IN THE UNITED STATES PATENT AND TRADEMARK OFFICE

BEFORE THE PATENT TRIAL AND APPEAL BOARD

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MICROSOFT CORPORATION,
Petitioner,

v.

X1 Discovery, Inc.,
Patent Owner.

Patent Nos. 7,370,035, 10,552,490, and 9,633,139

_____

DECLARATION OF SYLVIA D. HALL-ELLIS, PH.D.

MICROSOFT
EXHIBIT 1060

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I. INTRODUCTION

1. My name is Sylvia D. Hall-Ellis. I have been retained as an expert by Klarquist Sparkman (hereafter "Klarquist").

2. I have written this report at the request of Klarquist to provide my expert opinion regarding the authenticity and public availability of several documents. My report sets forth my opinions in detail and provides the basis for my opinions regarding the public availability of these publications.

3. I reserve the right to supplement or amend my opinions, and bases for them, in response any additional evidence, testimony, discovery, argument, and/or other additional information that may be provided to me after the date of this report.

4. I am being compensated for my time spent working on this matter at my normal consulting rate of $400 per hour, plus reimbursement for any additional reasonable expenses. My compensation is not in any way tied to the content of this report, the substance of my opinions, or the outcome of this litigation. I have no other interests in this proceeding or with any of the parties.

5. All of the materials that I considered are discussed explicitly in this declaration.

II. QUALIFICATIONS

6. I am currently an Adjunct Professor in the School of Information at San José State University. I obtained a Master of Library Science from the University of North Texas in 1972 and a Ph.D. in Library and Information Science from the University of Pittsburgh in 1985. Over the last fifty years, I have held various positions in the field of library and information resources. I was first employed as a librarian in 1966 and have been involved in the field of library sciences since, holding numerous positions.

7. I am a member of the American Library Association (ALA) and its Association for Library Collections & Technical Services (ALCTS) Division, and I served on the Committee on Cataloging: Resource and Description (which wrote the new cataloging rules) and as the chair of the Committee for Education and Training of Catalogers and the Competencies and Education for a Career in Cataloging Interest Group. I also served as the Chair of the ALCTS Division's Task Force on Competencies and Education for a Career in Cataloging. Additionally, I have served as the Chair for the ALA Office of Diversity's Committee on Diversity, as a member of the national Board of Directors for REFORMA, as a member of the Editorial Board for the ALCTS premier cataloging journal, *Library Resources and Technical Services*, as a Co-Chair for the Library Research Round Table (LRRT) of ALA, and

a member of the LRRT Nominating Committee. Currently I serve as a member of the CORE Margaret Mann Citation Committee.

8. I have also given over one hundred presentations in the field, including several related to library cataloging systems and Machine-Readable Cataloging ("MARC") standards. My current research interests include library cataloging systems, metadata, and organization of electronic resources.

9. My full curriculum vitae is attached hereto as Attachment 1 to this report.

III. PRELIMINARIES

A. Scope of Declaration and Legal Standards

10. I am not an attorney and will not offer opinions on the law. I am, however, rendering my expert opinion on the authenticity of the documents referenced herein and when and how each of these documents was disseminated or otherwise made available to the extent that persons interested and ordinarily skilled in the subject matter or art, exercising reasonable diligence, could have located the documents before September 3, 2001.

11. I am informed by counsel that a printed publication qualifies as publicly accessible as of the date it was disseminated or otherwise made available such that a person interested in and ordinarily skilled in the relevant subject matter could locate it through the exercise of ordinary diligence.

12. While I understand that the determination of public accessibility under the foregoing standard rests on a case-by-case analysis of the facts particular to an individual publication, I also understand that a printed publication is rendered "publicly accessible" if it is cataloged and indexed by a library such that a person interested in the relevant subject matter could locate it exercising reasonable diligence (*i.e.*, I understand that cataloging and indexing by a library in a manner that permits a person of ordinary skill in the relevant subject matter to locate the publication is sufficient, though there are other ways that a printed publication may qualify as publicly accessible). One manner of sufficient indexing is indexing according to subject matter category. I understand that the cataloging and indexing by a single library of a single instance of a particular printed publication is sufficient, even if the single library is in a foreign country. I understand that, even if access to a library is restricted, a printed publication that has been cataloged and indexed therein is publicly accessible so long as a presumption is raised that the portion of the public concerned with the relevant subject matter would know of the printed publication. I also understand that the cataloging and indexing of information that would guide a person interested in the relevant subject matter to the printed publication, such as the cataloging and indexing of an abstract for the printed publication, is sufficient to render the printed publication publicly accessible.

13. I understand that routine business practices, such as general library cataloging and indexing practices, can be used to establish an approximate date on which a printed publication became publicly accessible.

B. Persons of ordinary skill in the art

14. I am told by counsel that the subject matter of this proceeding relates generally to search interfaces and engines.

15. I have been informed by counsel that a "person of ordinary skill in the art at the time of the invention" (POSITA) is a hypothetical person who is presumed to be familiar with the relevant field and its literature at the time of the inventions. This hypothetical person is also a person of ordinary creativity, capable of understanding the scientific principles applicable to the pertinent field.

16. I am told by counsel that persons of ordinary skill in this subject matter or art would have had a bachelor's degree in computer science, or equivalent, with two or more years of experience developing and implementing search engines and/or search interfaces. I understand that more education, e.g., a Master's or Ph.D., would compensate for less work experience and vice versa.

17. It is my opinion that such a person would have been engaged in research, learning through study and practice in the field and possibly through formal instruction the bibliographic resources relevant to his or her research. Before September 3, 2001, such a person would have had access to a vast array of long-

established print resources in information retrieval, as well as to a rich set of online resources providing indexing information, abstracts, and full text services for the same.

18. Based on my experience working in research libraries with researchers having the qualifications described above, or even lesser qualifications, it is my opinion that such researchers would have been able to locate the material discussed herein on their own or with the assistance of a research librarian with relative ease using the tools and resources described herein.

IV. LIBRARY CATALOGING PRACTICES

19. In preparing this declaration, I used authoritative databases, such as the OCLC bibliographic database, the Library of Congress Online Catalog, and the Library of Congress Subject Authorities, to confirm citation details of the various publications discussed. Unless I note otherwise below in reference to a specific serial publication, it is my expert opinion that this standard protocol was followed for the serial publication discussed below.

20. Based on my experience working in research libraries with researchers having the qualifications described above, or even lesser qualifications, it is my opinion that such researchers would have been able to locate the material discussed herein on their own or with the assistance of a research librarian with relative ease using the tools and resources described herein.

A. Indexing

21. A researcher may discover material relevant to his or her topic in a variety of ways. One common means of discovery is to search for relevant information in an index of periodical and other publications. Having found relevant material, the researcher will then normally obtain it online, look for it in libraries, or purchase it from the publisher, a bookstore, a document delivery service, or other provider. Sometimes, the date of a document's public accessibility will involve both indexing and library date information. However, date information for indexing entries is often unavailable. This is especially true for online indices.

22. Indexing services use a wide variety of controlled vocabularies to provide subject access and other means of discovering the content of documents. The formats in which these access terms are presented vary from service to service.

23. Online indexing services commonly provide bibliographic information, abstracts, and full-text copies of the indexed publications, along with a list of the documents cited in the indexed publication. These services also often provide lists of publications that cite a given document. A citation of a document is evidence that the document was publicly available and in use by researchers no later than the publication date of the citing document.

24. Before the widespread development of online databases to index articles in journals, magazines, conference papers, and technical reports, libraries

purchased printed volumes of indices. Graduate library school education mandated that students learn about the bibliographic control of disciplines, the prominent indexing volumes, and searching strategies required to use them effectively and efficiently. Half of the courses that I studied in library school were focused on bibliography and resources in academic disciplines.

25. Librarians consulted with information seekers to verify citations, check availability in union catalogs, printed books catalogs, the OCLC database, and make formal requests for materials (e.g., books, conference proceedings, journal articles). Requests were transmitted using Telex machines, rudimentary email systems, and the United States Postal Service. During my career, I have performed and supervised staff who handled these resource sharing tasks.

26. A major firm known for the breadth of subjects and comprehensive treatment in the preparation of index volumes, the H. W. Wilson Company offered these reference resources since the firm was founded in 1898. The *Reader's Guide to Periodical Literature* is one of the best-known titles available from H. W. Wilson. Each volume includes a comprehensive index for 300 of the most popular and important periodicals published in the United States and Canada. Information seekers have subject access expressed in plain language terminology, author access, and cross references to find the desired results from their searches. The family of index titles included *Science & Technology Index*, *Business Periodicals*, *Applied*

Science & Technology Index, Humanities Index, Biological & Agricultural Index, and *Industrial Arts Index*. These printed indices have been superseded by digital database offerings available to information seekers through Ebsco.

27. A citation of a document by another is evidence that the document was publicly available and in use no later than the publication date of the citing document.

28. Online indexing services such as Google Scholar[1] or ScienceDirect[2] commonly provide bibliographic information, abstracts, and full-text copies of the indexed publications, along with a list of the documents cited in the indexed publication. These services also often provide lists of publications that cite a given document.

29. A researcher may discover material relevant to his or her topic in a variety of ways. A citation of a document by another is evidence that the document was publicly available and in use no later than the publication date of the citing document. One common means of discovery is to search for relevant information in an index of periodicals and other publications. Having found relevant material, the researcher will then normally obtain it online, look for it in libraries, or purchase it from a publisher, a bookstore, a document delivery service, or other provider.

[1] https://scholar.google.com/

[2] https://www.sciencedirect.com/

Sometimes, the date of a document's public accessibility will involve both indexing and library date information. However, date information for indexing entries is often unavailable. This is especially true for online indices.

30. Indexing services use a wide variety of controlled vocabularies to provide subject access and other means of discovering the content of documents. The Library of Congress Subject Authorities includes standard forms of terms and cross references that are included in bibliographic records. Subject headings are terms that an individual seeking a document regardless of format can enter in the search bar of the online catalog. Subjects also connect an authenticated term (one included in the Library of Congress subject headings list) with related, broader, and narrower terms. The formats in which these access terms are presented vary from service to service.

31. Online indexing services commonly provide bibliographic information, abstracts, and full-text copies of the indexed publications, along with a list of the documents cited in the indexed publication. These services also often provide lists of publications that cite a given document. A citation of a document is evidence that the document was publicly available and in use by researchers no later than the publication date of the citing document. Prominent indexing services include *Scopus*, the *IEEE Xplore* database, the *ACM Digital Library*, *Google Scholar*, and the *Internet Archive* and its *WayBack Machine*.

32. *WayBack Machine.* The *WayBack Machine* is an application using a crawler created by the Internet Archive to search its archive of Web page URLs and to represent, graphically, the date of each crawler capture. The Internet Archive is a non-profit digital library founded in 1996 that maintains an archive of webpages collected from the Internet using software called a crawler. Crawlers automatically create a snapshot of webpages as they existed at a certain point in time. The Internet Archive captures data that is publicly available. Some sites are "not archived because they were password protected, blocked by robots.txt, or otherwise inaccessible to our automated systems. Site owners might have also requested that their sites be excluded from the WayBack Machine."

33. Many Internet Archive captures made by the *WayBack Machine* have a banner at the top with the capture date prominently displayed. Other dates when captures of the same URL have been made are indicated to the right and left of the date provided in the banner. Some captures may lack this banner. In any case, the URL for the capture begins with the identification of the Internet Archive page (e.g., http://web.archive.org/web/) followed by information that dates and time stamps the capture as follows: year in yyyy, month in mm, day in dd, time code in hh:mm:ss (e.g., 20071120082013, or November 20, 2007 at 8:20:13 a.m.). These elements are then followed by the URL of the original capture site. When links are active, the *WayBack Machine* is programed to produce the archived file with the closest

available date (not the closest available prior date) to the page upon which the link appeared and was clicked. I and other librarian professionals are familiar with the Internet Archive and the *Wayback Machine*.[3]

B. Marc Records And The Online Library Catalog

34. I am fully familiar with the library cataloging standard known as the MARC standard, which is an industry-wide standard method of storing and organizing library catalog information.[4] MARC was first developed in the 1960s by the Library of Congress. A MARC-compatible library is one that has a catalog consisting of individual MARC records for each of its items. Today, MARC is the primary communications protocol for the transfer and storage of bibliographic metadata in libraries.[5]

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[3] For more information about the Internet Archive see the WayBack Machine FAQ, https://archive.org/about/faqs.php#The_Wayback_Machine.

[4] The full text of the standard is available from the Library of Congress at http://www.loc.gov/marc/bibliographic/

[5] Almost every major library in the world is MARC-compatible. *See, e.g.*, *MARC Frequently Asked Questions (FAQ)*, Library of Congress, https://www.loc.gov/marc/faq.html (last visited October 29, 2024) ("MARC is the acronym for MAchine-Readable Cataloging. It defines a data format that emerged from a Library of Congress-led initiative that began nearly fifty years ago. It provides the mechanism by which computers exchange, use, and interpret bibliographic information, and its data elements make up the foundation of most

35. Since at least the early 1970s and continuing to the present day, MARC has been the primary communications protocol for the transfer and storage of bibliographic metadata in libraries.[6] As explained by the Library of Congress:

> You could devise your own method of organizing the bibliographic information, but you would be isolating your library, limiting its options, and creating much more work for yourself. Using the MARC standard prevents duplication of work and allows libraries to better share bibliographic resources. Choosing to use MARC enables libraries to acquire cataloging data that is predictable and reliable. If a library were to develop a "home-grown" system that did not use MARC records, it would not be taking advantage of an industry-wide standard whose primary purpose is to foster communication of information.
>
> Using the MARC standard also enables libraries to make use of commercially available library automation systems to manage library operations. Many systems are available

library catalogs used today."). MARC is the ANSI/NISO Z39.2-1994 (reaffirmed 2016) standard for Information Interchange Format.

[6] A complete history of the development of MARC can be found in *MARC: Its History and Implications* by Henrietta D. Avram (Washington, DC: Library of Congress, 1975) and available online from the Hathi Trust (https://babel.hathitrust.org/cgi/pt?id=mdp.39015034388556;view=1up;seq=1; last visited October 29, 2024).

> for libraries of all sizes and are designed to work with the MARC format. Systems are maintained and improved by the vendor so that libraries can benefit from the latest advances in computer technology. The MARC standard also allows libraries to replace one system with another with the assurance that their data will still be compatible.

Why Is a MARC Record Necessary? LIBRARY OF CONGRESS.[7]

36. Thus, almost every major library in the world is MARC-compatible. *See, e.g.*, *MARC Frequently Asked Questions (FAQ)*, LIBRARY OF CONGRESS.[8] ("MARC is the acronym for MAchine-Readable Cataloging. It defines a data format that emerged from a Library of Congress-led initiative that began fifty years ago. It provides the mechanism by which computers exchange, use, and interpret bibliographic information, and its data elements make up the foundation of most library catalogs used today."). MARC is the ANSI/NISO Z39.2-1994 standard (reaffirmed in 2016) for Information Interchange Format. The full text of the standard is available from the Library of Congress.[9]

37. A MARC record comprises several fields, each of which contains specific data about the work. Each field is identified by a standardized, unique, three-

[7] http://www.loc.gov/marc/umb/um01to06.html#part2

[8] https://www.loc.gov/marc/faq.html

[9] http://www.loc.gov/marc/bibliographic/

digit code corresponding to the type of data that follow. For example, a work's title is recorded in Field 245; the primary author of the work is transcribed in Field 100; an item's International Standard Book Number ("ISBN") consisting of ten or thirteen digits is transcribed in Field 020; an item's International Standard Serial Number ("ISSN") is transcribed in Field 022; the Library of Congress classification notation is recorded in Field 050; and the publication date is recorded in Field 260 under the subfield "c." If a work is a periodical, then its publication frequency is recorded in Field 310, and the publication dates (e.g., the first and last publication) are recorded in Field 362, which is also referred to as the enumeration/chronology field.[10]

38. The library that created the record is recorded in Field 040 in subfield "a" with a unique library code. When viewing the MARC record online via Online Computer Library Center's ("OCLC") bibliographic database, hovering over this code with the mouse reveals the full name of the library. I used this method of "mousing over" the library codes in the OCLC database to identify the originating library for the MARC records discussed in this declaration. Where this "mouse over" option was not available, I consulted the Directory of OCLC Libraries to identify the institution that created the MARC record.[11]

[10] http://www.loc.gov/marc/bibliographic/bd3xx.html

[11] https://www.oclc.org/en/contacts/libraries.html

39. MARC records also include several fields that include subject matter classification information. An overview of MARC record fields is available through the Library of Congress.[12] For example, 6XX fields are termed "Subject Access Fields."[13] Among these, for example, is the 650 field; this is the "Subject Added Entry – Topical Term" field.[14] The 650 field is a "[s]ubject added entry in which the entry element is a topical term." These entries "are assigned to a bibliographic record to provide access according to generally accepted thesaurus-building rules (e.g., *Library of Congress Subject Headings* (LCSH), *Medical Subject Headings* (MeSH))." *Id.* Further, MARC records include call numbers, which themselves include a classification number. For example, the 050 field is the "Library of Congress Call Number."[15] A defined portion of the Library of Congress Call (LCC) Number is the classification number, and "source of the classification number is *Library of Congress Classification* and the *LC Classification-Additions and Changes*." Thus, included in the 050 field is a subject matter classification. Further, the 082 field is the "Dewey Decimal Call Number."[16] A defined portion of the

[12] http://www.loc.gov/marc/bibliographic/

[13] http://www.loc.gov/marc/bibliographic/bd6xx.html

[14] http://www.loc.gov/marc/bibliographic/bd650.html

[15] http://www.loc.gov/marc/bibliographic/bd050.html

[16] http://www.loc.gov/marc/bibliographic/bd082.html

Dewey Decimal Call (DDC) Number is the classification number, and "source of the classification number is the *Dewey Decimal Classification and Relative Index*." Thus, included in the 082 field is a subject matter classification. Each item in a library has a single classification number. A library selects a classification scheme (*e.g.*, the Library of Congress classification scheme just described or a similar scheme such as the Dewey Decimal classification scheme) and uses it consistently. When the Library of Congress assigns the LCC classification number, it appears as part of the 050 field. When the Library of Congress assigns the DDC classification number, it appears as part of the 082 field. If a local library assigns the classification number, it appears in a 090 field. In either scenario, the MARC record includes a classification number that represents a subject matter classification.

