

Course Syllabus

**Independent Study in Idaho
University of Idaho
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Library Science 424:
Information Sources on the Internet for Libraries

University of Idaho
3 Semester-Hour Credits

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Independent Study in Idaho

This course is offered through University of Idaho

Information Sources on the Internet for Libraries

3 Semester Credits-UI

Textbooks and Supplemental Materials

Some of the best guides to the Internet are available on the Web. A risk of buying a printed text is that it becomes quickly outdated because of the changing nature of the Internet. This is why I am recommending purchasing only one text for a general overview of the Internet, and then creating your own textbook from downloaded links. The required reading for this course is:

Reitz, Joan. *ODLIS: Online Dictionary for Library and Information Science*. Libraries Unlimited. http://lu.com/odlis/odlis_s.cfm.

Recommended Reading

Shuman, Bruce A. *Issues for Libraries and Information Science in the Internet Age*. Englewood: Libraries Unlimited, 2001. ISBN: 1563088053.

The University of Idaho (UI) Bookstore carries all ISI course materials. Visit the bookstore's Web site, <http://www.uidahobookstore.com>, for a complete list of course materials. You may order online, by e-mail (uibooks@uidaho.edu), or by phone (208) 885-7334.

Independent Study in Idaho courses are updated and revised frequently. Ordering course materials when you register allows you to purchase the correct course materials and begin the course as soon as possible.

If you have questions regarding the course materials you have ordered and received, contact the UI Bookstore. If purchasing textbooks from another source, refer to the ISBN in the citation above to ensure that you obtain the correct edition.

Course Description

Principles of development and trends in Internet information resources that libraries access and use; emphasis on searching, evaluating, and providing to patrons needed reference material.

Prerequisites

There are no formal prerequisites for this course, but your instructor recommends having a basic understanding of electronic mail (e-mail). The course is available only electronically via software and an e-mail account is needed in order to establish good communication between the instructor and students.

Introduction

Libraries were always adopters and developers in computing power and network technologies. The library profession during the late sixties and early seventies concentrated on computerizing

library operations and shared cataloging. Libraries in the eighties saw the development of online library catalogs and resource sharing, but during the last two decades concentrated on the development of networking and advanced information and communication technologies. The dynamic growth of the Internet and digital technologies brought a variety of new opportunities and capabilities into library services.

These new information technologies have led to new responsibilities for library services and librarians, who are in charge of storing, organizing, evaluating, and providing access to information. Librarians have been very actively accepting and adopting new responsibilities created as a result of these technologies. In just the past few years, skills and knowledge of the Internet, the World Wide Web, digital publishing, multimedia, digital repositories, online publications, and databases have become an indispensable part of librarians' responsibilities.

The Internet, as a network of interconnected computer networks, allows retrieval of increasing amounts of virtual information resources. Librarians are helping to organize, access, deliver, and preserve the virtual world of remote resources for users. Rapid developments in information and communication technologies require that librarians and other professionals take on new responsibilities in their jobs, such as navigating the Internet, evaluating information resources on the Web, developing and maintaining Web sites, and making the right choice between print and electronic resources.

This course promotes an understanding of the Internet. It focuses on development, structure, tools, and use of the Internet in daily life and at work. It examines the scope of information resources available on the network of networks that librarians can access, organize, and use. Finally, it explores the process of evaluating and using selected virtual resources for doing research and helping library users.

Course Objectives

1. To learn about the Internet's influence on libraries and librarians' duties.
2. To familiarize students with networking functions, history, structure, tools, and the use of the Internet.
3. To use Internet navigation and search tools effectively.
4. To select, evaluate, and cite Internet information resources.
5. To develop an awareness of the scope of information resources available on the visible and invisible Web that all librarians and teachers can evaluate, access, organize, and use.
6. To promote and assist students in using virtual information resources in their work.

Lessons

The course consists of 15 lessons, one exam, a final paper, and a final project. The exam follows lesson 7, the final paper is due with lesson 15, and the final project is due after lesson 15.

For all essay questions, the required amount of words is 100 to 500 words and between 800 to 1,200 words for your final paper (lesson 15). All lessons are worth 10 points; most questions are worth 1 or 2 points, and all essays, reviews, and lists of Web sites are worth 3 points. Your final paper is worth 8 points.

Whenever you see questions asking about your opinion, a description, or evaluation, please try to elaborate.

