

**School of Information Management  
INFO 6640 Expert Searching for Clients  
Winter 2018**

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*Note: This syllabus may be subject to minor alteration prior to or during the term.*

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## **COURSE DESCRIPTION**

Internet search engines such as Google, Yahoo, Bing, etc., often give the impression that finding answers to most questions has become a relatively simple process. However, doing an expert, comprehensive and efficient search for peer-reviewed and other high quality academic articles and grey literature appropriate for the production of systematic reviews of literature requires a specific set of knowledge and skills. This course explores the principles and methods involved in the retrieval of information from a wide array of proprietary and open access sources, including social media. It introduces students to effective and efficient searching of the literature, in particular the skills and knowledge needed to produce an effective search in support of a systematic review of literature. It addresses the competencies needed to complete comprehensive, systematic, transparent searches of the literature. Course discussion will include managing online search services, client engagement, search planning, online database structure and organization, content evaluation, and matching database search strategies to search interfaces.

## **COURSE PRE-REQUISITES**

INFO 5515 Organization of Information  
INFO 5530 Information Sources, Services, and Retrieval

## **LEARNING OBJECTIVES**

1. Engage with clients to appropriately identify and effectively meet their information needs
2. Determine the nature and scope of information needs in unfamiliar subject areas
3. Name and describe key commercial databases that index literature in the arts, humanities, sciences, social sciences, health sciences and technology disciplines
4. Understand the importance of rigorous search methods
5. Learn effective and efficient searching skills that may be transferable to other information resources
6. Design current awareness services
7. Provide database search demonstrations and search skills coaching
8. Recognize the pitfalls and value of using grey literature sources
9. Understand social media from a searcher's perspective: software types, functions and life cycle

## LEARNING OUTCOMES

Upon successfully completing this course, students will be able to:

1. Understand the complexity of information needs of various clients
2. Identify a range of traditional and specialized databases; search engines and custom Google search engines
3. Produce a correct, reproducible search strategy
4. Use several accepted styles of searching and illustrate how to document them
5. Search for abstracts, unpublished policy documents, white papers, etc.
6. Become effective and efficient searchers
7. Understand the importance of rigorous search methods

## TECHNOLOGY USED

Some assignments and class discussions may involve using the learning management system, Brightspace. It will have a digital copy of the syllabus and some readings and notifications and announcements. You should monitor this space frequently to get updates on assignment clarification or class updates.

**To facilitate hands-on, active learning, students are required to bring laptops to every class. Please speak to the instructor if you need access to a laptop.**

## INSTRUCTIONAL METHODS

Instruction will combine lecture, classroom discussion, guest speakers, demonstration and hands-on applications in class. Throughout the course, students should expect to be active learners, participating in small and large group discussions to identify, elaborate, and apply the concepts learned or to be learned. Our learning can best be supported by engaging in scholarly discussion and respectful debate. Critical thinking is encouraged within a climate of collegiality.

## LEARNING MATERIALS

There is no required textbook for this class. Assigned readings that are not available through Dalhousie Libraries will be made available for students.

The following references will be consulted frequently:

Jankowski, T. (2016). *Expert searching in the Google age* (Medical Library Association books). Lanham, Maryland: Rowman & Littlefield.

Markey, K. (2015). *Online Searching: A Guide to Finding Quality Information Efficiently and Effectively*. Lanham, MD: Rowman & Littlefield Publishing.

Bell, S. (2012). *Librarian's guide to online searching* (3rd ed.). Santa Barbara, CA: Libraries Unlimited.

## METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of critical thinking. See also the [SIM Grading Policy](#).

<b>ASSIGNMENT</b>	<b>VALUE</b>
Assignment #1 Search Strategy Development	10%
Assignment # 2 Database Search	15%
Assignment # 3 Database Search	15%
Assignment #4 Project –	35%
Reflection Paper	15%
Class Participation	10% (See rubric below)

### **PARTICIPATION EVALUATION RUBRIC**

<b>CRITERIA</b>	<b>WEIGHTING</b>	<b>INDICATORS</b>
Preparation	30%	The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	20%	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

<b>PROGRAM COMPETENCY</b>	<b>COURSE LEARNING OUTCOME</b>	<b>COURSE ASSESSMENT</b>
1. Management of Information Technology	Outcome #s 2, 3, 5 & 7	Assignment #s 2, 3 & 4
2. Information Management Leadership	Outcome #s 1, 2 & 5	Assignment #s 2, 3 & 4
3. Risk & Change Management	Outcome # 1, 2, 3, 4 & 7	Assignment #s 1, 2, 3, 4 and reflection paper
4. User – centred Information Services	Outcome #s 1, 3, 4 & 7	Assignment #s 1, 2, 3 & 4 and reflection paper
5. Research and Evaluation	Outcome #s 2, 3, 4, 5, 6 & 7	Assignment #s 1, 2, 3, & 4
6. Workplace Skills & Attributes:		
(a) Collaborate & Communicate	Outcome #s 1, 3, 4 & 7	Assignment #s 1, 2, 3 & 4, and class participation
(b) Organize, Plan & Manage	Outcome #s 3 & 4	Assignment #s 1, 2, 3 & 4
(c) Develop Personally & Professionally	Outcome #s 1, 2, 3, 4, 5, 6 & 7	Assignment #s 1, 2, 3, 4 and reflection paper

## **CLASS POLICIES**

### **Attendance**

Class attendance is required in all MLIS courses and is included in the participation mark. Attendance records will be kept by the instructor.

### **Absence from class (one class)**

Students are required to inform the instructor ahead of time of any absence from class. This absence may affect participation marks or class activities.

### **Absence from class (extended)**

- Emergencies
  - Contact the MLIS Program Coordinator and provide a list of the courses you are taking and your instructors' names.

- Illness
  - Contact your instructor(s) as soon as possible **prior to class** to inform him or her of your illness.
  - **All absences due to illness must be supported by a physician's note to be submitted to the MLIS Program Coordinator (JoAnn Watson) with a list of courses you are taking and your instructors' names.**

## Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

## Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

## SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

## ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca).

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

## ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. [You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [ManagementIntegrity@dal.ca](mailto:ManagementIntegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