C. OCLC

40. The OCLC was created "to establish, maintain and operate a computerized library network and to promote the evolution of library use, of libraries themselves, and of librarianship, and to provide processes and products for the benefit of library users and libraries, including such objectives as increasing availability of library resources to individual library patrons and reducing the rate of rise of library per-unit costs, all for the fundamental public purpose of furthering ease of access to and use of the ever-expanding body of worldwide scientific, literary

and educational knowledge and information."[17] Among other services, OCLC and its members are responsible for maintaining the WorldCat database,[18] used by independent and institutional libraries throughout the world.

41. OCLC also provides its members online access to MARC records through its OCLC bibliographic database. When an OCLC member institution acquires a work, it creates a MARC record for this work in its computer catalog system in the ordinary course of its business. MARC records created at the Library of Congress are directly uploaded or may be tape-loaded into the OCLC database through a subscription to MARC Distribution Services daily or weekly. Once the MARC record is created by a cataloger at an OCLC member institution or is tape-loaded from a participating institution, the MARC record is then made available to any other OCLC members online, and therefore made available to the public. Accordingly, once the MARC record is created by a cataloger at an OCLC member institution or is tape-loaded from the Library of Congress or another library anywhere in the world, any publication corresponding to the MARC record has been cataloged and indexed according to its subject matter such that a person interested

[17] Third Article, Amended Articles of Incorporation of OCLC Online Computer Library Center, Incorporated (available at https://www.oclc.org/content/dam/oclc/membership/articles-of-incorporation.pdf).

[18] http://www.worldcat.org/

in that subject matter could, with reasonable diligence, locate and access the publication through any library with access to the OCLC bibliographic database or through the Library of Congress.

42. When an OCLC member institution creates a new MARC record, OCLC automatically supplies the date of creation for that record. The date of creation for the MARC record appears in the fixed field (008), characters 00 through 05. The MARC record creation date reflects the date on which, or shortly after which, the item was first acquired or cataloged. Initially, field 005 of the MARC record is automatically populated with the date the MARC record was created in year, month, day format (YYYYMMDD) (some of the newer library catalog systems also include hour, minute, second (HHMMSS)). Thereafter, the library's computer system may automatically update the date in field 005 every time the library updates the MARC record (*e.g.*, to reflect that an item has been moved to a different shelving location within the library). Field 005 is visible when viewing a MARC record via an appropriate computerized interface. The date upon which the most recent update to field 005. Thus, when an item's MARC record has been printed to hardcopy—as is the case with the exhibits to this report—the date reflected in field 008 is necessarily on or after the date the library first cataloged and indexed the underlying item.

43. Once one library has cataloged and indexed a publication by creating a MARC record for that publication, other libraries that receive the publication do not create additional MARC records—the other libraries instead rely on the original MARC record. They may update or revise the MARC record to ensure accuracy, but they do not replace or duplicate it. This practice does more than save libraries from duplicating labor. It also enhances the accuracy of MARC records. Further, it allows librarians around the world to know that a particular MARC record is authoritative (in contrast, a hypothetical system wherein duplicative records were created would result in confusion as to which record is authoritative).

44. The date of creation of the MARC record by a cataloger at an OCLC member institution reflects when the underlying item is accessible to the public. Upwards of two-thirds to three-quarters of book sales to libraries come from a jobber or wholesaler for online and print resources. These resellers make it their business to provide books to their customers as fast as possible, often providing turnaround times of only a single day after publication. Libraries purchase a significant portion of the balance of their books directly from publishers themselves, which provide delivery on a similarly expedited schedule. In general, libraries make these purchases throughout the year as the books are published and shelve the books as soon thereafter as possible in order to make the books available to their patrons.

Thus, books are generally available at libraries across the country within just a few days of publication.

D. Journals

45. Catalogers can create MARC records for all types of print, online, and digital resources. For example, MARC records cover serial publications, including both serially-published monographs and journals. OCLC hosts MARC records for more than 320 million serial publications. Serial publications are those publications that have the same collective title but are intended to be continued indefinitely with enumeration such as a volume or issue number (*e.g.*, magazines, journals, etc.). In the OCLC bibliographic database, the first issue of the serial publication is typically cataloged (*i.e.*, a corresponding MARC record is created), but the date is left open-ended with the use of a punctuation mark such as a dash. OCLC serial publication MARC records represent the entire run of the serial title. With knowledge of the first issue published, future issues can be predicted based on the information provided in the MARC record, for example in field 362. In my extensive professional experience, is it highly unusual for a library to stop collecting and shelving a serial publication prior to the end of its publication run. If a subscription to a serial publication ends its run or is cancelled before the end of its run, the library will denote that it has stopped receiving new volumes by filling in the end date in the MARC record.

46. The handling of printed journal subscriptions is shown on the cover or the first few pages of individual issues. As was the best practice among libraries, issues arrived at a central facility and were immediately received, verified as part of a subscription, checked in, and stamped or labeled with the institution's name and date. Determining that the issue was part of the library subscription ensured that the entire set of publications for the year had been received so that they could be professionally bound and retained. This process also verified that all of the published issues arrived so that the library staff did not have to request or claim an issue that did not arrive as expected. In large public libraries with branches and multi-campus libraries within academic institutions, the journals were sorted and delivered to the subscribing unit. The new issue was placed in the public area; the older issue was stored so that it remained available.

47. The foregoing process has been standard library practice longer than I have been working in the profession. I first learned the steps in the process in the late 1970s and later supervised it. Although the checking in process has become automated and now links electronically to holdings records for the MARC record for each serial title, the manual placement of a stamp or label and placing the issue in a public area has not changed for 50 years. Unless I note otherwise below in reference to a specific serial publication, it is my expert opinion that this standard protocol was followed for the serial publication discussed below.

V. PUBLICATIONS

A. Document 1: Exhibit 1004 ("Schwartz")

48. Exhibit 1004 is a book titled *Entourage 2001 for Macintosh* by Steve Schwartz (hereafter "Schwartz") and issued by Peachpit Press as part of the Visual QuickStart Guide series with a 2001 copyright date. Exhibit 1004 is a true and correct copy of title page, title page verso, table of contents, 17 chapters, four appendices, and index. The text in Exhibit 1004 is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document. Exhibit 1004 can be found within the custody of a library – a place where, if authentic, a copy of this book would likely be. Exhibit 1004 is a true and correct copy in a condition that creates no suspicion about its authenticity.

49. I have been provided by counsel with a document bearing the designation "MICROSOFT EXHIBIT 1004" which is the book titled *Entourage 2001 for Macintosh* by Steve Schwartz. I obtained a copy of the title page, title page verso, and table of contents for the Schwartz book from the Library of Congress (see Exhibit 1004A) and compared it with Exhibit 1004. Exhibit 1004A shows a receipt date of April 13, 2001, in the U.S. Copyright Office at the Library of Congress and the copyright registration number (5-285-660) on page 2. The document bearing designation "MICROSOFT EXHIBIT 1004" includes the 17 chapters and four

appendices that are not included within Exhibit 1004A. Based on my review, the book bearing the designation "MICROSOFT EXHIBIT 1004" and Exhibit 1004A are substantively the same and represent the same book.

50. Attached hereto as Attachment 1A is a true and correct copy of the MARC record for this monograph from the Library of Congress online catalog. The library ownership is indicated by the presence of the library's name at the top of each page. The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to the MARC record occurred on July 11, 2002, as shown in field 005 ("20020711"). I personally identified and retrieved the library catalog record which is Attachment 1A.

51. Based on finding a print copy of the book titled *Entourage 2001 for Macintosh* in the Library of Congress and MARC record in its online library catalog attached as Attachment 1A, it is my opinion that the Schwartz book was publicly available on or shortly after April 13, 2001, as shown on page 2 of Exhibit 1004. The International Standard Book Number (ISBN) on Exhibit 1004 (0-201-73398-6) matches the ISBN in field 020 of Attachment 1A. Therefore, Exhibit 1004 is the same book as the one that the cataloger in the Library of Congress used to create the MARC record that is Attachment 1A.

52. Attached hereto as Attachment 1B is a true and correct copy of the MARC record for the Schwartz book obtained from the OCLC bibliographic

database. I personally identified and retrieved the MARC record that is Attachment 1B. As previously noted, the library that created the record is recorded in field 040 with a unique library code. For Attachment 1B that library code is "UKM," which means that the MARC record for this book was created at the British Library. As can be seen in field 008 ("Date entered on file") of the MARC record for this exhibit, a cataloger at the British Library created OCLC record number 45767389 on March 1, 2002 ("020301"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 1B occurred on November 7, 2024, as shown in field 005 ("20241107"). I personally identified and retrieved the MARC record that is Attachment 1B.

53. Attachment 1B further includes an entry in field 050 ("TK5105.74.E57 $b S39 2001") as described above, this includes a subject matter classification number consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("005.369"), a subject matter consistent with the Dewey Decimal classification system. Attachment 1B further includes a uniform title reading "Entourage (Computer file)" (see Attachment 1C, Library of Congress name authority n2002013417) in the 630 field and two descriptor terms reading "Electronic mail systems" (see Attachment 1D, Library of Congress subject heading sh85042347) and "Electronic mail messages" (see Attachment 1E, Library of Congress subject heading sh96007226)

in the 650 fields. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 1B was indexed according to its subject matter by virtue of at least four independently sufficient classifications: the field 050 entry, the field 082 entry, the field 630 entry, and the field 650 entries. Further, as of March 1, 2002, the MARC record attached hereto as Attachment 1B was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that added this book to its collection, which means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

54. Further supporting my opinion that Exhibit 1004 was publicly accessible to ordinarily skilled and interested researchers in the field is the fact that the book titled *Entourage 2001 for Macintosh* was registered with the U.S. Copyright Office as item TX0005285660 on April 13, 2001, and indicated a publication date of February 27, 2001 (see Attachment 1F, U.S. Copyright Office Public Catalog). As noted above, this would have provided a POSITA with keyword searching capabilities and other tools to locate this book.

55. Further evidence of the public availability of the Schwartz book can be found on the publisher's website (http://www.peachpit.com). The website was initially captured by the WayBack Machine on November 13, 1996, at 2:38:05 a.m.

(see Attachment 1G).[19] Regular updates include information about current and forthcoming books. The forthcoming Schwartz book titled *Entourage 2001 for Macintosh* can be found by clicking the "more" link on the Peachpit Press website on January 18, 2001, at 9:24:00 p.m. (see Attachment 1H).[20] The publisher indicates that the Schwartz book is scheduled for publication in March 2001. The Peachpit Press website included the Schwartz book on its list of titles on January 25, 2001, at 8:19:00 a.m. (see Attachment 1I).[21] Selecting and clicking on the title redirects the information seeker to the Peachpit Press website on January 29, 2001, at 2:18:00 a.m. which includes a listing for the Schwartz book, the projected publication date (March 2001) and order information (see Attachment 1J).[22]

56. WorldCat indicates that the book titled *Entourage 2001 for Macintosh* as cataloged at the British Library is currently available from 28 libraries.[23] In view of above, the book titled *Entourage 2001 for Macintosh* was publicly available on or shortly after April 13, 2001, because by that date it had been cataloged and indexed at the British Library, made part of the OCLC bibliographic database, and

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[19] https://web.archive.org/web/19961113143805/http://www.peachpit.com/

[20] https://web.archive.org/web/20010118212400/http://www.peachpit.com/

[21] https://web.archive.org/web/20010125081900/http://www2.peachpit.com:80/books/titles_a-z.html#E

[22] https://web.archive.org/web/20010129021800/http://www2.peachpit.com/books/catalog/73398.html

[23] https://search.worldcat.org/title/49976568

received in the Library of Congress. For these reasons, it is my opinion that Exhibit 1004 was published and accessible to the public on or shortly after April 13, 2001.

B. Document 2: Exhibit 1005 ("Sebastian")

57. Exhibit 1005 is an excerpt from the book titled *Microsoft Office 2001: A Hands-On Guide: Macintosh Version* by Bonita Sebastian, Arthur Luehrmann, and Herbert Peckham (hereafter "Sebastian") and issued by Computer Literacy Press with a 2000 copyright date. Exhibit 1005 is a true and correct copy of title page, title page verso, table of contents, and section titled "Microsoft Entourage Personal Data" (pages 171-188). The text in Exhibit 1005 is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document. Exhibit 1005 can be found within the custody of a library – a place where, if authentic, a copy of this book would likely be. Exhibit 1005 is a true and correct copy in a condition that creates no suspicion about its authenticity.

58. I have been provided by counsel with a document bearing the designation "MICROSOFT EXHIBIT 1005" which is the excerpt from the book titled *Microsoft Office 2001: A Hands-On Guide: Macintosh Version* by Bonita Sebastian, Arthur Luehrmann, and Herbert Peckham. I obtained a copy of the title page, title page verso, table of contents, section titled "Microsoft Entourage Personal Data" (pages 171-188) for the Sebastian book from the Library of Congress (see

Exhibit 1005A) and compared it with Exhibit 1005. Exhibit 1005A shows a receipt date of January 22, 2001, in the U.S. Copyright Office at the Library of Congress and the Library of Congress control number (LCCN) 2001-272931 on page 3. Based on my review, the book bearing the designation "MICROSOFT EXHIBIT 1005" and Exhibit 1005A are substantively the same and represent the same book.

59. Attached hereto as Attachment 2A is a true and correct copy of the MARC record for this monograph from the Library of Congress online catalog. The library ownership is indicated by the presence of the library's name at the top of each page. The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to the MARC record occurred on December 6, 2001, as shown in field 005 ("20011206"). I personally identified and retrieved the library catalog record which is Attachment 2A.

60. Based on finding a print copy of the book titled *Microsoft Office 2001: A Hands-On Guide: Macintosh Version* in the Library of Congress and MARC record in its online library catalog attached as Attachment 2A, it is my opinion that the Sebastian book was publicly available on or shortly after January 22, 2001.. The International Standard Book Number (ISBN) on Exhibit 1005 (1-57426-154-1) matches the ISBN in field 020 of Attachment 2A. Therefore, Exhibit 1005 is the same book as the one that the cataloger in the Library of Congress used to create the MARC record that is Attachment 2A.

61. Based on finding a print copy of the Sebastian book in the Library of Congress and MARC record in its online library catalog attached as Attachment 2A, it is my opinion that the book titled *Microsoft Office 2001: A Hands-On Guide: Macintosh Version* was publicly available on or shortly after January 22, , 2001.

62. Attached hereto as Attachment 2B is a true and correct copy of the MARC record for the Sebastian book obtained from the OCLC bibliographic database. I personally identified and retrieved the MARC record that is Attachment 2B. As previously noted, the library that created the record is recorded in field 040 with a unique library code. For Attachment 2B that library code is "DLC," which means that the MARC record for this book was created at the Library of Congress as part of the Cataloging in Publication (CIP) Program.[24] A cataloger prepares basic information about the forthcoming book which is included on the verso of the title page (also called the copyright page). The information is provided to save time needed for the cataloging process at the library after the book is purchased. The CIP data includes the author (field 100), title and subtitle (field 245), ISBN (field 020), suggested subject headings (field 650), classification numbers for the Library of Congress classification number (field 050), and the Dewey Decimal classification number (field 082). These data elements are included in the MARC record that the Library of Congress contributes to the OCLC bibliographic database. As can be

[24] https://www.loc.gov/publish/cip/

seen in field 008 ("Date entered on file") of the MARC record for this exhibit, a cataloger at the Library of Congress created OCLC record number 48557677 on September 14, 2001 ("010914"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 2B occurred on December 6, 2001, as shown in field 005 ("20011206"). I personally identified and retrieved the MARC record that is Attachment 2B.

63. Attachment 2B further includes an entry in field 050 ("HF5548.4.M525 $b S3973 2001") as described above, this includes a subject matter classification number consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system). Attachment 2B further includes a uniform title reading "Microsoft Office" (see Attachment 2C, Library of Congress name authority n94101591) in the 630 field and a descriptor term reading "Business $x Computer programs" (see Attachment 2D, Library of Congress subject heading sh85018263) in the 650 field. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 2B was indexed according to its subject matter by virtue of at least three independently sufficient classifications: the field 050 entry, the field 630 entry, and the field 650 entry. Further, as of September 14, 2001, the MARC record attached hereto as Attachment 2B was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that added this book to its collection, which

means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

64. Further supporting my opinion that Exhibit 1005 was publicly accessible to ordinarily skilled and interested researchers in the field is the fact that the book titled *Microsoft Office 2001: A Hands-On Guide: Macintosh Version* was registered with the U.S. Copyright Office as item TX0005424651 on January 22, 2001, and indicated a publication date of November 13, 2000 (see Attachment 2E, U.S. Copyright Office Public Catalog). As noted above, this would have provided a POSITA with keyword searching capabilities and other tools to locate this book.

65. WorldCat indicates that the book titled *Microsoft Office 2001: A Hands-On Guide: Macintosh Version* as cataloged at the Library of Congress is currently available from 6 libraries.[25] In view of above, the book titled *Microsoft Office 2001: A Hands-On Guide: Macintosh Version* was publicly available on or shortly after January 22, , 2001, because by that date it had been received at the Library of Congress. For these reasons, it is my opinion that Exhibit 1005 was published and accessible to the public on or shortly after January 22, 2001.

