the afternoon and I attempt to return calls before I leave—although this can sometimes occur after 5pm. I encourage you to call me if you need clarification. Email doesn't always provide enough information and can lead to further confusion.

If you are in Tucson, you may also schedule a meeting. Please use the internal D2L email system to contact me for a time.
Courses

- Syllabi
  - Fall 11
  - Summer 2011
  - Spring 11
  - Fall 10
  - Summer 10
  - Winter 10-11
  - Spring 10
  - Winter 09 10
  - Fall 09
    - IRLS506-001 Research Methods (On Campus Higgins)
    - IRLS506-010 Research Methods (Virtual Atkinson)
    - IRLS506-011 Research Methods (Virtual Seavey)
    - IRLS515-001 Organization of Information (On Campus Frické)
    - IRLS515-010 Organization of Information (Virtual Cui)
    - IRLS515-011 Organization of Information (Virtual Frické)
    - IRLS520-001 Ethics for Library and Information Professionals (On Campus Mathiesen)
    - IRLS520-010 Ethics for Library and Information Professionals (Virtual Fallis)
    - IRLS524 Information Resources and Services
    - IRLS532-001 Online Searching
    - IRLS553 Issues in Culture & Information Technology
    - IRLS561 Academic Libraries Practice and Administration
    - IRLS570 Database Development and Management
    - IRLS571 - 010 Introduction to Information Technology
    - IRLS571-011 Introduction to Information Technology (Smith)
    - IRLS572-010 Government Information
    - IRLS574 Digital Libraries
    - IRLS575 User Interface and Web Site Design
    - IRLS588-011 History of the Book
    - IRLS608 Planning and Evaluation of Libraries and Information Centers
    - IRLS617-010 Social Epistemology and Information Science
    - IRLS671 Introduction to Digital Collections
    - IRLS675 Advanced Digital Collections
    - IRLS696E Human Rights to Information
  - Summer 09
  - Spring 09
  - Winter 08 09
  - Fall 08
  - Archive of Old Syllabi

- Schedules
  - Core Courses
  - Course Delivery Options
  - Course Descriptions
  - Distributed Electives
  - Individual Studies: Internships, Independent Studies & Practica
  - Registration
Guided exploration

Click a term to initiate a search.

Audience
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)
  more...

Course
- IRLS417 (2)
- IRLS418 (1)
- IRLS432 (1)
- IRLS470 (2)
- IRLS488 (6)
  more...

People
- Adjunct Faculty (152)
- Faculty (150)
- Staff (17)
- Friends (6)

Semester
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 10 11 (1)
- Fall 10 (20)
  more...

Task
- Choosing Courses (27)
- Advising (5)
- Applying (5)
- Registering (2)
- Submitting Final Paperwork (2)
  more...

Topic
- Index (33)
- Masters (33)
- Research (20)
- Knowledge River (16)
- News (14)
  more...
Related categories

Course: IRLS506
People: Adjunct Faculty » Atkinson
Semester: Fall 09

Guided keyword

Search More options

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