Exam

Submit all lessons preceding the exam prior to requesting it. The exam will be administered on the course Web site; no additional materials will be allowed or required.

Student Responsibilities, Requirements, and Grading

Students are expected to browse and search the Web, to read the assigned reading, and to complete all assigned exercises, an examination, a final paper, and a final project. The final grade will be based on the following:

E-mail assignments 50%

Midterm exam 20%

Virtual Resources Project 30%

About the Course Developer

The author of this Independent Study in Idaho course, Professor Maria Anna Jankowska, holds a Ph.D. in economics from Poznan University of Economics in Poland and an M.L.I.S. from the University of California at Berkeley. She is a network resources librarian and professor at the University of Idaho Library. Her research includes work on international librarianship, electronic publishing, information economy, and environmental information sources. Recently, she published "The Internet and Democracy in Central European Librarianship" in *Encyclopedia of Library and Information Science*, volume 68. Maria is the founding editor of the professional journal, *Electronic Green Journal*. The journal is devoted to disseminating information concerning sources on international environmental topics. The *Library Journal* named her as one of libraries' "Movers and Shakers" for 2002. Fifty library workers were chosen by their peers nationwide as people who are shaping the future of libraries. Maria was recognized for her scholarship in libraries, work in synthesizing information for Web access, promotion of environmental ethics and information, and national and international activities such as chairing the ALA Task Force on the Environment and working with Polish librarians to improve their user services.

Lesson 1

Libraries and the Internet

Overview

Libraries were always adopters and developers in computing power and network technologies that constantly influence librarians' work and profession. The library profession during the late sixties and early seventies concentrated on computerizing library operations and shared cataloging. Libraries in the eighties saw the development of online library catalogs and resource sharing, or as Clifford Lynch stated, "the rise of public access." The last two decades brought the development of networking and advanced information technologies. The dynamic growth of the Internet and digital technologies has brought a variety of new capabilities into library services.

These new information technologies have led to new responsibilities for library services and librarians, who are in charge of storing, organizing, evaluating, and providing access to information. Librarians have been very actively accepting and adopting new responsibilities created as a result of these technologies. In just the past few years, skills and knowledge of the Internet, the World Wide Web, digital publishing, multimedia, digital repositories, online publications, and databases have become an indispensable part of librarians' responsibilities.

This lesson focuses on background information about the Internet and its importance in the information world. The Internet is a worldwide connection of computers and networks. Each computer/network brings different types of information sources to the network of networks, which is why the Internet is a huge and ever-changing collection of many information sources, services, functions, and applications. In addition to being a repository of information, the Internet is also the highway that provides access to that information. We discuss the electronic and digital revolution in libraries, pursue the Internet as one of the tools available for librarians to use in serving patrons, and we talk about the history of the Internet and its future.

E-Reading

Clifford Lynch, "From Automation to Transformation: Forty Years of Libraries and Information Technology in Higher Education," *EDUCAUSE Review* 35, no. 1 (Jan/Feb 2000).

<http://www.educause.edu/pub/er/erm00/pp060068.pdf>.

Online Computer Library Center. "History of OCLC." <http://www.oclc.org/about/history/>.

E-Homework

1. (0 points) Please write a short paragraph about yourself. Why are you taking this class and what are you expecting from it? Where do you work? What is your experience with the Internet?
2. (1 point) How would you evaluate the use of the Internet in your workplace?

3. (1 point) The Internet is:
 - A. the Web
 - B. the Net
 - C. the network of networks
 - D. a and b are correct
 - E. b and c are correct
4. (1 point) ARPANet is:
 - A. US Advanced Research Projects Agency Network
 - B. an early Internet
 - C. Local area networks
 - D. a and b are correct
 - E. b and c are correct.
5. (1 point) Name a main organization that oversees the Internet's growth and standards for its use.
 - A. the Internet Society
 - B. ISOC
 - C. US Department of Commerce
 - D. a and b are correct
 - E. b and c are correct
6. (1 point) Who led the networking of Ohio libraries during the sixties and seventies?
 - A. Frederick G. Kilgour
 - B. Jay Jordan
 - C. K. Wayne Smith.
7. (2 points) Compare the pros and cons of the Internet phenomenon (minimum 300 words).
8. (2 points) List some ways to promote use of the Internet in libraries and schools (minimum 300 words).
9. (1 point) Present 10 main events in the history of the Internet. Use [Hobbes' Internet Timeline](#), version 7.0.