[25] https://search.worldcat.org/title/48557677

C. Document 3: Exhibit 1006 ("Barber")

66. Exhibit 1006 is a copy of the book titled *Office 2001 for Macintosh: The Missing Manual* by Nan Barber and David Reynolds (hereafter "Barber") and issued by Pogue Press with a 2001 copyright date. Exhibit 1006 is a true and correct copy of title page, title page verso, table of contents, 18 chapters, and two appendices. The text in Exhibit 1006 is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document. Exhibit 1006 can be found within the custody of a library – a place where, if authentic, a copy of this book would likely be. Exhibit 1006 is a true and correct copy in a condition that creates no suspicion about its authenticity.

67. I have been provided by counsel with a document bearing the designation "MICROSOFT EXHIBIT 1006" which is the book titled *Office 2001 for Macintosh: The Missing Manual* by Nan Barber and David Reynolds. I obtained a copy of the title page, title page verso, and table of contents for the Barber book from the University of North Texas Libraries (see Exhibit 1006A) and compared it with Exhibit 1006. Based on my review, the book bearing the designation "MICROSOFT EXHIBIT 1006" and Exhibit 1006A are substantively the same and represent the same book.

68. Attached hereto as Attachment 3A is a true and correct copy of the MARC record for this monograph from the University of North Texas Libraries (Denton, Texas) online catalog. The library ownership is indicated by the presence of the library's code ("INT") in field 049. The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to the MARC record occurred on May 6, 2021, as shown in field 005 ("20210506"). I personally identified and retrieved the library catalog record which is Attachment 3A.

69. Based on finding a print copy of the book titled *Office 2001 for Macintosh: The Missing Manual* in the University of North Texas Libraries and MARC record in its online library catalog attached as Attachment 3A, it is my opinion that the Barber book was publicly available on or shortly after May 30, 2001, as shown in field 008 ("010530"). The International Standard Book Number (ISBN) on Exhibit 1006 (01-596-00081-2) matches the ISBN in field 020 of Attachment 3A. Therefore, Exhibit 1006 is the same book as the one that the cataloger in the University of North Texas Libraries used to create the MARC record that is Attachment 3A.

70. Based on finding a print copy of the Barber book in the University of North Texas Libraries and MARC record in its online library catalog attached as

Attachment 3A, it is my opinion that the book titled *Office 2001 for Macintosh: The Missing Manual* was publicly available on or shortly after May 30, 2001.

71. Attached hereto as Attachment 3B is a true and correct copy of the MARC record for the Barber book obtained from the OCLC bibliographic database. I personally identified and retrieved the MARC record that is Attachment 3B. As previously noted, the library that created the record is recorded in field 040 with a unique library code. For Attachment 3B that library code is "MYI," which means that the MARC record for this book was created at the Mobile Medical Library (Mobile, Alabama). As can be seen in field 008 ("Date entered on file") of the MARC record for this exhibit, a cataloger at the Mobile Medical Library created OCLC record number 957015342 on May 30, 2001 ("010530"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 3B occurred on July 9, 2024, as shown in field 005 ("20240709"). I personally identified and retrieved the MARC record that is Attachment 3B.

72. Attachment 3B further includes an entry in field 050 ("HF5548.4.M525") as described above, this includes a subject matter classification number consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("005.369") as described above, this includes a subject matter classification number consistent with

the Dewey Decimal classification system. Attachment 3B further includes two uniform titles reading "Microsoft Office" (see Attachment 2C, Library of Congress name authority n94101591) and "Microsoft FrontPage" (see Attachment 3C, Library of Congress name authority n96040127) in the 630 fields and seven descriptor terms reading "Business $x Software" (see Attachment 3D, Library of Congress subject heading sh85018260 and Attachment 3E, Library of Congress subject heading gf2022026086), "Word processing $x Software" (see Attachment 3F, Library of Congress subject heading sh2008113750), "Electronic spreadsheets $x Software" (see Attachment 3G, Library of Congress subject heading sh2008102951), "Business presentations $x Graphic methods $x Software" (see Attachment 3H, Library of Congress subject heading sh2009118065 and Attachment 3E, Library of Congress subject heading gf2022026086), "Web sites $x Authoring programs" (see Attachment 3I, Library of Congress subject heading sh98000036), "Web publishing $x Software" (see Attachment 3J, Library of Congress subject heading sh96009077 and Attachment 3E, Library of Congress subject heading gf2022026086), and "Macintosh (Computer) $x Computer programs" (see Attachment 3K, Library of Congress subject heading sh85079404 and Attachment 3L, Library of Congress subject heading sh85029524) in the 650 fields. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 3B was indexed according to its subject matter by virtue of at least four independently

sufficient classifications: the field 050 entry, the field 082 entry, the field 630 entries, and the field 650 entries. Further, as of May 30, 2001, the MARC record attached hereto as Attachment 3B was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that added this book to its collection, which means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

73. Further supporting my opinion that Exhibit 1006 was publicly accessible to ordinarily skilled and interested researchers in the field is the fact that the book titled *Office 2001 for Macintosh: The Missing Manual* was registered with the U.S. Copyright Office as item TX0005658539 on November 14, 2001, and indicated a publication date of May 7, 2001 (see Attachment 3M, U.S. Copyright Office Public Catalog). As noted above, this would have provided a POSITA with keyword searching capabilities and other tools to locate this book.

74. Further evidence of the public availability of the Barber book can be found on the publisher's website (http://www.oreilly.com). The website was initially captured by the WayBack Machine on December 19, 1996, at 12:16:05 p.m. (see Attachment 3N). [26] Regular updates include information about current and

[26] https://web.archive.org/web/19961219121650/http://www.ora.com/

forthcoming books. The forthcoming Barber book titled *Office 2001 for Macintosh: The Missing Manual* can be found on the O'Reilly product index on the O'Reilly website on April 13, 2001, at 11:23:43 a.m. (see Attachment 3O).[27] The publisher indicates that the Barber book is scheduled for publication in May 2001.[28] Selecting and clicking on the title redirects the information seeker to the announcement for the Barber book on the O'Reilly website on June 4, 2001, at 5:28:59 a.m. which includes a listing for the Barber book, includes the projected publication date (May 2001) and order information (see Attachment 3P).[29]

75. WorldCat indicates that the book titled *Office 2001 for Macintosh: The Missing Manual* as cataloged at the Mobile Medical Library is currently available from 8 libraries.[30] In view of above, the book titled *Office 2001 for Macintosh: The Missing Manual* was publicly available on or shortly after May 30, 2001, because by that date it had been cataloged, indexed, and received at the Mobile Medical Library and made part of the OCLC bibliographic database. For these reasons, it is my opinion that Exhibit 1006 was published and accessible to the public on or shortly after May 30, 2001.

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[27] https://web.archive.org/web/20010413112343/http:/www.oreilly.com/cgi-bin/productindex

[28] https://web.archive.org/web/20010125081900/http://www2.peachpit.com:80/books/titles_a-z.html#E

[29] https://web.archive.org/web/20010604052859/http://www.oreilly.com/catalog/msoffmacmm/

[30] https://search.worldcat.org/title/957015342

D. Document 4: Exhibit 1007 ("Eudora")

76. Exhibit 1007 is a technical user manual titled *Eudora Email User Manual for Windows*, Version 5.0, prepared by QUALCOMM, Incorporated (hereafter "QUALCOMM"). The QUALCOMM technical user manual was prepared to accompany the Eudora® for Windows software version 5.0 (see Exhibit 1007, page 2). The technical user manual is identified as document PM80-48070-5 with an August 2000 date (see Exhibit 1007, page 3).

77. The QUALCOMM technical user manual filed in this proceeding is a true and correct copy, which I downloaded from the University of Rome Tor Vergata website.[31] Specifically, the text of the QUALCOMM technical user manual is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document.

78. The QUALCOMM technical user manual was found within the custody of a higher education institution (i.e., University of Rome Tor Vergata), a place where, if authentic, a copy of this document would likely be. Exhibit 1007 is a true and correct copy in a condition that creates no suspicion about its authenticity. Further, the WayBack Machine indicates that the QUALCOMM technical user manual was posted by October 17, 2000, on a website capture completed at 7:28:32

[31] http://www.uniroma2.it/facolta/ingegneria/elettronica/documents/manuali/Win_UserManual_eudora_51.pdf

p.m. (see Attachment 4A). The website links to the Eudora section of the QUALCOMM website where the product is described and offered for sale. The WayBack Machine indicates that the Eudora 5.0 product was posted by October 18, 2000, on a website capture completed at 1:41:32 a.m. (see Attachment 4B). The Eudora 5.0 email software is fully described on a page that can be accessed by clicking a "Learn more" tab (see Attachment 4C), which was captured by the WayBack machine on October 18, 2000, at 12:19:47 a.m.

79. Further evidence of the public availability of the Eudora software can be found on the publisher's website (http://www.eudora.com). The website was initially captured by the WayBack Machine on June 9, 1997, at 9:29:00 a.m. (see Attachment 4D). [32] Regular updates include information about current and forthcoming products. The new version 5.0 of the Eudora software titled *Eudora Email User Manual for Windows* can be found on the Eudora website on December 4, 2000, at 9:29:00 a.m. (see Attachment 4E).[33] Additional information about the new features, three modes, system requirements, and further product descriptions were available on the Eudora website on December 6, 2000, at 2:38:00 a.m. (see Attachment 4F). [34] The documentation for the *Eudora Email User Manual for*

[32] https://web.archive.org/web/19970609215205/http://www.eudora.com:80/

[33] https://web.archive.org/web/20001204092900/http:/www.eudora.com/

[34] https://web.archive.org/web/20001206023800/http:/www.eudora.com/email/index.html

Windows software was available on the website on December 15, 2000, at 1:30:00 a.m. (see Attachment 4G).[35]

80. Based on finding a digital copy of the QUALCOMM document on the Internet, it is my opinion that the technical user manual titled *Eudora Email User Manual for Windows*, Version 5.0, was available to the public by or shortly after October 18, 2000, as indicated on the QUALCOMM website. It is also my opinion that there is no reason to doubt the authenticity of Exhibit 1007 given its appearance, contents, and the web address from which it was obtained.

E. Document 5: Exhibit 1021 ("Raskin")

81. Exhibit 1021 is a copy of the book titled *The Humane Interface: New Direction for Designing Interactive Systems* by Jef Raskin (hereafter "Raskin") and issued by Addison Wesley Press with a 2000 copyright date. Exhibit 1021 is a true and correct copy of title page, title page verso, table of contents, seven chapters, two appendices, and references. The text in Exhibit 1021 is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document. Exhibit 1021 can be found within the custody of a library – a place where, if authentic, a copy of this

[35] https://web.archive.org/web/20001215013000/http:/www.eudora.com/email/docs/index.html

book would likely be. Exhibit 1021 is a true and correct copy in a condition that creates no suspicion about its authenticity.

82. I have been provided by counsel with a document bearing the designation "MICROSOFT EXHIBIT 1021" which is the book titled *The Humane Interface: New Direction for Designing Interactive Systems* by Jef Raskin. I obtained a copy of the title page, title page verso, and table of contents for the Raskin book from the University of Wisconsin – Madison Libraries (see Exhibit 1021A) and compared it with Exhibit 1021. Based on my review, the book bearing the designation "MICROSOFT EXHIBIT 1021" and Exhibit 1021A are substantively the same and represent the same book.

83. Attached hereto as Attachment 5A is a true and correct copy of the MARC record for this monograph from the University of Wisconsin – Madison online catalog. The library ownership is indicated by the presence of the library's code ("GZM") in field 049. The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to the MARC record occurred on March 23, 2018, as shown in field 005 ("20180323"). I personally identified and retrieved the library catalog record which is Attachment 5A.

84. Based on finding a print copy of the book titled *The Humane Interface: New Direction for Designing Interactive Systems* in the Library of Congress and

MARC record in its online library catalog attached as Attachment 5B, it is my opinion that the Raskin book was publicly available after June 13, 2000, as shown in field 955 ("000613"). The International Standard Book Number (ISBN) on Exhibit 1021 (0-201-37937-6) matches the ISBN in field 020 of Attachment 5A and Attachment 5B. Therefore, Exhibit 1021 is the same book as the one that the cataloger in the Library of Congress and the University of Wisconsin – Madison Libraries used to create the MARC records for their online catalogs.

85. Based on finding a print copy of the Raskin book in the Library of Congress and MARC record in its online library catalog attached as Attachment 5B, it is my opinion that the book titled *The Humane Interface: New Direction for Designing Interactive Systems* was publicly available on or shortly after June 13, 2000.

86. Attached hereto as Attachment 5C is a true and correct copy of the MARC record for the Raskin book obtained from the OCLC bibliographic database. I personally identified and retrieved the MARC record that is Attachment 5C. As previously noted, the library that created the record is recorded in field 040 with a unique library code. For Attachment 5C that library code is "DLC," which means that the MARC record for this book was created at the Library of Congress as part of the Cataloging in Publication (CIP) Program.[36] A cataloger prepares basic

[36] https://www.loc.gov/publish/cip/

information about the forthcoming book which is included on the verso of the title page (also called the copyright page). The information is provided to save time needed for the cataloging process at the library after the book is purchased. The CIP data includes the author (field 100), title and subtitle (field 245), ISBN (field 020), suggested subject headings (field 650), classification numbers for the Library of Congress classification number (field 050), and the Dewey Decimal classification number (field 082). These data elements are included in the MARC record that the Library of Congress contributes to the OCLC bibliographic database. As can be seen in field 008 ("Date entered on file") of the MARC record for this exhibit, a cataloger at the Library of Congress created OCLC record number 43286483 on January 7, 2000 ("010530"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 5C occurred on November 11, 2024, as shown in field 005 ("20241111"). I personally identified and retrieved the MARC record that is Attachment 5C.

87. Attachment 5C further includes an entry in field 050 ("QA76.9.H85 $b R37 2000") as described above, this includes a subject matter classification number consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("004/.01/9") as described above, this includes a subject matter classification number consistent with

the Dewey Decimal classification system. Attachment 5C further includes three descriptor terms reading "Human-computer interaction" (see Attachment 5D, Library of Congress subject heading sh88003229), "User interfaces (Computer systems)" (see Attachment 5E, Library of Congress subject heading sh88001679), and "Computer interfaces" (see Attachment 5F, Library of Congress subject heading sh85029507) in the 650 fields. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 5C was indexed according to its subject matter by virtue of at least three independently sufficient classifications: the field 050 entry, the field 082 entry, and the field 650 entries. Further, as of January 7, 2000, the MARC record attached hereto as Attachment 5C was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that added this book to its collection, which means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

88. Further supporting my opinion that Exhibit 1021 was publicly accessible to ordinarily skilled and interested researchers in the field is the fact that the book titled *The Humane Interface: New Direction for Designing Interactive Systems* was registered with the U.S. Copyright Office as item TX0005195331 on April 7, 2000, and indicated a publication date of March 27, 2000 (see Attachment

5G, U.S. Copyright Office Public Catalog). As noted above, this would have provided a POSITA with keyword searching capabilities and other tools to locate this book.

89. WorldCat indicates that the book titled *The Humane Interface: New Direction for Designing Interactive Systems* as cataloged at the Library of Congress is currently available from 869 libraries.[37] In view of above, the book titled *The Humane Interface: New Direction for Designing Interactive Systems* was publicly available on or shortly after June 13, 2000, because by that date it had been cataloged, indexed, and received at the Library of Congress and made part of the OCLC bibliographic database. For these reasons, it is my opinion that Exhibit 1021 was published and accessible to the public on or shortly after June 13, 2000.

F. Document 6: Exhibit 1023 ("Baeza-Yates")

90. Exhibit 1023 is a copy of the book titled *Modern Information Retrieval*, 1st edition, by Ricardo Baeza-Yates and Berthier Ribeiro-Neto (hereafter "Baeza-Yates") and issued by ACM Press with a 1999 copyright date. Exhibit 1023 is a true and correct copy of title page, title page verso, preface, acknowledgements, biographies, table of contents, 15 chapters, an appendix, glossary, and references. The text in Exhibit 1023 is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible

[37] https://search.worldcat.org/title/43286483

alterations to the document. Exhibit 1023 can be found within the custody of a library – a place where, if authentic, a copy of this book would likely be. Exhibit 1023 is a true and correct copy in a condition that creates no suspicion about its authenticity.

91. I have been provided by counsel with a document bearing the designation "MICROSOFT EXHIBIT 1023" which is the book titled *Modern Information Retrieval*, 1st edition, by Ricardo Baeza-Yates and Berthier Ribeiro-Neto. I obtained a copy of the title page, title page verso, and table of contents for the Baeza-Yates book from the School of Library and Information Studies Library at the University of Wisconsin – Madison (see Exhibit 1023A) and compared it with Exhibit 1023. Based on my review, the book bearing the designation "MICROSOFT EXHIBIT 1023" and Exhibit 1023A are substantively the same and represent the same book.

92. Attached hereto as Attachment 6A is a true and correct copy of the MARC record for this monograph from the School of Library and Information Studies Library at the University of Wisconsin – Madison online catalog. The library ownership is indicated by the presence of the library's code ("WID") in field 049. The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to the MARC record occurred on

May 12, 2014, as shown in field 005 ("20140512"). I personally identified and retrieved the library catalog record which is Attachment 6A.

93. Based on finding a print copy of the book titled *Modern Information Retrieval*, 1st edition, in the Library of Congress and MARC record in its online library catalog attached as Attachment 6B, it is my opinion that the Baeza-Yates book was publicly available after February 22, 2000, as shown in field 955 ("02-22-00"). The International Standard Book Number (ISBN) on Exhibit 1023 (0-201-39829-X) matches the ISBN in field 020 of Attachment 6A and Attachment 6B. Therefore, Exhibit 1023 is the same book as the one that the cataloger in the Library of Congress and the School of Library and Information Studies Library at the University of Wisconsin – Madison Libraries used to create the MARC records for their online catalogs.

94. Based on finding a print copy of the Baeza-Yates book in the Library of Congress and MARC record in its online library catalog attached as Attachment 6B, it is my opinion that the book titled *Modern Information Retrieval*, 1st edition, was publicly available on or shortly after February 22, 2000.