### **Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

## **UNIVERSITY STATEMENTS**

### **ACCESSIBILITY**

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

### **STUDENT CODE OF CONDUCT**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

### **DIVERSITY AND INCLUSION**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

### **RECOGNITION OF MI'KMAQ TERRITORY**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

## COURSE SCHEDULE

Class	Topics	Assignments
Jan. 10	<ul style="list-style-type: none"> <li>• Introductions               <ul style="list-style-type: none"> <li>- the Course,</li> <li>- administrative matters</li> </ul> </li> <li>• Expert searching – competencies</li> <li>• The role of expert searcher</li> <li>• Role of information professional</li> </ul>	<p>Jankowski, T (2016) Chapter 1. Evolution of expert searching</p> <p>Smith, C. &amp; Roseberry, M. (2013). Professional education in expert search: A content model. <i>Journal Of Education For Library &amp; Information Science</i>, 54(4), 255-269.  <a href="http://files.eric.ed.gov/fulltext/EJ1074137.pdf">http://files.eric.ed.gov/fulltext/EJ1074137.pdf</a></p> <p>Cole, C. (2011). A theory of information need for information retrieval that connects information to knowledge. <i>Journal Of The American Society For Information Science &amp; Technology</i>, 62(7), 1216-1231.</p> <p>Koenig, M. Valuing the return on investment of the information professional in specialized institutions (Corporations, Government Agencies, NGOs). In <i>Defending professionalism: A resource for librarians, informational specialists, knowledge managers &amp; archivists</i>. Pp 107-118. Santa Barbara, California: Libraries Unlimited, 2012. (Chapter 8).</p> <p>Pappas, C. Chapter 7. Understanding the worth of the professional librarian in the research university or institution. In <i>Defending professionalism: A resource for librarians, informational specialists, knowledge managers &amp; archivists</i>. Pp 91-105. Santa Barbara, California: Libraries Unlimited, 2012. (Chapter 7).</p>
Jan. 17	<ul style="list-style-type: none"> <li>• Expert Search Basics</li> <li>• Understanding information needs – reference interview</li> <li>• Search strategy development – pre-search preparation</li> <li>• Search review and evaluation</li> <li>• Overview of search strategies</li> </ul>	<p>Markey, K. (2015). <i>Online Searching: A Guide to Finding Quality Information Efficiently and Effectively</i>. Lanham, MD: Rowman &amp; Littlefield Publishing. (Chapters 6, 7 &amp; 10)</p> <p>Jankowski, T (2016) Chapters 2, 4 &amp; 5</p> <p>Brown, S. W. (2008). The Reference Interview: <i>Theories and Practice</i>. <i>Library Philosophy and Practice</i>.  <a href="http://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1012&amp;context=ibr_pubs">http://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1012&amp;context=ibr_pubs</a></p> <p>Eberle, M. L. (2005). Librarians' perceptions of the reference interview. <i>Journal of Hospital Librarianship</i>, 5(3), 29-41.  <a href="http://www.tandfonline.com/doi/pdf/10.1300/J186v05n03_03?nedAccess=true">http://www.tandfonline.com/doi/pdf/10.1300/J186v05n03_03?nedAccess=true</a></p> <p>Curry, E. L. (2005). The reference interview revisited: Librarian-patron interaction in the virtual environment. <i>SIMILE: Studies in Media Information Literacy Education</i>, 5(1). 1-16.  <a href="https://faculty.washington.edu/jwj/lis521/curry.pdf">https://faculty.washington.edu/jwj/lis521/curry.pdf</a></p>



Jan. 24	<ul style="list-style-type: none"> <li>• Resource selection and evaluation</li> <li>• Databases, standards, patents</li> <li>• Engineering and architecture sources</li> <li>• <b>Assignment #1 due</b></li> </ul>	<p>Jankowski, T (2016) Chapter 3</p> <p>Bell, S. (2012). <i>Librarian's guide to online searching</i> (3rd ed.). Santa Barbara, CA: Libraries Unlimited. (Chapter 1)</p> <p>Standards Systems: A Standards Guide for Regulators. Standards Council of Canada.  <a href="https://www.scc.ca/sites/default/files/migrated_files/DLFE-580.pdf">https://www.scc.ca/sites/default/files/migrated_files/DLFE-580.pdf</a></p> <p>CSA <a href="http://www.csagroup.org/">http://www.csagroup.org/</a></p> <p>Zhang, L. (2009). Developing a systematic patent search training program. <i>Journal of Academic Librarianship</i>, 35(3), 260–266.</p> <p>Okoroma, F. N. (2011). Towards effective management of grey literature for higher education, research and national development. <i>Library Review</i>, 60 (9), 789-802.</p>
Jan. 31	<ul style="list-style-type: none"> <li>• Health information resources</li> <li>• Science information sources</li> </ul>	<p>Markey, K. (2015). <i>Online searching: A guide to finding quality information efficiently and effectively</i>. Lanham, MD: Rowman &amp; Littlefield Publishing. (Chapters 11 &amp; 12)</p> <p>Lu, Z. (2011). PubMed and beyond: A survey of tools for searching biomedical literature. Database: <i>The Journal of Biological Databases and Curation</i>. doi: 10.1093/database/baq036</p> <p>Parker, R et al. Systematic review: A how to guide. Dalhousie Libraries Lib Guide. <a href="http://dal.ca.libguides.com/systematicreviews">http://dal.ca.libguides.com/systematicreviews</a></p> <p>Bell, S. (2012). <i>Librarian's guide to online searching</i> (3rd ed.). Santa Barbara, CA: Libraries Unlimited. (Chapter 5)</p>
Feb. 7	<ul style="list-style-type: none"> <li>• Legal information resources</li> <li>• Sources of law</li> <li>• Canadian statutes and regulations</li> <li>• Canadian provincial law</li> <li>• Researching United States law</li> <li>• International law</li> <li>• <b>Guest speaker: Dr. David Michels, Sir James Dunn Law Library</b></li> </ul>	<p>Jones, J. (2009). Not just key numbers and keywords anymore: How user interface design affects legal research. <i>Law Library Journal</i>, 101(1), 7-30.  <a href="http://scholarship.law.cornell.edu/cgi/viewcontent.cgi?article=1120&amp;context=lsrp_papers">http://scholarship.law.cornell.edu/cgi/viewcontent.cgi?article=1120&amp;context=lsrp_papers</a></p> <p>Peoples, L. F. (2005). The death of the digest and the pitfalls of electronic research: What is the modern legal researcher to do. <i>Law Library Journal</i> 97(4), 661-680.</p> <p>Margolis, E.; Murray, K. E. (2012). Say goodbye to the books: Information literacy as the new legal research paradigm. <i>University of Dayton Law Review</i> 38(1), 117-156.</p> <p>Harker, Y. (2013). Information is cheap, but meaning is expensive: Building analytical skill into legal research instruction. <i>Law Library Journal</i> 105(1), 79-98.</p>

