

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Library and Information Studies**

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**MLIS 7700  
Research Methods  
Three Credit Hours**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**ALA's Core Competences of Librarianship**

**(extracted from ALA's Core Competences of Librarianship 2009, available from**

**<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>**)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

### **MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*
- PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

### **INSTRUCTOR**

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### **COURSE DESCRIPTION**

Prerequisite: MLIS 7000. An introduction to the various approaches to social science research and research methods. Students will perform small scale research projects and develop skills in the research uses of libraries and the needs of library patrons.

## TEXTBOOKS / RESOURCE MATERIALS

### Required Texts

- Babbie, E. R. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

### Recommended Text

- Hollister, C. V. (2014). *Handbook of academic writing for librarians* (Revised ed.). American Library Association.

Additional resources (readings, videos, websites, etc.) will be available electronically via GALILEO databases, on Odum Library course reserve, or through the course BlazeVIEW website

Please familiarize yourself with the VSU policy that prohibits the use of the Interlibrary Loan service for obtaining textbooks at <https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>.

## COURSE OBJECTIVES (Show alignment to MLIS Program Objectives (PO) for all MLIS courses).

Upon completion of this course, the student will be able to meet these Student Learning Outcomes (SLOs):

SLO 1. Recognize the inter-relationships of theory, research, and scientific inquiry (PO3).

SLO 2. Discuss basic ethical issues associated with conducting research (PO3, PO4).

SLO 3. Distinguish between qualitative and quantitative research methods (PO3).

SLO 4. Identify the basic elements in the design of social research studies (PO3).

SLO 5. Relate terminology, concepts, and processes of social research to studies conducted in the library and information science (LIS) field (PO3).

## COURSE ORGANIZATION

This course is divided into weekly modules. Students may move through the material within the modules at their own pace, but each module must be completed by a certain point in the semester and assignments must be completed by specific dates.

## ASSIGNMENTS AND ACTIVITIES IN BRIEF

The following list is a brief overview of the assessments used to measure learning outcomes included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeVIEW course site in advance of that assignment's due date.

### Weekly Discussions (SLOs 1-5) 21%

Participate in 9 weekly discussion activities. Respond to discussion prompts and read and reply to fellow students' posts.

### Quizzes (SLOs 1-5) 10%

Complete 4 short quizzes designed to help you learn the course content. The quizzes can be attempted multiple times and the highest grade will be recorded.

### Initial Thoughts Essay (SLO 5) 4%

You will write a short essay in which you consider how research can impact decision-making in the library and information science professions.

### **CITI Human Research Ethics Training (SLOs 2, 5) 7%**

You will complete an online tutorial on human subjects and institutional review board procedures. Submit the certificate of completion to the CITI Certificate Assignment folder.

### **Quantitative Article Critique (SLOs 1, 2, 3, 4, 5) 10%**

In this short paper you will evaluate an article from a peer-reviewed library and information science journal that reports on a research project using a quantitative method.

### **Qualitative Article Critique (SLOs 1, 2, 3, 4, 5) 10%**

In this short paper you will evaluate an article from a peer-reviewed library and information science journal that reports on a research project using a qualitative method.

### **Library Website Assessment Project (SLOs 3, 4, 5)**

You will conduct a small research project to assess a library website. The project comprises four assignments:

#### **Website Selection 1%**

You will select a library website to assess this semester.

#### **Assessment Worksheet 15%**

This worksheet will guide you through the process of assessing the website using a set of criteria. This assignment will also give you a chance to receive feedback before you write up your findings.

#### **Website Assessment Project Presentations 10%**

You will develop a short presentation from the findings of your assessment and share the presentation with your discussion group.

#### **Website Assessment Project Report 12%**

You will write a short report on your assessment findings.

## **COURSE GRADES**

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:  
100 -90 points = A    89-80 points = B    79-70 points = C    69- 60 points = D    Below 60 points = F

Standards for MLIS core courses: You must earn a grade of B or higher in this core course or repeat it.

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.

## **ATTENDANCE POLICY**

All course meetings and activities will be conducted through BlazeVIEW, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

## COMMUNICATION

Please post course-related questions that may be relevant to the class on the Ask and Answer discussion board. Communication from Dr. Alemanne will be conducted through BlazeVIEW email, postings and replies in the Ask and Answer discussion board, and BlazeVIEW announcements. **Check these areas at least several times per week (daily is recommended) as you are responsible for knowing all information communicated through these channels.**

VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, all e-mail correspondence related to this course is to be sent using the email client built into BlazeVIEW. Non-course email should be sent to the instructor's regular VSU email address. Students should always use their own VSU email addresses for all VSU related communications. If you are having difficulty learning the subject matter or keeping up with the reading or assignments please contact me immediately. I can't help if I don't know there's a problem, and handling problems earlier rather than later is always better. I do my best to answer email and discussion board questions within 24 hours.

## SUBMITTING ASSIGNMENTS

All assignments must be submitted as instructed on the BlazeVIEW course website using the format(s) designated by the instructor. The university's Information Technology (IT) department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at <http://www.valdosta.edu/administration/it/helpdesk/>. Their telephone hotline is 229-245-4357. BlazeVIEW is powered by the Desire2Learn (D2L) Brightspace course learning system. D2L provides 24/7 support 365 days a year. To contact D2L, go to <https://D2LHelp.view.usg.edu> or call the hotline at 855-772-0423.

## LATE WORK

Assignments are generally due Thursdays at 11:59PM EDT/EST. **Late submissions will not be accepted or graded.** However, there may be some flexibility in this rule—if you are having trouble completing an assignment, contact me **before** the due date so that we can discuss whatever issues you are experiencing. I will not grade or give credit for discussion activity completed after the due date/time. Discussion posts are due on Sundays Wednesdays and quizzes are due on Wednesdays. Late discussion posts and quizzes will not receive credit.

Completely skipping an assignment is not acceptable in graduate school. To be eligible to receive an A in this course requires completing every assignment and submitting within the specified deadlines. All course work is due inside BlazeVIEW on the date and time indicated on the course calendar (Eastern time, based on the BlazeVIEW clock). Technology problems are not an acceptable excuse for submitting work late unless BlazeVIEW is down at the time the work is due.

## PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage (<https://www.valdosta.edu/academics/academic-affairs/sois/>).