95. Attached hereto as Attachment 6C is a true and correct copy of the MARC record for the Baeza-Yates book obtained from the OCLC bibliographic database. I personally identified and retrieved the MARC record that is Attachment 6C. As previously noted, the library that created the record is recorded in field 040

with a unique library code. For Attachment 6C that library code is "DLC," which means that the MARC record for this book was created at the Library of Congress as part of the Cataloging in Publication (CIP) Program.[38] A cataloger prepares basic information about the forthcoming book which is included on the verso of the title page (also called the copyright page). The information is provided to save time needed for the cataloging process at the library after the book is purchased. The CIP data includes the author (field 100), title and subtitle (field 245), ISBN (field 020), suggested subject headings (field 650), classification numbers for the Library of Congress classification number (field 050), and the Dewey Decimal classification number (field 082). These data elements are included in the MARC record that the Library of Congress contributes to the OCLC bibliographic database. As can be seen in field 008 ("Date entered on file") of the MARC record for this exhibit, a cataloger at the Library of Congress created OCLC record number 40602840 on January 4, 1999 ("990104"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 6C occurred on November 8, 2024, as shown in field 005 ("20241108"). I personally identified and retrieved the MARC record that is Attachment 6C.

96. Attachment 6C further includes an entry in field 050 ("Z667 $b .B34 1999") as described above, this includes a subject matter classification number

[38] https://www.loc.gov/publish/cip/

consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("025.04") as described above, this includes a subject matter classification number consistent with the Dewey Decimal classification system. Attachment 6C further includes a descriptor term reading "Information storage and retrieval systems" (see Attachment 6D, Library of Congress subject heading sh85066163) in the 650 field. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 6C was indexed according to its subject matter by virtue of at least three independently sufficient classifications: the field 050 entry, the field 082 entry, and the field 650 entry. Further, as of January 4, 1999, the MARC record attached hereto as Attachment 6C was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that added this book to its collection, which means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

97. WorldCat indicates that the book titled *Modern Information Retrieval*, 1st edition, as cataloged at the Library of Congress is currently available from 587 libraries.[39] In view of above, the book titled *Modern Information Retrieval*, 1st edition, was publicly available on or shortly after February 22, 2000, because by that

[39] https://search.worldcat.org/title/40602840

date it had been cataloged, indexed, and received at the Library of Congress and made part of the OCLC bibliographic database. For these reasons, it is my opinion that Exhibit 1023 was published and accessible to the public on or shortly after February 22, 2000.

G. Document 7: Exhibit 1044 ("Schneiderman")

98. Exhibit 1044 is a copy of the journal article titled "Clarifying Search: A User-Interface Framework for Text Searches" by Ben Schneiderman, Don Byrd, and W. Bruce Croft (hereafter "Schneiderman"). The Schneiderman article was published in the open access publication titled *D-Lib Magazine* and was found in the University of Wisconsin – Madison Libraries. The Schneiderman article appears beginning on page 1 of this issue dated January 1997. The publisher's website indicates that the Schneiderman article was approved for release on January 14, 1997.[40] The Schneiderman article is available in the Indiana University digital repository, the *ACM Digital Library*[41] and the digital repository *Semantic Scholar*.[42] The *ACM Digital Library* website indicates that the Schneiderman article was published on January 15, 1997. Exhibit 1044 is a true and correct copy of the

[40] https://mirror.dlib.org/dlib/january97/retrieval/01shneiderman.html

[41] https://dl.acm.org/doi/abs/10.5555/865578

[42] https://www.semanticscholar.org/paper/Clarifying-Search%3A-A-User-Interface-Framework-for-Shneiderman-Byrd/638d919e7f72d349787aca0b856f2c6e9ecbf19b

Schneiderman article (pages 1-15) that I downloaded from the Indiana University digital repository.[43] Specifically, the text of the article is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document. Exhibit 1044 was found within the custody of a well-known digital repository that is hosted by a Research-1 higher education institution – a place where an authentic copy of this journal would likely be. Exhibit 1044 is a true and correct copy in a condition that creates no suspicion about its authenticity.

99. Attached hereto as Attachment 7A is a true and correct copy of the MARC record for the open access publication titled *D-Lib Magazine* from the University of Wisconsin – Madison online catalog. Library ownership is indicated by the presence of the library's name at the top of each page of the screens. The library continues to update this MARC record and enhanced the MARC record to meet current cataloging rules. The most recent enhancement to Attachment 7A occurred on October 12, 2021, as shown in field 005 ("20211012"). I personally identified and retrieved the MARC record that is Attachment 7A.

100. Based on finding a copy of Exhibit 1044 in the University of Wisconsin – Madison Libraries and MARC record in its online library catalog attached as

[43] https://homes.luddy.indiana.edu/donbyrd/Papers/ClarifyingSearch_UIFramework.pdf

Attachment 7A, it is my opinion that the Schneiderman article published in the open access publication titled *D-Lib Magazine* was publicly available on or shortly after January 15, 1997, as shown on the *ACM Digital Library* website.

101. Attachment 7A includes an entry in field 050 ("ZA4080")—as described above, a subject matter classification number consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("025")—as described above, a subject matter classification number consistent with the Dewey Decimal classification system. Attachment 7A also shows that Exhibit 1044 was catalogued with four descriptor terms reading "Digital libraries $v Periodicals" (see Attachment 7B, Library of Congress subject heading sh95008857 and Attachment 7C, Library of Congress subject heading sh85099890), "Electronic publishing $v Periodicals" (see Attachment 7D, Library of Congress subject heading sh2008119324), "Libraries and electronic publishing $v Periodicals" (see Attachment 7E, Library of Congress subject heading sh85076615 and Attachment 7C, Library of Congress subject heading sh85099890), and "Library information networks $v Periodicals" (see Attachment 7F, Library of Congress subject heading sh2009129728) in the 650 fields.

102. As noted in the holdings information (362 field), the University of Wisconsin – Madison Libraries received the open access publication titled *D-Lib*

Magazine from July 1995 until operations ceased in August 2017. In view of the MARC record for Exhibit 1044, the Schneiderman article was publicly available on or shortly after January 15, 1997, because the serial title had been received, cataloged, and indexed in the University of Wisconsin – Madison Libraries and made part of its online catalog database.

103. Attached hereto as Attachment 7G is a true and correct copy of the MARC record for the open access publication titled *D-Lib Magazine* obtained from the OCLC bibliographic database. As previously noted, the library that created the record is recorded in field 040 with a unique library code. For Attachment 7G, that library code is "NSD," which means that the MARC record for this serial was cataloged as part of the National Serials Program at the Library of Congress. As can be seen in field 008 ("Date entered on file"), a cataloger in the Library of Congress created OCLC record number 32652099 on June 14, 1995 ("950614"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 7G occurred on February 3, 2023, as shown in field 005 ("20230203"). I personally identified and retrieved the MARC record that is Attachment 7G. The "BLvl" entry in Attachment 7G is "s," which indicates that the open access publication titled *D-Lib Magazine* is a serial publication. Field 310 of Attachment 7G reads "Monthly." Accordingly, the MARC record for Exhibit 1044 corresponds to the open access publication titled *D-Lib*

Magazine from the time the serial title began and includes the date of the Schneiderman article.

104. Attachment 7G includes an entry in field 050 ("ZA 4080")—as described above, a subject matter classification number consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("025")—as described above, a subject matter classification number consistent with the Dewey Decimal classification system. Attachment 7G also shows that Exhibit 1044 was catalogued with four descriptor term reading "Digital libraries $v Periodicals" (see Attachment 7B, Library of Congress subject heading sh95008857 and Attachment 7C, Library of Congress subject heading sh85099890), "Electronic publishing $v Periodicals" (see Attachment 7D, Library of Congress subject heading sh2008119324), "Libraries and electronic publishing $v Periodicals" (see Attachment 7E, Library of Congress subject heading sh85076615 and Attachment 7C, Library of Congress subject heading sh85099890), and "Library information networks $v Periodicals" (see Attachment 7F, Library of Congress subject heading sh2009129728) in the 650 fields. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 7G was indexed according to its subject matter by virtue of at least three independently sufficient classifications: the field 050 entry, the field 082 entry, and the field 650 entries. As of June 14, 1995, the MARC record

attached hereto as Attachment 7G was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that subscribed to the serial, which means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

105. Further evidence of the public availability of the Schneiderman journal article can be found on the publisher's website (http://www.dlib.org). The website was initially captured by the WayBack Machine on July 19, 1997, at 6:27:00 a.m. (see Attachment 7H).[44] Regular updates include information about current and archived issues. The January 1997 issue in which the Schneiderman article appeared was captured by the WayBack Machine on October 10, 1997, at 4:28:06 a.m. (see Attachment 7I).[45] Clicking on the title redirects the information seeker to the article, which was captured by the WayBack Machine on October 10, 1997, at 4:36:50 a.m. (see Attachment 7J).[46] The Schneiderman article can also be found in the title index for articles appearing in the *D-Lib Magazine* by scrolling down and highlighting the

[44] https://web.archive.org/web/19970719062700/http://www.dlib.org:80/

[45] https://web.archive.org/web/19971010042806/http://www.dlib.org/dlib/january97/01contents.html

[46] https://web.archive.org/web/19971010043650/http://www.dlib.org/dlib/january97/retrieval/01shneiderman.html

entry, which the WayBack Machine captured on October 10, 1997, at 4:23:16 a.m. (see Attachment 7K).[47]

106. WorldCat indicates that the open access publication titled *D-Lib Magazine* as cataloged at the Library of Congress is currently available from 410 libraries.[48] In view of the above, this issue of the open access publication titled *D-Lib Magazine* was publicly available on or shortly after January 15, 1999, because by that date it had been cataloged and indexed at the Library of Congress, made part of the OCLC bibliographic database, and received in the University of Wisconsin – Madison Libraries. For these reasons, it is my opinion that Exhibit 1044 was published and accessible to the public on January 15, 1999.

H. Document 8: Exhibit 1052 ("Schneiderman 1998")

107. Exhibit 1052 is a copy of an excerpt from the book titled *Designing the User Interface: Strategies for Effective Human-Computer Interaction*, 3rd edition, by Ben Schneiderman (hereafter "Schneiderman 1998") and issued by ACM Press with a 1998 copyright date. Exhibit 1052 is a true and correct copy of title page, title page verso, [table of] contents, and excerpt, Chapter 15, "Information Search and Visualization" (pages 509-549). The text in Exhibit 1052 is complete; no pages

[47] https://web.archive.org/web/19971010042316/http:/www.dlib.org/title-index.html
[48] https://search.worldcat.org/title/32652099

are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document. Exhibit 1052 can be found within the custody of a library – a place where, if authentic, a copy of this book would likely be. Exhibit 1052 is a true and correct copy in a condition that creates no suspicion about its authenticity.

108. I have been provided by counsel with a document bearing the designation "MICROSOFT EXHIBIT 1052" which is the book titled *Designing the User Interface: Strategies for Effective Human-Computer Interaction*, 3rd edition, by Ben Schneiderman. I obtained a copy of the title page, title page verso, and table of contents for the Schneiderman 1998 book from the University of Wisconsin – Madison Libraries (see Exhibit 1052A) and compared it with Exhibit 1052. Based on my review, the book bearing the designation "MICROSOFT EXHIBIT 1052" and Exhibit 1052A are substantively the same and represent the same book.

109. Attached hereto as Attachment 8A is a true and correct copy of the MARC record for this monograph from the University of Wisconsin – Madison Libraries online catalog. The library ownership is indicated by the presence of the library's code ("GZM") in field 049. The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to the MARC record occurred on June 27, 2019, as shown in field 005 ("20190627").

I personally identified and retrieved the library catalog record which is Attachment 8A.

110. Based on finding a print copy of the excerpt from the book titled *Designing the User Interface: Strategies for Effective Human-Computer Interaction*, 3rd edition, at the Library of Congress and MARC record in its online library catalog attached as Attachment 8B, it is my opinion that the Schneiderman 1998 book was publicly available after August 14, 1997, as shown in field 955 ("08-14-97"). The International Standard Book Number (ISBN) on Exhibit 1052 (0-201-69497-2) matches the ISBN in field 020 of Attachment 8A and Attachment 8B. Therefore, Exhibit 1052 is the same book as the one that the cataloger in the Library of Congress and the University of Wisconsin – Madison Libraries used to create the MARC records for their online catalogs.

111. Based on finding a print copy of the Schneiderman 1998 book in the Library of Congress and MARC record in its online library catalog attached as Attachment 8B, it is my opinion that the book titled *Designing the User Interface: Strategies for Effective Human-Computer Interaction*, 3rd edition, was publicly available on or shortly after August 14, 1997.

112. Attached hereto as Attachment 8C is a true and correct copy of the MARC record for the Schneiderman 1998 book obtained from the OCLC bibliographic database. I personally identified and retrieved the MARC record that

is Attachment 8C. As previously noted, the library that created the record is recorded in field 040 with a unique library code. For Attachment 8C that library code is "DLC," which means that the MARC record for this book was created at the Library of Congress as part of the Cataloging in Publication (CIP) Program.[49] A cataloger prepares basic information about the forthcoming book which is included on the verso of the title page (also called the copyright page). The information is provided to save time needed for the cataloging process at the library after the book is purchased. The CIP data includes the author (field 100), title and subtitle (field 245), ISBN (field 020), suggested subject headings (field 650), classification numbers for the Library of Congress classification number (field 050), and the Dewey Decimal classification number (field 082). These data elements are included in the MARC record that the Library of Congress contributes to the OCLC bibliographic database. As can be seen in field 008 ("Date entered on file") of the MARC record for this exhibit, a cataloger at the Library of Congress created OCLC record number 36029641 on November 26, 1996 ("961126"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 8C occurred on August 29, 2024, as shown in field 005 ("20240829"). I personally identified and retrieved the MARC record that is Attachment 8C.

[49] https://www.loc.gov/publish/cip/

113. Attachment 8C further includes an entry in field 050 ("QA76.9.H85 $b S54 1998") as described above, this includes a subject matter classification number consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("004/.01/9") as described above, this includes a subject matter classification number consistent with the Dewey Decimal classification system. Attachment 8C further includes two descriptor terms reading "Human-computer interaction" (see Attachment 5D, Library of Congress subject heading sh88003229), "User interfaces (Computer systems)" (see Attachment 5E, Library of Congress subject heading sh88001679) in the 650 fields. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 8C was indexed according to its subject matter by virtue of at least three independently sufficient classifications: the field 050 entry, the field 082 entry, and the field 650 entries. Further, as of November 26, 1996, the MARC record attached hereto as Attachment 8C was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that added this book to its collection, which means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

114. Further supporting my opinion that Exhibit 1052 was publicly accessible to ordinarily skilled and interested researchers in the field is the fact that

the book titled *Designing the User Interface: Strategies for Effective Human-Computer Interaction*, 3rd edition, was registered with the U.S. Copyright Office as item TX0004637070 on October 14, 1997, and indicated a publication date of July 23, 1997 (see Attachment 8D, U.S. Copyright Office Public Catalog). As noted above, this would have provided a POSITA with keyword searching capabilities and other tools to locate this book.

115. WorldCat indicates that the book titled *Designing the User Interface: Strategies for Effective Human-Computer Interaction*, 3rd edition, as cataloged at the Library of Congress is currently available from 1,583 libraries.[50] In view of above, the book titled *Designing the User Interface: Strategies for Effective Human-Computer Interaction*, 3rd edition, was publicly available on or shortly after August 14, 1997, because by that date it had been cataloged, indexed, and received at the Library of Congress and made part of the OCLC bibliographic database. For these reasons, it is my opinion that Exhibit 1052 was published and accessible to the public on or shortly after August 14, 1997.

I. Document 9: Exhibit 1057 ("Glossbrenner")

116. Exhibit 1057 is a copy of the book titled *Search Engines for the World Wide Web*, 3rd edition, by Alfred Glossbrenner and Emily Glossbrenner (hereafter "Glossbrenner") and issued by Peachpit Press with a 2001 copyright date. Exhibit

[50] https://search.worldcat.org/title/36029641

1057 is a true and correct copy of title page, title page verso, table of contents, 20 chapters, and four appendices. The text in Exhibit 1057 is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document. Exhibit 1057 can be found within the custody of a library – a place where, if authentic, a copy of this book would likely be. Exhibit 1057 is a true and correct copy in a condition that creates no suspicion about its authenticity.

117. I have been provided by counsel with a document bearing the designation "MICROSOFT EXHIBIT 1057" which is the book titled *Search Engines for the World Wide Web*, 3rd edition, by Alfred Glossbrenner and Emily Glossbrenner. I obtained a copy of the title page, title page verso, and table of contents for the Glossbrenner book from the Merrill-Cazier Library at Utah State University (Logan, Utah) (see Exhibit 1057A) and compared it with Exhibit 1057. Based on my review, the book bearing the designation "MICROSOFT EXHIBIT 1057" and Exhibit 1057A are substantively the same and represent the same book.

118. Attached hereto as Attachment 9A is a true and correct copy of the MARC record for this monograph from the Merrill-Cazier Library at Utah State University online catalog. The library ownership is indicated by the presence of the library's code ("UUS") in field 049. The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement

to the MARC record occurred on December 30, 2001, as shown in field 005 ("20011230"). I personally identified and retrieved the library catalog record which is Attachment 9A.

119. Based on finding a print copy of the book titled *Search Engines for the World Wide Web*, 3rd edition, in the Library of Congress and MARC record in its online library catalog attached as Attachment 9B, it is my opinion that the Glossbrenner book was publicly available after October 7, 2002, as shown in field 955 ("2002-10-07"). The International Standard Book Number (ISBN) on Exhibit 1057 (0-201-73401-X) matches the ISBN in field 020 of Attachment 9A and Attachment 9B. Therefore, Exhibit 1057 is the same book as the one that the cataloger in the Library of Congress and the Merrill-Cazier Library at Utah State University used to create the MARC records for their online catalogs.