		<p>Buckingham, R. (2009). Thinking like librarian: Tips for better legal research. <i>Thomas M. Cooley Journal of Practical and Clinical Law</i> 12(1), 1-24.</p> <p>Wheeler, R. (2011). Does WestlawNext really change everything: The implications of WestlawNext on legal research. <i>Law Library Journal</i>, 103 (3), 359-379.</p> <p>Peoples, L. (2012). Testing the limits of WLN, <i>Legal Reference Services Quarterly</i>, 31(2), 125-149.</p> <p>Future of online legal research: content, technology, expertise. <a href="https://www.lexisnexis.com/pdf/lexis-advance/Lexis-Advance-Real-Law-Article.pdf">https://www.lexisnexis.com/pdf/lexis-advance/Lexis-Advance-Real-Law-Article.pdf</a></p>
Feb. 14	<ul style="list-style-type: none"> <li>• Business Information Resources</li> <li>• Working with Database Vendors</li> <li>• <b>Assignment #2 due</b></li> </ul>	<p>Heckman, L. (2011). <i>How to find business information: A guide for business people, investors, and researchers</i>. ABC-CLIO.</p> <p>Bell, S. (2012). <i>Librarian's guide to online searching</i> (3rd ed.). Santa Barbara, CA: Libraries Unlimited. (Chapter 11).</p> <p>Brevig, A. (2014). Seven things to know before signing a license, <i>Online Searcher</i>, 38 (2), 54-57.</p> <p>Natt, A. (2013). What is business information literacy and can the corporate librarian contribute anything to the discourse? <i>Journal Of Business &amp; Finance Librarianship</i>, 18(2), 146-174</p> <p>Jin, T. (2011). Understanding the role of corporate information agencies in competitive intelligence practices. Final Report. <a href="https://www.sla.org/wp-content/uploads/2013/01/First-Draft_JIN.pdf">https://www.sla.org/wp-content/uploads/2013/01/First-Draft_JIN.pdf</a></p>
Feb. 21	<ul style="list-style-type: none"> <li>• Steady break</li> </ul>	No Readings
Feb. 28	<ul style="list-style-type: none"> <li>• Social Science Information Resources</li> <li>• Humanities Information Resources</li> </ul>	<p>Kumar, A., Singh, S., &amp; Yadav, A. (2011). An investigation of use of information sources by social scientists. <i>Library Philosophy and Practice</i>, 1-10.</p> <p>Fisher, D., Price, Sandra P., &amp; Hanstock, Terry. (2002). <i>Information sources in the social sciences</i> (Guides to information sources). Munchen: K.G. Saur.</p> <p>Bell, S. (2012). <i>Librarian's guide to online searching</i> (3rd ed.). Santa Barbara, CA: Libraries Unlimited. (Chapter 4 &amp; 7).</p> <p>Barrett, A. (2005). The information-seeking habits of graduate student researchers in the humanities. <i>The Journal of Academic Librarianship</i>, 31(4), 324-331.</p>