120. Based on finding a print copy of the Glossbrenner book in the Library of Congress and MARC record in its online library catalog attached as Attachment 9B, it is my opinion that the book titled *Search Engines for the World Wide Web*, 3rd edition, was publicly available on or shortly after October 7, 2002.

121. Attached hereto as Attachment 9C is a true and correct copy of the MARC record for the Glossbrenner book obtained from the OCLC bibliographic database. I personally identified and retrieved the MARC record that is Attachment 9C. As previously noted, the library that created the record is recorded in field 040

with a unique library code. For Attachment 9C that library code is "DLC," which means that the MARC record for this book was created at the Library of Congress as part of the Cataloging in Publication (CIP) Program.[51] A cataloger prepares basic information about the forthcoming book which is included on the verso of the title page (also called the copyright page). The information is provided to save time needed for the cataloging process at the library after the book is purchased. The CIP data includes the author (field 100), title and subtitle (field 245), ISBN (field 020), suggested subject headings (field 650), classification numbers for the Library of Congress classification number (field 050), and the Dewey Decimal classification number (field 082). These data elements are included in the MARC record that the Library of Congress contributes to the OCLC bibliographic database. As can be seen in field 008 ("Date entered on file") of the MARC record for this exhibit, a cataloger at the Library of Congress created OCLC record number 45900861 on September 19, 2001 ("010919"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 9C occurred on November 8, 2024, as shown in field 005 ("20241108"). I personally identified and retrieved the MARC record that is Attachment 9C.

122. Attachment 9C further includes an entry in field 050 ("ZA4230 $b .G57 2001") as described above, this includes a subject matter classification number

[51] https://www.loc.gov/publish/cip/

consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("025.04") as described above, this includes a subject matter classification number consistent with the Dewey Decimal classification system. Attachment 9C further includes two descriptor terms reading "Web search engines" (see Attachment 9D, Library of Congress subject heading sh97007463) and "Internet searching" (see Attachment 9E, Library of Congress subject heading sh98006428) in the 650 fields. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 9C was indexed according to its subject matter by virtue of at least three independently sufficient classifications: the field 050 entry, the field 082 entry, and the field 650 entries. Further, as of September 19, 2001, the MARC record attached hereto as Attachment 9C was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that added this book to its collection, which means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

123. Further supporting my opinion that Exhibit 1057 was publicly accessible to ordinarily skilled and interested researchers in the field is the fact that the book titled *Search Engines for the World Wide Web*, 3rd edition, was registered with the U.S. Copyright Office as item TX0005324805 on June 4, 2001, and

indicated a publication date of May 4, 2001 (see Attachment 9F, U.S. Copyright Office Public Catalog). As noted above, this would have provided a POSITA with keyword searching capabilities and other tools to locate this book.

124. Further evidence of the public availability of the Glossbrenner book can be found on the publisher's website (http://www.peachpit.com). The website was initially captured by the WayBack Machine on November 13, 1996, at 2:38:05 a.m. (see Attachment 9G).[52] Regular updates include information about current and forthcoming books. The forthcoming Glossbrenner book titled *Search Engines for the World Wide Web*, 3rd edition, can be found by clicking the title in the "Coming Soon" link on the Peachpit Press website on April 9, 2001, at 8:48:44 p.m. (see Attachment 9H).[53] The publisher indicates that the Glossbrenner book is scheduled for publication in May 2001. The Peachpit Press website included the Glossbrenner book with a publication date of May 3, 2001, on its list of new titles in the "Just Out" section on June 4, 2001, at 2:46:04 a.m. (see Attachment 9I).[54] Selecting and clicking on the title redirects the information seeker to the Peachpit Press website on April

[52] https://web.archive.org/web/19961113143805/http://www.peachpit.com/

[53] https://web.archive.org/web/20010409204844/http:/www.peachpit.com/books/just-soon.html

[54] https://web.archive.org/web/20010604024604/http:/www.peachpit.com:80/books/just-soon.html

18, 2001, at 10:10:01 a.m. which includes a listing for the Glossbrenner book and order information (see Attachment 9J).[55]

125. WorldCat indicates that the book titled *Search Engines for the World Wide Web*, 3rd edition, as cataloged at the Library of Congress is currently available from 655 libraries.[56] In view of above, the book titled *Search Engines for the World Wide Web*, 3rd edition, was publicly available on or shortly after June 4, 2001, because by that date it had been cataloged and indexed by the publisher and received at the Library of Congress. For these reasons, it is my opinion that Exhibit 1057 was published and accessible to the public on or shortly after June 4, 2001.

J. Document 10: Exhibit 1059 ("Wilcox")

126. Exhibit 1059 is a copy of the book titled *PC Learning Labs Teaches Lotus Notes 3.0: Logical Operations* by Adam A. Wilcox (hereafter "Wilcox") and issued by Ziff-Davis Press with a 1993 copyright date. Exhibit 1059 is a true and correct copy of the Wilcox book. The text in Exhibit 1059 is complete; no pages are missing, and the text on each page appears to flow seamlessly from one page to the next; further, there are no visible alterations to the document. Exhibit 1059 can be found within the custody of a library – a place where, if authentic, a copy of this

[55] https://web.archive.org/web/20010418101001/http://www.peachpit.com/books/catalog/73401.html
[56] https://search.worldcat.org/title/45900861

book would likely be. Exhibit 1059 is a true and correct copy in a condition that creates no suspicion about its authenticity.

127. I have been provided by counsel with a document bearing the designation "MICROSOFT EXHIBIT 1059" which is the book titled *PC Learning Labs Teaches Lotus Notes 3.0: Logical Operations* by Adam A. Wilcox. I obtained a copy of the title page, title page verso, and table of contents for the Wilcox book from the Ohio University Libraries (Athens, Ohio) online catalog (see Exhibit 1059A) and compared it with Exhibit 1059. Based on my review, the book bearing the designation "MICROSOFT EXHIBIT 1059" and Exhibit 1059 are substantively the same and represent the same book.

128. Attached hereto as Attachment 10A is a true and correct copy of the MARC record for this monograph from the Ohio University Libraries (Athens, Ohio) online catalog. The library ownership is indicated by the presence of the library's code ("OUN") in field 049. The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to the MARC record occurred on November 19, 1998, as shown in field 005 ("19981119"). I personally identified and retrieved the library catalog record which is Attachment 10A.

129. Based on finding a print copy of the book titled *PC Learning Labs Teaches Lotus Notes 3.0: Logical Operations* in the Ohio University Libraries and

MARC record in its online library catalog attached as Attachment 10A, it is my opinion that the Wilcox book was publicly available after November 19, 1998, as shown by the pencil notation in the gutter on page 1 of Exhibit 1059A ("11/19/98"). The International Standard Book Number (ISBN) on Exhibit 1059 (1-56276-138-2) matches the ISBN in field 020 of Attachment 10A. Therefore, Exhibit 1059 is the same book as the one that the cataloger in the Ohio University Libraries used to create the MARC record for the online catalog.

130. Based on finding a print copy of the Wilcox book in the Ohio University Libraries and MARC record in its online library catalog attached as Attachment 10A, it is my opinion that the book titled *PC Learning Labs Teaches Lotus Notes 3.0: Logical Operations* was publicly available on or shortly after November 19, 1998.

131. Attached hereto as Attachment 10B is a true and correct copy of the MARC record for the Wilcox book obtained from the OCLC bibliographic database. I personally identified and retrieved the MARC record that is Attachment 10B. As previously noted, the library that created the record is recorded in field 040 with a unique library code. For Attachment 10B that library code is "DLC," which means that the MARC record for this book was created at the Library of Congress as part of the Cataloging in Publication (CIP) Program.[57] A cataloger prepares basic information about the forthcoming book which is included on the verso of the title

[57] https://www.loc.gov/publish/cip/

page (also called the copyright page). The information is provided to save time needed for the cataloging process at the library after the book is purchased. The CIP data includes the author (field 100), title and subtitle (field 245), ISBN (field 020), suggested subject headings (field 650), classification numbers for the Library of Congress classification number (field 050), and the Dewey Decimal classification number (field 082). These data elements are included in the MARC record that the Library of Congress contributes to the OCLC bibliographic database. As can be seen in field 008 ("Date entered on file") of the MARC record for this exhibit, a cataloger at the Library of Congress created OCLC record number 30069346 on January 13, 1994 ("940113"). The library continues to update and enhance this MARC record to meet current cataloging rules. The most recent enhancement to Attachment 10B occurred on November 19, 2024, as shown in field 005 ("20241119"). I personally identified and retrieved the MARC record that is Attachment 10B.

132. Attachment 10B further includes an entry in field 050 ("HF5548.4.L692 $b P35 1993") as described above, this includes a subject matter classification number consistent with the Library of Congress classification system (analogous to the Dewey Decimal classification system) and an entry in field 082 ("650/.0285/46") as described above, this includes a subject matter classification number consistent with the Dewey Decimal classification system. Attachment 10B

further includes a uniform title reading "Lotus Notes" (see Attachment 10C, Library of Congress name authority n93093640) and four descriptor terms reading "Business $x Computer programs" (see Attachment 10D, Library of Congress subject heading sh85018263), "Database management $x Computer programs" (see Attachment 10E, Library of Congress subject heading sh85035848 and Attachment 10F, Library of Congress subject heading sh85029524), "Electronic mail systems" (see Attachment 1D, Library of Congress subject heading sh85042347), and "Electronic mail messages" (see Attachment 1E, Library of Congress subject heading sh96007226) in the 650 fields. Thus, as of its cataloging, the publication corresponding to the MARC record attached hereto as Attachment 10B was indexed according to its subject matter by virtue of at least four independently sufficient classifications: the field 050 entry, the field 082 entry, the field 630 entry, and the field 650 entries. Further, as of January 3, 1994, the MARC record attached hereto as Attachment 10B was accessible through any library with access to the OCLC bibliographic database or the online catalog at a library that added this book to its collection, which means that the corresponding publication was publicly available on or before that same date through any library with access to the OCLC bibliographic database or through an individual library.

133. Further supporting my opinion that Exhibit 1059 was publicly accessible to ordinarily skilled and interested researchers in the field is the fact that

the book titled *PC Learning Labs Teaches Lotus Notes 3.0: Logical Operations* was registered with the U.S. Copyright Office as item TX0003659103 on November 2, 1993, and indicated a publication date of November 2, 1993 (see Attachment 10G, U.S. Copyright Office Public Catalog). As noted above, this would have provided a POSITA with keyword searching capabilities and other tools to locate this book.

134. WorldCat indicates that the book titled *PC Learning Labs Teaches Lotus Notes 3.0: Logical Operations* as cataloged at the Library of Congress is currently available from 24 libraries.[58] In view of above, the book titled *PC Learning Labs Teaches Lotus Notes 3.0: Logical Operations* was publicly available on or shortly after January 13, 1994, because by that date it had been cataloged, indexed, and received at the Library of Congress and made a part of the OCLC bibliographic database. For these reasons, it is my opinion that Exhibit 1059 was published and accessible to the public on or shortly after January 13, 1994.

VI. SUMMARY OF OPINIONS

135. In view of the foregoing, it is my opinion that the publications described above were publicly available on or about the corresponding date listed in the table below:

Document	Publication	Publicly Available
Exhibit 1004	Schwartz, Steve. *Entourage 2001 for Macintosh*. Berkeley, CA: Peachpit Press, 2001.	April 13, 2001

[58] https://search.worldcat.org/title/30069346

Document	Publication	Publicly Available
Exhibit 1005	Sebastian, Bonita, Arthur Luehrmann, and Herbert Peckham. *Microsoft Office 2001: A Hands-On Guide: Macintosh Version.* Cincinnati, OH: Computer Literacy Press, 2000.	January 22, 2001
Exhibit 1006	Barber, Nan, and David Reynolds. *Office 2001 for Macintosh: The Missing Manual*. 1st ed. Sebastopol, CA: Pogue Press, 2001.	May 30, 2001
Exhibit 1007	*Eudora Email User Manual for Windows Version 5.0*. San Diego, CA: QUALCOMM, 2000.	October 18, 2000
Exhibit 1021	Raskin, Jef. *The Humane Interface: New Direction for Designing Interactive Systems.* Reading, MA: Addison Wesley, 2000.	June 13, 2000
Exhibit 1023	Baeza-Yates, Ricardo, and Berthier Ribeiro-Neto. *Modern Information Retrieval.* 1st ed. New York: ACM Press, c1999.	February 22, 2000
Exhibit 1044	Schneiderman, Ben, Don Byrd, and W. Bruce Croft. "Clarifying Search: A User-Interface Framework for Text Searches." *D-Lib Magazine*, (January 1997): 1-15.	January 15, 1997
Exhibit 1052	Schneiderman, Ben. *Designing the User Interface: Strategies for Effective Human-Computer Interaction*. 3rd ed. Reading, MA: Addison Wesley Longman, 1998.	August 14, 1997
Exhibit 1057	Glossbrenner, Alfred, and Emily Glossbrenner. *Search Engines for the World Wide Web*. 3rd ed. Berkeley, CA: Peachpit Press, 2001.	June 4, 2001
Exhibit 1059	Wilcox, Adam A. *PC Learning Labs Teaches Lotus Notes 3.0: Logical Operations.* Emeryville, CA: Ziff-Davis Press, ©1993.	January 13, 1994

136. In signing this Declaration, I recognize that the Declaration will be filed as evidence in a case before the Patent Trial and Appeal Board of the United States Patent and Trademark Office. I also recognize that I may be subject to cross-examination in the case and that cross-examination will take place within the United States. If cross-examination is required of me, I will appear for cross-examination within the United States during the time allotted for cross-examination.

137. I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true, and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Section 1001 of Title 18 of the United States Code.

Dated: December 16, 2024

Respectfully submitted,



Sylvia D. Hall-Ellis, Ph.D.

ATTACHMENT 1

CURRICULUM VITAE SYLVIA D. HALL-ELLIS

EDUCATION

Ph.D., University of Pittsburgh, Pittsburgh, Pennsylvania, 1985
M.P.S., University of Denver, Denver, Colorado, 2014
Post Graduate Studies, University of Texas – San Antonio, Texas, 1975-1976
M.L.S., University of North Texas, Denton, Texas, 1972
B.A., Rockford University, Rockford, Illinois, 1971

PROFESSIONAL EXPERIENCE

1981- **Consultant for higher education, non-profit organizations, and corporations.**

2002- **Adjunct Professor, School of Information, San José State University, San José, California.** Serve as part-time faculty member teaching graduate students in technical services (cataloging, bibliographic control, classification), "core courses," and special topics.

2014-2016 **Director, Grants and Resource Development, Colorado Community College System.** Provided leadership and vision to foster the continued growth of rigorous scholarship, innovative projects, and creative work for statewide system, 13 campuses, and 50 teaching sites serving 155,000 students. Responsible for leadership and ensured efficient functioning of contract and grants in compliance with state & federal requirements and successful implementation and management. Served as a subject matter expert and liaison for college Grant Directors for all issues relating to grants and subcontracts.

2010-2014 **Senior Grant Administrator, Morgridge College of Education, University of Denver (Colorado).** Provided leadership and vision to foster continued growth of rigorous scholarship, innovative research, and creative work in the Morgridge College of Education. Ensure that contract and grants processes function effectively and efficiently for 60 faculty and researchers with a focus on the successful progression and efficient management of grants totaling $13M. Worked effectively and collegially with Department Chairs and Program Coordinators on operational grant-related management activities and with a broad range of internal and external constituencies. Supported the dissemination and promotion of faculty research and scholarship to outside constituents at conferences and through publications. Assisted Principal Investigators and grant project teams by coaching, mentoring, and financial management.

2011-2013 **Interim Director & Assistant Dean, Westminster Law Library, Sturm College of Law, University of Denver.** Planned, organized, and directed all administrative activities for the library serving students, faculty, and alumni; oversaw the employment, retention, promotion, transfer and termination of library personnel; represented the library at professional conferences and public meetings; created and promoted a climate and culture of acceptance for new programs and services, a positive high-quality image of the law library, and that reflect the organization's values, encourage excellent performance, and reward high productivity and innovation; provided leadership and set strategic direction of the organization; ensured that the library provided excellent customer service through solution-oriented staff response to patron needs and by responsiveness and continuous improvement of the organization; promoted, developed, and maintained positive working relationships with colleagues and customers including key stakeholders and groups, higher education institutions, the legal community, other regional libraries and districts statewide, and national library organizations.

2007-2014 **Associate Professor, Library & Information Science, Morgridge College of Education, University of Denver (Colorado).** Served in leadership role and worked collaboratively in program, college, campus and community environments. Advised and supervised students, taught core and specialized courses at the graduate level in an integrative, student-centered learning environment. Served on LIS, College, and University committees, and maintained working relationships with colleagues in other academic units and information professionals in the Rocky Mountain region and beyond. Served on and chair doctoral student dissertation committees. Oversaw and facilitated the College and LIS graduate student association.

2002-2007 **Assistant Professor, Library & Information Science, College of Education, University of Denver (Colorado).** Served as tenure-track faculty member teaching graduate students in "core courses," resource description and access, service learning, and independent studies. Advised graduate students, participate on LIS and College committees, and serve on doctoral student dissertation committees. Oversaw and facilitated the LIS graduate student association and alumni association.

2000-2002 **Affiliate Faculty, Library & Information Science, College of Education, University of Denver (Colorado).** Served as part-time faculty member teaching graduate students in technical services (cataloging, bibliographic control, classification), "core courses," and special topics. Oversaw and facilitated the LIS graduate student association and alumni association.

2000-2001 **Special Assistant to the Secretary's Regional Representative, U.S. Department of Education, Region VIII, Denver, Colorado.** Served as the principal advisor and representative of the U. S. Secretary of Education's Regional Representative (SRR). Ensured the implementation of major goals of the SRR and the Secretary. Provided leadership on behalf of the SRR in contacts with high-level officials in Region VIII requiring sensitive policy interpretation in communication with senior Department officials to solve problems and resolve issues raised by State and local education officials. Served as the primary contact for School-to-Work/Career, Children's Health Insurance Program, and Safe and Drug-Free Schools. Delivered technical assistance to local education agencies and institutions of higher education in technology, professional development, and school construction.

1999-2000 **Catalog Librarian, Jefferson County Public Library, Lakewood, Colorado.** Performed original, copy cataloging and classification of library materials (English and Spanish) using standard library protocols; completed original descriptive cataloging and subject analysis; enhanced brief catalog and authority records in III.

1997-1999 **Development Officer, McREL International, Aurora, Colorado.** Served as senior member of corporate management team in strategic planning, development of proposals and contracts, implementation, and evaluation of new services, products, and programs for educational agencies. Provided creative leadership to corporate committees to solicit ideas, identify goals and objectives, plan, develop, present, and evaluate professional development opportunities.

1995-1997 **Education Specialist, Education Service Center, Region One, Edinburg, Texas.** Served as member of Administrative Cabinet team in strategic planning, development of proposals and contracts, implementation, and evaluation of telecommunications capabilities, services, products, and programs for 40 school districts serving 283,000 students in 7 counties. Provided creative leadership to regional and state committees to solicit ideas, identify strategic goals and objectives, plan, develop, present, and evaluate funding opportunities and professional development for 400 librarians.

1993-1996 **Assistant Professor of Library Science, Sam Houston State University, Huntsville, Texas.** Served a faculty member teaching 400 graduate students in technical services (cataloging, bibliographic control, classification), automation, and networking. Participated in distance education program and coordinated annual conference. Conducted university and Texas Library Association-funded field research focused on library collection development and academic achievement.

1992-1993 **Head Librarian, Rocky Mountain College of Art & Design, Denver, Colorado.** Responsible for the daily operation, selection and acquisition of materials, formulation of policies for library operations, media center, and photography/slides archives. Designed and implemented library automation and delivery of electronic resources to college community.

1981-1985 **Development Officer, PRLC, Inc., Pittsburgh, Pennsylvania.** Served as senior member of corporate management team in strategic planning, development of proposals and contracts, implementation, and evaluation of new services, products, and programs for 100 institutional member organizations. Coordinated the development of proposals and contracts totaling $4,000,000 annually. Provided creative leadership to corporate committees to solicit ideas, identify goals and objectives, plan, develop, present, and evaluate professional development opportunities.

1981 **Director of Library Development, Pennsylvania Department of Education, Harrisburg, Pennsylvania.** Responsible for statewide development, technical assistance, professional development, resource sharing, children's services, institutional library services, networking, and state aid program for all libraries throughout the Commonwealth. Functioned as liaison to Governor's Advisory Council, LSCA Advisory Council, District Administrators, private colleges, universities, consortia managers, and network directors. Supervised $14,000,000 formula-based state aid program and $3,000,000 grant awards to individual libraries, consortia, and networks.

1978-1981 **Assistant Director, Southern Tier Library System, Corning, New York.** Coordinated operation of system-wide programs (technical assistance, professional development, resource sharing, technical services, outreach) to 40 public libraries in 5 counties serving 500,000 residents. Solicited ideas, identified goals, sponsored, and evaluated professional development opportunities and technical assistance sessions.

1976-1978 **Division Librarian for Technical Services, Corpus Christi Public Libraries, Corpus Christi, Texas.** Provided leadership in acquisitions, cataloging, serials control, and processing for main library and 4 branches serving 250,000 residents. Participated as senior member of library management team. Compiled and prepared technical evaluations, reports, and statistical analyses of Division operations to measure the achievement and cost of annual goals, objectives, and staff performance.

1975-1976 **System Coordinator, San Antonio Major Resource Center, San Antonio, Texas.** Served as senior member of the management team for District X Office, charged to provide technical assistance, resource sharing, media services, and professional development to librarians and staff representing 30 public library jurisdictions in 21 counties serving 1,500,000 residents. Functioned as liaison to System Director, staff, and members of governing bodies with the System Board of Directors and the Texas State Library and Historical Commission. Prepared LSCA grant applications and monitored awards totaling $1,100,000 annually.

1973-1975	**Bilingual Branch Librarian, San Antonio Public Library, San Antonio, Texas.** Worked as librarian providing reference, information, and readers' advisory services in branch serving 50,000 Spanish-speaking residents in southwest San Antonio. Participated in collection development and resource acquisition activities, specializing in children's work, Spanish language resources, and multicultural studies.
1972-1973	**Librarian, Holding Institute, Laredo, Texas.** Worked as high school librarian serving 500 boarding students in Spanish-speaking environment of private school. Provided reference, research assistance, and library instruction to students and 35 faculty members.
1966-1971	**Rockford Public Library, Rockford, Illinois.** Worked in branches as part-time as a Library Assistant, Clerk, and Page in city library serving 150,000 residents.

PUBLICATIONS

Editor-reviewed Monographs (Completed and in Progress)

Hall-Ellis, Sylvia D., and Mary Bolin. *Contemporary Cataloging in an RDA Environment: A Handbook for Students and Practitioners.* Chicago, IL: American Library Association. Under contract & In development.

RDA Testing: Lessons Learned and Challenges Revealed. Sylvia D. Hall-Ellis and Robert O. Ellett, Jr., eds. Binghamton, N.Y.: Haworth, 2012. 128 p.

Hall-Ellis, Sylvia D., Stacey L. Bowers, Christopher D. Hudson, and M. Claire Williamson. *Librarian's Handbook for Seeking, Writing, and Managing Grants.* Santa Barbara, Calif.: Libraries Unlimited, 2011. 315 p.

Hall-Ellis, Sylvia D., with Ann Jerabek, and Merrie W. Valliant. *Contemporary Cataloging: A Handbook for Practitioners and Students.* Open access text. Athens, GA: University of Georgia System Regents, 2011. 767 p.

Grealy, Deborah S. and Sylvia D. Hall-Ellis. *From Research to Practice: The Scholarship of Teaching and Learning in LIS Education.* Westport, Conn.: Libraries Unlimited, 2009. 175 p.

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Editor-reviewed Chapters (Completed and In Progress)

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Bruntjen, Scott and Sylvia D. Hall. "Attempting to Automate: Lessons Learned Over Five Years." In *Advances in Library Administration*. Volume 4. Weston, Conn.: JAI Press, 1985. (pp. 177-192)

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Hall-Ellis, Sylvia D. "The Relationship of Situational Leadership and the Dreyfus Model of Skill Acquisition for Supervisors in Cataloging and Metadata Services." To be submitted to *Library Resources and Technical Services.* In progress.

Hall-Ellis, Sylvia D. *The Relationship of Core Competencies on Learning Outcomes and Employers' Expectations for Catalog Librarians and Metadata Specialists.* To be submitted to the *Journal of Education for Library and Information Science.* In progress.

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Lewis, Melanie, Jamie M. Van Leeuwen, and Sylvia D. Hall-Ellis. *Project Homeless Connect 7 Event Evaluation.* Denver, Colo.: University of Colorado Denver, 2009.

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Hall-Ellis, Sylvia D. *Planning for Educational Technology: the Distance Education Implementation Phase: An Investigation of Technology and Telecommunication Needs for Region One Education Service Center, South Texas Community College, TCI Cablevision of South Texas, Inc., Tech Prep of the Rio Grande Valley, Inc., Texas State Technical College, Centro Cultural en el Valle de Texas, McAllen Independent School District, Harlingen Consolidated Independent School District, Donna Independent School District, Edinburg Consolidated Independent School District, La Joya Independent School District, Mercedes Independent School District, Pharr-San Juan-Alamo Independent School District, Sharyland Independent School District, Easter Seal Society of the Rio Grande Valley, Inc., and McAllen Memorial Library.* Harlingen, Tex.: Tech Prep of the Rio Grande Valley, 1996.

Hall-Ellis, Sylvia D. "Barcodes for the Texas Library Connection." Prepared under the sponsorship of the Office of Technology Services, Texas Education Agency. Austin, Tex.: TENET News and Conferences, March 1995.

Hall-Ellis, Sylvia D. *[et. al.] Planning for Educational Technology: A Study of Future Technology Needs for the Donna Independent School District, Region One Education Region Service Center, Tech Prep of the Rio Grande Valley, Inc. South Texas Community College, and the Department of Library Science, Sam Houston State University.* Research team: Sylvia D. Hall-Ellis, Ruth Ann Riggins, Noe Torres, Patricia G. Bubb, and Michael D. Bell. Harlingen, Tex.: Tech Prep of the Rio Grande Valley, 1994. Funded through a grant award from the Texas Education Agency.

Hall-Ellis, Sylvia D. and Mary Ann Berry. *The Impact of Library Resource Centers on Academic Achievement in Selected Public Schools in South Texas.* Huntsville, Tex.: Sam Houston State University, College of Education and Applied Science, 1993. Funded through a grant award from the Sam Houston State University Research Enhancement Fund.

Hall-Ellis, Sylvia D., Alice Krueger, and Linda Brannan. *Thesaurus Development for National Curriculum Materials Database at the Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, Ohio.* Developed under the sponsorship of Mid-Continent Regional Educational Laboratory Corporate Library, Aurora, Colo. Washington, D.C.: National Science Foundation; Columbus, Ohio: ERIC Clearinghouse for Mathematics and Science Education, 1993.

Hall-Ellis, Sylvia D. and Clarence L. Coffindaffer. *Partners in Progress: The 1992 Montana Library Federation Study Final Report*. Helena, Mont: Montana State Library and The Blue Bear Group, Inc., 1992.

Hall-Ellis, Sylvia D. and Clarence L. Coffindaffer. *Montana Federation Study Identification Paper*. Denver, Colo.: The Blue Bear Group, Inc., 1992.

Bruntjen, Scott and Sylvia D. Hall. *Recommendations on the Development of System-Wide Efforts of the Northern Waters Library Service.* Ashland, Wisc.: Northern Waters Library Service and The Blue Bear Group, Inc., 1989.

Hall, Sylvia D. *The Iowa Union List of Serials as A Part of The Iowa Locator: Planning Document*. Des Moines, Ia.: State Library of Iowa, 1988.

Hall, Sylvia D. *Iowa Computer-Assisted Network (ICAN Users' Manual. IBM Compatible Edition: Version 7.0.* Des Moines, Ia.: State Library of Iowa, 1988.

Hall, Sylvia D. *Iowa Computer-Assisted Network (ICAN Users' Manual. IBM Compatible Edition: Version 5.0.* Des Moines, Ia.: State Library of Iowa, 1986.

Hall, Sylvia D. *Iowa Computer-Assisted Network (ICAN Users' Manual. Apple MacIntosh Edition: Version 5.0.* Des Moines, Ia.: State Library of Iowa, 1986.

Bruntjen, Scott and Sylvia D. Hall. *The District of Columbia Public Library Planning for Retrospective Conversion of Bibliographic Records and Automation Issues for the 1990's: Final Report*. Central City, Colo.: The Blue Bear Group, Inc., 1986.

Bruntjen, Scott and Sylvia D. Hall. *The Iowa Locator: Final Report.* Central City, Colo.: The Blue Bear Group, Inc., 1986.

Bruntjen, Scott and Sylvia D. Hall. *Discovering Resource Sharing Treasures: Accessing Pennsylvania's High School Library Collections*. Harrisburg, Pa.: State Library of Pennsylvania, Bureau of School Library Media Resources, 1985.

Hall, Sylvia D. *Retrospective Conversion and the Completeness of Cataloging in Pennsylvania High School Libraries.* Pittsburgh, Pa.: PRLC, Inc., 1985.

Bruntjen, Scott and Sylvia D. Hall. *The Iowa Locator.* Des Moines, Ia.: State Library of Iowa, 1985- http://www.statelibraryofiowa.org/ld/silo/locator

Bruntjen, Scott and Sylvia D. Hall. *ICAN Analysis*. Des Moines, Ia.: State Library of Iowa, 1985.

Bruntjen, Scott and Sylvia D. Hall. *Zebras: Bar Codes, Standards, and Library Automation*. Central City, Colo.: The Blue Bear Group, Inc., 1985.

Hall, Sylvia D. and Scott Bruntjen. *Access Pennsylvania.* Harrisburg, Pa.: State Library of Pennsylvania, 1984- http://www.accesspa.org

Hall, Sylvia D. *Reconfiguration of the ITAC Cataloging Data Base to Machine Readable (MARC) Format*. Classified Document. Arlington, Va.: U. S. Army Intelligence and Threat Analysis Center, 1984.

Bruntjen, Scott and Sylvia D. Hall. *South Dakota Library Automation Plan: Final Report*. Pittsburgh, Pa.: PRLC, Inc., 1982. Reprinted by the South Dakota State Library, 1983.

Bruntjen, Scott and Sylvia D. Hall. *Altoona Automation Plan: Final Report prepared for the Altoona Area Public Library and the Altoona District Library Center*. Pittsburgh, Pa.: PRLC, 1983.

Bruntjen, Scott, Sylvia D. Hall and Paul J. Pugliese. *College Space Utilization Study*. Pittsburgh, Pa.: PRLC, Inc., 1983.

Hall, Sylvia D. *Pennsylvania Public Library Film Center Union Catalog Cataloging and Technical Services Procedures Manual*. Pittsburgh, Pa.: PRLC, Inc., 1982.

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Hall, Sylvia D. *Newspapers on Microfilm: A Listing of Newspapers in Allegheny, Chemung, Schuyler, Steuben, and Yates Counties*. Ithaca, N.Y.: South Central Reference and Research Council, 1981.

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Other Publications

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Hall-Ellis, Sylvia D., and Robert O. Ellett, Jr., guest editors. *RDA Testing: Lessons Learned and Challenges Revealed: A Special Issue of Cataloging & Classification Quarterly* 49, no. 7-8 (November 2011).

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Hall, Sylvia D. "A Brief Annotated Bibliography of Non-book Materials on the Mexican American." *Texas Library Journal* XLVIII (October 1972): 213-232.

Book Reviews

ALA Book of Library Grant Money. Ann Kepler, ed. 8th ed. Chicago, IL: American Library Association, 2011. 978-0-8389-1058-0, $175.00 [*Colorado Libraries,* June 2012]

Developing a Compensation Plan for Your Library. Paula M. Singer and Laura L. Francisco, comps. 2nd ed. Chicago, IL: American Library Association, 2009. 978-0-8389-0985-0, $57.00 [*Colorado Libraries,* March 2012]

Frugal Librarian. Carol Smallwood, ed. Chicago, IL: American Library Association, 2011. 978-0-83891-075-7, $42.00 [*Colorado Libraries,* February 2012]

Dowlin, Ken. *Getting the Money: How to Succeed in Fundraising for Public and Nonprofit Libraries.* Westport, Conn.: Libraries Unlimited, 2008. 978-1-59158-597-X, $50.00 [*Colorado Libraries,* February 2009]

Lundahl, Mats. *Bebo de Cuba; Bebo Valdés y Su Mundo*, by Mats Lundahl. Traducción de Linda Oakeshott Dragó. Barcelona: RBA Libros, 2008. 978-849-86-7259-6, $33.99 [*Críticas*, November 2008]

Bonelli, Florencia. *Marlene*, by Florencia Bonelli. Buenos Aires: Aguilar, Altea, Taurus, Alfaguara, 2008. 978-987-04-0995-3, $24.95 [*Críticas*, October 2008]

Keret, Etgar. Traducción de Ana María Bejarano. *Pizzería Kamikaze y Otras Relatos.* México, D.F.: Editorial Sexto Piso, 2008. 968-5679-29-0, no price given [*Críticas*, September 2008]

Littauer, Marita, and Florence Littauer. *Enriquece tu Comunicación. Miami, Fla.: Editorial Unilit, 2008.* 978-0-7899-1521-4, $11.99 [*Críticas*, August 2008]

Martínez, Guillermo. *La Muerte Lenta de Luciana B.* New York: Rayo Planeta, 2008. 978-0-06-156551-9, $14.95 [*Críticas*, May 2008]

Matthews, Joseph R. *The Evaluation and Measurement of Library Services.* Westport, Conn.: Libraries Unlimited, 2007. 978-1-59158-532-9, $50.00 [*Colorado Libraries,* April 2008]

Gómez-Jurado, Juan. *A Masacre de Virginia Tech: Anatomía de una Mente Torturada.* Barcelona: Ediciones El Andén, 2007. 978-84-935789-4-7, €16.50 [*Críticas*, February, 2008]

Matthews, Joseph R. *Library Assessment in Higher Education.* Westport, Conn.: Libraries Unlimited, 2007. 978-1-59158-531-2, $45.00 [*Colorado Libraries,* February 2008]

Chacón, Inma. *La Princesa India: Cuando el Viento Azul.* México: Alfaguara, 2006. 970-770398-9, $19.95 [*Críticas*, June 2006]

Vargas Llosa, Mario. *Israel/Palestina: Paz o Guerra Santa.* fotogs. by Morgana Vargas Llosa. Spain/U.S.: Aguilar: Santillana, 2006. 84-03-09691-7, paper, $19.95 [*Críticas*, May 2006]

Findlay, Diane. *Digging into Dewey.* Fort Atkinson, Wisc.: Upstart Books, 2005. 978-1-932146-18-9, $16.95 [*Colorado Libraries,* May 2006]

Pequeñas Resistencias 4: Antología del Nuevo Cuento Norteamericano y Caribeño. Menéndez, Ronaldo, Ignacio Padilla & Enrique del Risco, eds. Madrid**:** Páginas de Espuma, 2005. 84-95642-59-X, paper, $36.95 [*Críticas*, April 2006]

Rueda, André. *Vengo a Salvar a España: Biografía de Un Franco Desconocido.* Madrid**:** Nowtilus (Investigación Abierta), 2005. photogs., bibliog. 84-9763-202-8, paper, $23.95 [*Críticas*, March 2006]