		<p>Quan-Haase, A., &amp; Martin, K. (2012, February). Digital humanities: the continuing role of serendipity in historical research. In <i>Proceedings of the 2012 iConference</i> (pp. 456-458). ACM.</p> <p>Tahir, M., Mahmood, K., &amp; Shafique, F. (2010). Use of electronic information resources and facilities by humanities scholars. <i>The Electronic Library</i>, 28(1), 122-136.</p>
Mar. 7	<ul style="list-style-type: none"> <li>• Finding Statistics and Data</li> <li>• National Statistics</li> <li>• International Statistics</li> <li>• <b>Guest Speaker: Sai Choi Chua</b></li> <li>• <b>Assignment #3 due</b></li> </ul>	<p>Xia, Jingfeng, &amp; Wang, Minglu. (2014). Competencies and responsibilities of social science data librarians: An analysis of job descriptions. <i>College &amp; Research Libraries</i>, 75(3), 362-388.</p> <p>Rice, R., &amp; Southall, John. (2016). <i>The data librarian's handbook</i>. London: Facet Publishing.</p>
Mar. 14	<ul style="list-style-type: none"> <li>• Current Awareness</li> <li>• News Sources</li> <li>• Research Metrics Tools</li> <li>• Web Searching</li> <li>• Mining Social Media</li> <li>• Ethics/Copyright</li> <li>• Privacy</li> </ul>	<p>Kern, K. (2011). The impact of new technologies on current awareness Tools in Academic Libraries. <i>Reference &amp; User Services Quarterly</i>, 51 (2), 92-97</p> <p>Markey, K. (2015). <i>Online searching: A guide to finding quality information efficiently and effectively</i>. Lanham, MD: Rowman &amp; Littlefield Publishing. (Chapter 9)</p> <p>Suiter, &amp; Moulaison. (2015). Supporting scholars: An analysis of academic library websites' documentation on metrics and impact. <i>The Journal of Academic Librarianship</i>, 41(6), 814-820.</p> <p>Brown, J. (2014). Citation searching for tenure and promotion: An overview of issues and tools. <i>Reference Services Review</i>, 42 (1), 70–89</p> <p>He, W., Zha, S., &amp; Li, L. (2013). Social media competitive analysis and text mining: A case study in the pizza industry. <i>International Journal of Information Management</i>, 33(3), 464-472.</p> <p>Gundecha, P., &amp; Liu, H. (2012). Mining social media: a brief introduction. In <i>New Directions in Informatics, Optimization, Logistics, and Production</i> (pp. 1-17). Informs.</p> <p>Injadat, M., Salo, F., &amp; Nassif, A. B. (2016). Data mining techniques in social media: A survey. <i>Neurocomputing</i>, 214, 654-670.</p>
Mar. 21	<ul style="list-style-type: none"> <li>• Cultural Constructions of Information</li> </ul>	<p>Lougheed, B et al. (2015). Reconciliation through description: using metadata to realize the vision of the National Research Centre for Truth and Reconciliation. <i>Cataloging and Classification Quarterly</i>, 53 (5-6), 596-614</p>

	<ul style="list-style-type: none"> <li>• Searching for Traditional Knowledge</li> <li>• Intellectual Property</li> <li>• Grey Literature</li> <li>• <b>Guest speaker: TBA</b></li> </ul>	
Mar. 28	<ul style="list-style-type: none"> <li>• Student presentations</li> <li>• <b>Assignment #4 due</b></li> </ul>	Bell, S. (2012). <i>Librarian's guide to online searching</i> (3rd ed.). Santa Barbara, CA: Libraries Unlimited. (Chapter 12).
April. 4	<ul style="list-style-type: none"> <li>• Class wrap up</li> <li>• Future of expert searching</li> <li>• <b>Reflection paper due</b></li> </ul>	Jankowski, T. (2016). Chapter 7