Becerra, Ángela. *El Penúltimo Sueño.* 1st ed. Barcelona: Planeta, 2005. 84-08-05795-2, $25.95. [*Críticas*, January 2006]

Aguilar Camín, Héctor. *La Conspiración de la Fortuna.* 1st ed. México: Planeta, 2005. 970-37-0368-2, $19.95 [*Críticas*, October 2005]

México en Sus Libros. Enrique Florescano with Pablo Mijangos, editors & compilers. 1st ed. México, D.F.: Taurus Aguilar, 2004. 968-19-0783-3, $16.95 [*Críticas*, September 2005]

Historia Económica de México. Coordinator, Enrique Semo. México: Universidad Nacional Autónoma de México, Editorial Oceano de México, 2004. 13 vols. 970-32-0805+3 (obra completa), $9.25 each [*Críticas,* August 2005]

Czarnowsky, Christyne A. and Michael H. Williams. *Managing Your Wired Workforce: A Practical Guide.* Denver, Colo.: Bradford Pub., 2003. 1-883726-79-4, $24.95 [*Colorado Libraries,* 2004]

Abraham Lincoln. Colección Grandes Biografías. Madrid: Edimat Libros, 2003. 84-8403-858-0, €4.95 [*Críticas,* 2004]

Alponte, Juan María. *Colón: el Hombre, el Navegante, la Leyenda.* México, D.F.: Aguilar, 2003. 968-19-1260-8, $16.95 [*Críticas,* 2004]

Olcese Salvatecci, Alfieri. *Cómo Estudiar con Ėxito: Téchnicas yHhábitos Para Aprender Major.* México, D.F.: Alfaomega Grupo Editor, 2002. 970-15-0764-9 [*Críticas,* 2003]

Mujeres Como Islas: Antología de Narradoras Cubanas, Dominicanas, Puertoriqueñas. Edición: Olga Marta Pérez, Thelma Jiménez, Andrés Blanco D., eds. Santo Domingo, República Dominicana: Ediciones Ferilibro, 2002. 959-209-419-5 [*Críticas,* 2003]

Tibol, Raquel. *Los Murales de Diego Rivera: Universidad Autónoma Chapingo.* México, D.F.: Editorial RM, Universidad Autónoma Chapingo, 2002. 968-5208-08-5 [*Críticas,* 2003]

Lindsay-Poland, John. *Emperors in the Jungle: the Hidden History of the U.S. in Panama.* Durham, N.C.: Duke University Press, 2003. 0-8223-3098-9, $18.95 [*Críticas,* 2003]

Kaplan, Allison G. and Ann Marlowe Riedling. *Catalog It! A Guide to Cataloging School Library Materials.* Worthington, Ohio: Linworth Pub., 2002. 1-58683-014-7, $44.95 [*Colorado Libraries,* 2002]

Bardach, Ann Louise. *Cuba Confidential: Love and Vengeance in Miami and Havana.* New York: Random, 2002. 0-375-50489-3, $25.95 [*Library Journal,* 2002]

Swan, James. *Fundraising for Libraries: 25 Proven Ways to Get More Money for Your Library.* New York: Neal Schuman, 2002. 1-55570-433-6, $69.95 [*Colorado Libraries,* 2002]

Puíg de Lange, Victoria. *Sol Con Agua.* Nashville, Tenn.: Editorial Vistazo/Ediciones Reio Negro, 2002. 0-9724506-0-2, $17.75 [*Críticas,* 2002]

The Encyclopedia of Latin American Politics. Edited by Diana Kapiszewski; assistant editor, Alexander Kazan. Westport, Conn.: Oryx Press, 2002. 1-57356-306-4, $74.95 [*Library Journal,* 2002]

Vargas Lizano, Isabel. *Y Si Quieres Saber de Mi Pasado.* Con la colaboración de J.C. Vales. Madrid: Santillana Ediciones Generales, S.L., 2002. 84-03-09278-4, $18.95 [*Críticas,* 2002]

Ruy Sánchez, Alberto. *Los Jardines Secretos de Mogador: Voces de Tierra.* México, D.F.: Alfaguara, S.A., 2001. 968-19-0879-1, $16.95 [*Críticas,* 2002]

Chávez, Ricardo and Celso Santajuliana. *El Final de las Nubes.* Barcelona: RBA Libros, S.A., 2001. 84-7901-760-0, $11.95 [*Críticas,* 2002]

The Power of Language / El Poder de la Palabra: Selected Papers from the Second REFORMA National Conference. Edited by Lillian Castillo-Speed and the REFORMA National Conference Publications Committee. Englewood, Colo.: Libraries Unlimited, 2001. 1-563089459, $35.00 [*Colorado Libraries,* 2001]

Martínez, Rubén. *Crossing Over: A Mexican Family on the Migrant Trail.* Metropolitan: Holt, 2001. 0-8050-4908-8, $26.00 [*Library Journal*, 2001]

Guevara, Ernesto "Che." *The African Dream: the Diaries of the Revolutionary War in the Congo.* Translated from the Spanish by Patrick Camiller. With an introduction by Richard Gott and a foreword by Aleida Guevara March. New York: Grove Press, 2001. 0-8021-3834-9, $13.00 [*Library Journal*, 2001]

Cooper, Gail and Garry Cooper. *New Virtual Field Trips.* Englewood, Colo.: Libraries Unlimited, 2001. 1-56308-887-8, $27.50 [*Colorado Libraries,* 2001]

NATIONAL SERVICE & PROFESSIONAL AFFILIATIONS

American Library Association, Life Member
Association for Library Collections & Technical Services (now CORE)
Cataloging, Classification, and Metadata Section
Margaret Mann Citation Committee, 2023-
ALCTS Editorial Board, Member, 2015-2019
Committee on Cataloging: Description and Access, Member, 2008-2012
Test Site for RDA, Manager, 2009-2011
Nominating Committee, Member, 2007-2008
Committee for Education and Training of Catalogers, Chair, 2006-2007, Member, 2003-2007
Competencies & Education for a Career in Cataloging Interest Group, Chair, 2010-2012; Member, 2010-
President's Program Committee, 2015-2016
Education Committee, Member, 2005-2007
Task Force on Competencies and Education for a Career in Cataloging, Chair, 2007-2009
2007 Annual Meeting Pre-conference, "What They Don't Teach in Library School: Competencies, Education and Employer Expectations for a Career in Cataloging," Steering Committee Chair
Fundraising Committee, Member, 2004-2006
Office of Diversity
Committee on Diversity, Chair, 2010-2011
Diversity Research Advisory Committee, Member, 2009-2010
Spectrum Scholar Mentor, 2009
Diversity Grants Review Committee, Member, 2007, 2010, 2012
Office of Statistics and Research
Research and Statistics Committee, Member, 2005-2007; Intern, 2003-2005
Library Research Round Table
Nominating Committee, 2022-2023
Membership Committee, 2019-2021
Board of Directors, Member At-Large, 2009-2012
Office of Accreditation
Accreditation Panel Member (training completed 2004)
Accreditation Review Panel Member (training completed 2004)

REFORMA, Life Member
National Board of Directors, 2005-2013
National Fundraising Chair, 2005-2013
National Recruiting and Mentoring Committee, 2008-2010
Colorado Chapter, Secretary, 2004-2005
Colorado Chapter Liaison to National Board of Directors, 2004-2013

American Association of Law Libraries (AALL), Life Member Online Audiovisual Catalogers Association (OLAC) Colorado Association of Law Librarians (CoALL)

American Association of University Women Association for Library and Information Science Education (ALISE)
University of Denver ALISE Representative, 2003-2008; 2010-2011
Membership Advisory Committee, 2007-2010
Technical Services Education Special Interest Group, 2003-
Garfield Doctoral Dissertation Award Reviewer, 2012
Garfield Doctoral Dissertation Scholarship Reviewer, 2014

American Association of University Professors (AAUP), 2006-

American Grant Writers Association, 2014- Grant Professionals Institute, 2016- National Grants Management Association, 2014-

Grant Reviewer (National and Regional Team Leader), U.S. Department of Education, 1998- Grant Reviewer, Broadband Technologies Opportunity Program, U.S. Department of Commerce, 2009
Grant Reviewer, Institute of Museum and Library Services, 1998-2000
Grant Reviewer, Colorado Department of Education, 2014-
Grant Reviewer, Colorado State Library, 1998-
Grant Reviewer, American Association of Community Colleges *Working Connections* program, 1999
Peer Reviewer, *Journal for Library and Information Science Education,* 2005-
Peer Reviewer, *Journal of Library Metadata,* 2009
Peer Reviewer, *International Journal of Library and Information Science,* 2011
Regular Columnist, *The Bottom Line*, 2013-2016
Book Reviewer, *Library Journal*, 2001
Book Reviewer, *Críticas*, 2002-2009
Book Reviewer, *Colorado Libraries,* 2000-2012

REGIONAL SERVICE & PROFESSIONAL AFFILIATIONS

Mountain Plains Library Association

Professional Development Grants Committee, Member, 2005-2006
Professional Development Policy and Guidelines Sub-committee Chair, 2006

Colorado Association of Libraries

"Student Voices" Column Editor, *Colorado Libraries,* 2005-2006
Conference Planning Committee, Member, 2002
Technical Services and Automation Division, Chair, 2002-2003; Member, 2000-
Academic Libraries Division, Peer Review Conference Papers Committee, Member, 2007-2009
Education Committee, Member, 1988-1993
Diverse Populations Committee, Member, 2009-2013

SERVICE TO THE UNIVERSITY OF DENVER

Center for Teaching and Learning Faculty Advisory Board, 2007-2008; 2010-2012
Center for Community Engagement and Service Learning Advisory Board, 2007-2012
Faculty Senate
Executive Committee, 2008-2013
Nominations, Rules & Credentials Committee, Chair, 2008-2013; Member 2007-2013
Appointment, Promotion, and Tenure Revision Committee, 2010-2012
Grievance Policy Committee Member, 2007-2010
Law Library Director Search Committee Chair, 2012-2013
PROF Grant Review, College Representative to the University Review Team, 2006, 2008
Project Homeless Connect Evaluations, Principal Investigator, 2006-2009
University Technology Council, 2007-2009
University of Denver Hyde Interviews for Incoming Freshmen, 2003-2012

SERVICE TO THE MORGRIDGE COLLEGE OF EDUCATION

Appointment, Tenure & Review Committee
Member, voting, 2003-2005; 2007- 2009
Chair, Clinical Faculty Promotion & Tenure Policy Subcommittee, 2008-2009
Member, Community Engagement Subcommittee, 2007-2009
Member, Tenure Review Panel, 2003
Advancement and Alumni Relations Committee, Chair, 2003-2007; Member, 2002-2007
College Building Committee Member, 2004-2010

College of Education Student Association, Faculty Advisor, 2004-2007; 2009-2010
Faculty Senator, 2007-2013
Research and Scholarship Committee, Chair, 2008-2009; Member, 2002-2003, 2008-2009
Research and Grant Mentoring Committee, Chair, 2009-2010
Research Task Force Member, 2010-2012
Search Committee Member, Assistant Professor for Curriculum & Instruction, 2010-2011
Workload Task Force Member, 2010-2011

SERVICE TO THE LIBRARY & INFORMATION SCIENCE PROGRAM

Library and Information Science Student and Alumni Association, Faculty Advisor, 2002-2008
ALA Student Chapter, Faculty Advisor, 2005-2008
Beta Phi Mu Phi Chapter, Faculty Advisor, 2004-2014
Steering Committee Member, Accreditation by the American Library Association, 2001-2004
Search Committee Member, Associate Professor for LIS, 2006
Search Committee Chair, Assistant Professors for LIS, 2003, 2005, 2006, 2007
Search Committee Ex-Officio Member, Director for LIS, 2004

SERVICE TO SAM HOUSTON STATE UNIVERSITY

Rio Roundup: South Texas Literature Conference, Conference Coordinator, 1993
External Relations, Fund Raising, Grants Committee, Chair, 1993-1995
Advisory Council Committee, Chair, 1993-1995
Students, Admissions, and Advisement Committee, Chair, 1994
Institutional Effectiveness Committee, Member, 1993-1995

SERVICE TO THE COLLEGE OF EDUCATION AND APPLIED SCIENCE

Faculty Affairs Committee, Member, 1993-1995
Curriculum Committee, Member, 1993-1995
Continuing Education Committee, Member, 1993-1995

SERVICE TO THE COMMUNITY

French Teacher & Student Exchange with Laon, France, Monarch High School, Boulder Valley School District (Boulder, Colorado), 2017-
Denver/Boulder Games 2022, Board of Directors, Secretary-Treasurer, 2015-2018
United Way Campaign Committee, College of Education, 2006
Arapahoe County, Election Judge for the County Clerk and Recorder, 2000-2005
Arthritis Foundation, Rocky Mountain Chapter, Certified Educator & Trainer, 1999-2008
Bonfils Blood Center, Silver Level Donor, 2000-2016
Denver Museum of Natural History, Docent, 1992
Tech Prep of the Lower Rio Grande Valley, Inc. (Harlingen, Texas) Board of Directors, 1995-1997
Executive Committee, 1996-1997; Chair, Development Committee, 1995-1997; Chair, Fiscal Agency Committee, 1995-1996; Chair, Colleges and Universities Committee, 1996-1997
Gilpin County (Colorado) Public Library Board of Trustees, 1986-1989; Vice President, 1987-1989
City of Central (Colorado) Economic Development Committee, 1987-1989
Columbine Family Health Centers, Inc. (Nederland and Black Hawk, Colorado) Board of Directors, 1988-1989

CERTIFICATION

Permanent Public Librarian Certificate - Pennsylvania, New York, Texas
Westlaw Expert Witness, 2008-
Certified Grant Writer®, 2016-

AWARDS AND HONORS

Advanced Practitioner for Service Learning and Community Engagement, University of Denver, 2011
Platinum Star Alumnae, College of Information, Library Science & Technologies, University of North Texas, 2009
Commendation for Integration of Technologies in Teaching & Learning Environment, University of Denver, 2006
Outstanding Adjunct Faculty Member Award, College of Education, University of Denver, 2002
Beta Phi Mu, Pi, University of Pittsburgh, 1985
Alpha Lambda Sigma, University of North Texas, 1972
Albert Nelson Marquis Lifetime Achievement Award, Who's Who in America
Who's Who in American Women
Who's Who of Women Executives
Dictionary of International Biography
Who's Who in the East
Who's Who in the South and Southwest
Who's Who in the World
Who's Who of Online Professionals
Who's Who in Library and Information Science
2,000 Notable Women
Who's Who of Emerging Leaders
Who's Who in Professional and Executive Women
Who's Who in American Education
International Who's Who of Professional and Business Women
International Leaders in Achievement
International Educator of the Year
Who's Who in Finance and Industry
Who's Who in Finance and Business

Invited International and National Conference Presentations

Hall-Ellis, Sylvia D. *Presentation of the Robert O. Ellett Endowed Scholarship.* Presentation delivered to the School of Information at San Jose State University Alumni & Student Program, American Library Annal Conference, San Diego, Calif., June 29, 2024.

Driscoll, Margaret, Christy Confetti Higgins, Scott Brown, and Sylvia D. Hall-Ellis. *A View from Within: Open House Tour of Three Canvas Core Courses*. Presentation to be delivered at the School of Information, San José State University Professional Development Seminar, San José, California, October 17, 2019.

Hall-Ellis, Sylvia D. *Invest in Me -- I'm Your Future: Succession Planning for Libraries.* Keynote presentation delivered at the ALCTS President's Symposium, Boston, Mass., January 8, 2016.

Seidel, Kent E. and Sylvia D. Hall-Ellis. *Making Grants Work for You: Strategies for Doctoral Students and Early Career Scholars.* Presentation delivered at the University Council for Educational Administration, Early Career Scholars Session, Indianapolis, Ind., November 9, 2013.

Hall-Ellis, Sylvia D. *So You Want to be a Manager; Leadership Skills and Competencies for Technical Services Managers and Administrators.* Presentation delivered at the 138th Annual Conference, American Library Association, Chicago, Ill., June 29, 2013.

Seidel, Kent E., Karen S. Riley, Lyndsay Agans, Susan Korach, and Sylvia D. Hall-Ellis. *Making Grants Work for You (Instead of Just Working for Grants).* A panel discussion delivered at the University Council for Educational Administration, Early Career Scholars Session, Denver, Colo., November 17, 2012.

Hall-Ellis, Sylvia D. *After the Great TS Reorganization: The Westminster Law Library.* Presentation delivered at the 137th Annual Conference, American Library Association, Anaheim, Calif., June 23, 2012.

Hall-Ellis, Sylvia D. *Conversations with Catalogers in the 21st Century.* A panel discussion sponsored by the ALCTS Competencies for a Career in Cataloging Interest Group, delivered at the 137th Annual Conference, American Library Association, Anaheim, Calif., June 22, 2012.

Hall-Ellis, Sylvia D., moderator. *Mid-Career Leaders Program.* A panel discussion sponsored by the ALA Committee on Diversity delivered at the 136th Annual Conference, American Library Association, New Orleans, La., June 26, 2011.

Hall-Ellis, Sylvia D., moderator. *Diversity Town Hall.* A community conversation sponsored by the ALA Committee on Diversity delivered at the 136th Annual Conference, American Library Association, New Orleans, La., June 24, 2011.

LaBarre, Kathryn, Sylvia D. Hall-Ellis, Karen Anderson, Rick Hasenyager, Christopher Cronin, and Penny Baker. *Briefings from RDA Test Participants.* A panel discussion delivered at the Midwinter Conference, American Library Association, San Diego, Calif., January 7, 2011.

Miksa, Shawne, Marjorie Bloss, and Sylvia D. Hall-Ellis. *Educating the Next Generation of Catalogers: Teaching RDA.* A panel discussion delivered at the 97th Annual Conference, Association for Library and Information Science Education, San Diego, Calif., January 7, 2011.

Hall-Ellis, Sylvia D., Robert Maxwell, John Hostage, and George Prager. *RDA Panel: What Cataloging Managers Need to Know.* Presentation delivered at the 103rd Annual Conference, American Association of Law Librarians, Denver, Colo., July 12, 2010.

Hall-Ellis, Sylvia D. and Stacey L. Bowers. *Catalogers in the RDA Environment: Skill Sets, Expectations and Challenges.* Presentation delivered at the 103rd Annual Conference, American Association of Law Librarians, Denver, Colo., July 11, 2010.

Hall-Ellis, Sylvia D. *Comfortable in Your Cataloging and Metadata Specialist Skin? Or, So You Want to Hire a Cataloger.* Presentation delivered to the ALCTS Research Group at the 134th Annual Conference, American Library Association, Chicago, Ill., July 11, 2009.

Perez, Megan, Sylvia D. Hall-Ellis, and Denise Anthony. *From Novice to Expert: Collaboration for Succession Planning.* A "hot topic" presentation delivered at the 14th ACRL Conference, Seattle, Wash., March 13, 2009.

Hall-Ellis, Sylvia D. *Cataloging in the RDA Environment: Skill Sets, Expectations and Challenges.* Presentation delivered to the ALCTS Research and Publications Committee at the Midwinter Conference, American Library Association, Denver, Colo., January 24, 2009.

Hall-Ellis, Sylvia D. *LIS Cataloging Education for the 21st Century: Expectations and Challenges.* A panel discussion held at the 95th Annual Conference, Association for Library and Information Science Education, Denver, Colo., January 23, 2009.

Chu, Clara, Sylvia D. Hall-Ellis, and Mark Winston. *The Doctoral Degree & Building a Career.* A panel discussion delivered at the ALA Office of Diversity Spectrum Doctoral Fellows E.J. Josey Leadership Institute, Midwinter Conference, American Library Association, Denver, Colo., January 20, 2009.

Hall-Ellis, Sylvia D. and Robert O. Ellett, Jr. *Fundamentals of Cataloging Course: An Overview of the ALCTS Online Course.* Presentation delivered to the ALCTS Big Heads Group, 133rd Annual Conference, American Library Association, Anaheim, Calif., June 30, 2008.

Hall-Ellis, Sylvia D. *Employers' Expectations for Technical Services Librarians: What We Don't Know.* Presentation delivered to the ALCTS Research and Publications Committee Program, 133rd Annual Conference, American Library Association, Anaheim, Calif., June 28, 2008.

Hall-Ellis, Sylvia D., Virginia R. Maloney, and Mary Stansbury. *Institutional Responses to Engaged Scholarship: The Carnegie Foundation Engaged University Classification at Two Universities.* Presentation delivered to the 94th Annual Conference, Association for Library and Information Science Education, Philadelphia, Pa., January 11, 2008.

Hall-Ellis, Sylvia D. *Puzzles, Problems, and Predicaments.* Presentation delivered to the ALCTS Research Discussion Group, 132nd Annual Conference, American Library Association, Washington, D.C., June 23, 2007.

Hall-Ellis, Sylvia D. *Cataloging Education: A New Emphasis for the Library and Information Science Curriculum.* Presentation delivered to the ALCTS Pre-conference, 132nd Annual Conference, American Library Association, Washington, D.C., June 22, 2007. http://www.loc.gov/catdir/cpso/careercat.html

Ellett, Jr., Robert O. and Sylvia D. Hall-Ellis. *Copy Cataloging Done Smarter.* Presentation delivered to the International Conference on Interdisciplinary Information Sciences and Technologies (InSciT2006), October 25-28, 2006.

Hall-Ellis, Sylvia D. and Robert O. Ellett, Jr. *Cooperative Cataloging: Challenges and Opportunities for Defense Libraries.* Presentation delivered to the 1st Annual Conference of Defense Libraries, Spanish Ministry of Defense, Madrid, Spain, July 7, 2006.

Hall-Ellis, Sylvia D. *Cataloger Competencies: Do the Employers Require What the Professors Teach?* Presentation delivered to the ALCTS CCS Heads of Cataloging Discussion Group, 131st Annual Conference, American Library Association, New Orleans, La., June 26, 2006.

Grealy, Deborah S. and Sylvia D. Hall-Ellis. *From Research to Practice: The Scholarship of Teaching and Learning in LIS Education.* Presentation delivered to the at the 92nd Annual Conference, Association for Library and Information Science Education, San Antonio, Tex., January 18, 2006.

Hall-Ellis, Sylvia D. *Employers' Expectations for Entry-Level Catalogers: What Position Announcement Data Indicate.* Research paper delivered to the Technical Services Special Interests Group, 91st Annual Conference, Association for Library and Information Science Education, Boston, Mass., January 12, 2005. http://dlist.sir.arizona.edu/

Hall-Ellis, Sylvia D. *Common Errors in MARC Records Prepared by LIS Students: What Does It Mean?* Research paper delivered to the ALCTS CCS Cataloging Norms Discussion Group, Mid-Winter Conference, 90th American Library Association, San Diego, Calif., January 10, 2004.

Hall-Ellis, Sylvia D. *Visual Arts as Foundation for Successful Library Automation: The Rocky Mountain College of Art & Design Experience.* Paper delivered at the 6th Annual Conference of Higher Education, Charleston, S. C., 1993.

Hall, Sylvia D. *Design Elements for Bibliographic Databases: An Overview.* Paper delivered at the 14th Online National Conference, New York, 1983.

Invited Regional Conference Presentations

Hall-Ellis, Sylvia D., Hudson, Christopher D., Brittany Cronin, and Kathryn Michaels. "The Colorado Law Project: Meeting the Public's Need for Legal Information." Panel discussion delivered at the Mountain Plains Library Association Conference, Billings, Mont., April 9, 2011.

Grealy, Deborah S. and Sylvia D. Hall-Ellis. *Education for Information Professionals in New Mexico: Library & Information Science Graduate Education at the University of Denver.* Presentation delivered at the New Mexico Library Education Summit, Las Vegas, N.M., September 26, 2005.

Hall-Ellis, Sylvia D. *Public Library-School Library Partnerships.* Presentation delivered at the 3rd Annual Colorado Association of Libraries Conference with the Mountain Plains Library Association, Denver, Colo., October 22, 2004.

Hall-Ellis, Sylvia D. *Learn All You Can – Educational Partnership Opportunities for the Lewis and Clark Bicentennial Commemoration.* Paper delivered at the 3rd Annual Lewis and Clark Bicentennial Council National Planning Conference, Bismarck, N.D., April 26, 1998.

Invited State Conference Presentations

Grealy, Deborah S. and Sylvia D. Hall-Ellis. *Academic Library Leadership Changes: Using Succession Planning and Mentoring*. Presentation delivered at the Minnesota Library Education Conference, St. Cloud, Minn., October 10, 2013.

Hall-Ellis, Sylvia D., Merrie Valliant, and Melissa Powell. *RDA: What Is It and What Do You Need To Do With It At Your Library?* Presentation delivered at the Colorado Library Consortium Spring Conference, Ft. Morgan, Colo., April 26, 2013.

Hall-Ellis, Sylvia D. *Service Learning and the Library & Information Science Graduate Education at the University of Denver.* Presentation delivered at the 4th LEADS Scholars Orientation, Denver, Colo., August 5, 2009.

Hall-Ellis, Sylvia D. *Service Learning: Enhancement to Library & Information Science Graduate Education at the University of Denver.* Presentation delivered at the 3rd LEADS Scholars Orientation, Denver, Colo., June 2008.

Hall-Ellis, Sylvia D. *Law Librarianship: A Community Conversation.* Sponsored by the Colorado Association of Law Libraries. Paper delivered at the Colorado Supreme Court Library, Denver, Colo., May 14, 2008.

Hall-Ellis, Sylvia D. *Opportunities and Challenges in Law Librarianship: A Community Conversation.* Presentation delivered at the Sturm College of Law, Denver, Colo., November 7, 2007.

Ellis, Sylvia D. *Grant Writing Resources for Nursing Professionals.* Presentation delivered at the Presbyterian / St. Luke's Health One Medical Center 1st Annual Research Symposium, Denver, Colo., October 17, 2007.

Hall-Ellis, Sylvia D. *Project Homeless Connect 4 Event Evaluation – Insights and Lessons Learned.* Presentation delivered at the Homelessness Research Symposium: What is DU Doing about Homelessness in Denver, Denver, Colo., September 14, 2007.

Hall-Ellis, Sylvia D. *Service Learning and the Library & Information Science Graduate Education at the University of Denver.* Presentation delivered at the 2nd LEADS Scholars Orientation, Denver, Colo., August 10, 2007.

Hall-Ellis, Sylvia D. *Education for Information Professionals in a Digital Environment: Library & Information Science Graduate Education at the University of Denver.* Presentation delivered at the 15th Spring Mountains and Plains Parapros Conference, Denver, Colo., February 24, 2007.

Hall-Ellis, Sylvia D. *Public Library Service to Spanish-Speaking and Latino Residents in Denver: A Case Study.* Presentation delivered at the 4th Annual Colorado Association of Libraries Conference, Denver, Colo., November 10, 2005.

Hall-Ellis, Sylvia D. *Education for Information Professionals in a Digital Environment: Library & Information Science Graduate Education at the University of Denver.* Presentation delivered at the 14th Annual Mountains and Plains Parapros Conference, Aurora, Colo., July 29, 2005.

Hall-Ellis, Sylvia D. *Educational Opportunities: Library & Information Science Graduate Education at the University of Denver.* Presentation delivered at the 13th Annual Mountains and Plains Parapros Conference, Centennial, Colo., August 6, 2004.

Hall-Ellis, Sylvia D. *Library Education & Training: Focus on the West: An LIS Faculty Member's Personal Response*. Presentation delivered at the 1st Annual Colorado Association of Libraries Conference, Keystone, Colo., October 18, 2002.

Hall-Ellis, Sylvia D. *Grant Writing for School Librarians.* Presentation delivered at the 2002 Annual Colorado Education Media Association Conference, Colorado Springs, Colo., February 15, 2002.

Hall-Ellis, Sylvia D. *Grants – Opportunities for the Future.* Paper delivered at the Southeast Regional Accountability Annual Conference, Lamar, Colo., November 12, 1998.

Hall-Ellis, Sylvia D. *The Texas Library Connection and Interlibrary Loan: An Experiment in Resource Sharing.* Paper delivered at the Texas Computer Educators' Association Annual Conference, Austin, Tex., February 6, 1997.

Hall-Ellis, Sylvia D. *Finding Grant Sources on the Internet: A Guide for Librarians.* Paper delivered at the 2nd Annual Institute for School Library Personnel, Pharr-San Juan-Alamo North High School, Pharr, Tex., July 29, 1996**.**

Hall-Ellis, Sylvia D. *Mathematical and Logical Thinking: A Critical Intelligence.* Paper delivered at the 3rd Annual Paraprofessional Conference at the University of Texas - Pan American, Edinburg, Tex., March 8, 1996.

Hall-Ellis, Sylvia D. *Cataloging Trends and Issues: Update Session.* Paper delivered at the 1st Annual Institute for School Library Personnel, South Texas Community College, McAllen, Tex., July 19, 1995.

Hall-Ellis, Sylvia D. *Grant Writing: Tips and Encouragement for School Librarians.* Paper delivered at the 1st Annual Institute for School Library Personnel, South Texas Community College, McAllen, Tex., July 18 and 19, 1995.

Hall-Ellis, Sylvia D. *How to Become an Expert Grant Writer.* Paper delivered at the 3rd Annual High School Principals' Academy, South Padre Island, Port Isabel, Tex., June 19, 1995.

Texas Library Study: Results from Regions I and II. Paper delivered at the 3rd Annual Technology Conference, Texas A&M University, College Station, Tex., November 18, 1994.

Hall-Ellis, Sylvia D. *Academic Achievement and Middle School Students.* Paper delivered at the 8th Annual Young Adult Conference, Sam Houston State University, Huntsville, Tex., November 5, 1994.

Hall-Ellis, Sylvia D. *Multimedia Resources for Library Leaders.* Paper delivered at the Institute for Librarians in A Multicultural Environment, Sam Houston State University, Huntsville, Tex., June 10, 1994.

Hall-Ellis, Sylvia D. *Finding the Resource: Empowering the User, or, the Case for Curriculum Based Subject Access to Learning Resource Center Collections.* Paper delivered at the 81st Annual Texas Library Association Conference, Corpus Christi, Tex., April 12-16, 1994.

Hall-Ellis, Sylvia D. and William H. Pichette. *Sam Houston State University Makes Use of OCLC/AMIGOS Collection Analysis CD.* Paper delivered at the 81st Annual Texas Library Association Conference, Corpus Christi, Tex., April 12-16, 1994.

Hall, Sylvia D. *Funding and Library Development in Pennsylvania: A Symbiotic Relationship.* Paper delivered at the Annual Graduate Student Colloquia, University of Pittsburgh, School of Library and Information Science, 1982.

Hall, Sylvia D. *Leadership for Public Library Trustees.* Paper delivered for the Trustees Division, Pennsylvania Library Association Annual Conference, Lancaster, Penn., 1981.

Seminar and Professional Development Presentations

Taylor, Meredith, and Sylvia D. Hall-Ellis. *Talent Management and Succession Planning.* ALCTS eForum, held March 22, 2017.

Hirsh, Sandra, Heather O'Brien, Michelle Holschuh Simmons, Michael Krasulski, and Sylvia D. Hall-Ellis. *Information Services Today: An Introduction. Part 3: Information Services: Roles in the Digital Age*. Rowan and Littlefield in partnership with Library Journal webinar, recorded February 5, 2015.

Hall-Ellis, Sylvia D. and Jennifer Sweda. *Copy Cataloging in an RDA Environment.* ALCTS eForum, held May 14 and 15, 2013.

Hall-Ellis, Sylvia D. *Law Librarianship: A Community Conversation.* Sponsored by the Colorado Association of Law Libraries, presented at the Colorado Supreme Court Library, Denver, Colo., May 14, 2008.

Hall-Ellis, Sylvia D. and Beatrice Z. Gerrish. *Reading and Libraries: Recent Research in Reading.* Presentation at the Ricks Center for Gifted Education, Denver, Colo., March 4, 2008.

Hall-Ellis, Sylvia D. *Cataloger Competencies: Do the Employers Require What the Professors Teach?* Presentation for the School of Library and Information Science, San José State University, February 12, 2008.

Hall-Ellis, Sylvia D. and Robert O. Ellett, Jr. *Cooperative Cataloging: Rules, Tools, and Conventions for Building a Multi-institutional Catalog.* Sponsored for the Spanish Ministry of Defense, Madrid, Spain, July 10, 2006.

Hall-Ellis, Sylvia D. *Cash for Kids: Grant Writing Opportunities for Youth Services Librarians.* Sponsored by the Colorado Young Adult Librarians; presented at Bemis Memorial Library, Littleton, Colo., November 13, 2002.

Hall-Ellis, Sylvia D. *MARC Records and Authority Control: Planning for Bibliographic Database Migration.* Sponsored and held at the Douglas County Public Library, Castle Rock, Colo., May 28, 2002.

Grant Writing: A Refresher for Librarians. Sponsored by Library and Information Science Program, College of Education, University of Denver; presented at University Center at Chaparral, August 12, 2000.

Hall-Ellis, Sylvia D. *Shaking the Money Tree – Basic Grant Writing for Colorado Educators.* Sponsored by the Office of Educational Telecommunications of the Colorado Department of Education.
Pikes Peak Community College, Colorado Springs, Colo., November 16, 1998.

Pueblo School District 60, Pueblo, Colo., November 12, 1998.
University of Northern Colorado, Greeley, Colo., November 10, 1998.
United Technology Educational Partnership, Grand Junction, Colo., November 9, 1998.

Hall-Ellis, Sylvia D. *Cataloging Multimedia, Kits, Globes and Map Materials in USMARC.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., April 24, 1997 and December 12, 1996.

Hall-Ellis, Sylvia D. *New Standards for School Library Media Centers.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., April 15, 1997.

Hall-Ellis, Sylvia D. *The School Library Media Specialist in the 21st Century: Visions for the Future.* Sponsored and hosted by Pharr-San Juan-Alamo Independent School District, Pharr, Tex., April 4, 1997.

Hall-Ellis, Sylvia D. *Cataloging Sound Recordings and Audio Materials in USMARC.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., March 20, 1997 and November 21, 1996.

Hall-Ellis, Sylvia D. *Evaluating and Selecting CD-ROMS for School Library Media Collections.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., March 18, 1997.

Hall-Ellis, Sylvia D. *Cataloging Audiovisual Materials in USMARC.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., February 27, 1997, November 7, 1996 and October 24, 1996.

Hall-Ellis, Sylvia D. *Introduction to Dialog: Basic Searching Strategies.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., February 14, 1997.

Hall-Ellis, Sylvia D. *Cataloging Books in USMARC.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., January 30, 1997, October 10, 1996, September 26, 1996 and August 8, 1996.

Hall-Ellis, Sylvia D. *Advanced Internet Searching Techniques for Librarians.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., January 21, 1997.

Hall-Ellis, Sylvia D. *Texas Library Connection Full-Text Searching.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., December 13, 1996 and October 25, 1996.

Hall-Ellis, Sylvia D. *Developing Evaluation Strategies for Grants and Proposals.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., December 10, 1996.

Hall-Ellis, Sylvia D. *Developing Needs Assessment for Grants and Proposals.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., November 12, 1996.

Hall-Ellis, Sylvia D. *Texas Library Connection Union Catalog Searching.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., November 8, 1996 and September 6, 1996.

Hall-Ellis, Sylvia D. *Grant Resources on the Internet.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., October 23, 1996.

Hall-Ellis, Sylvia D. *Preparing a Response to the Telecommunications Infrastructure Fund Board: Needs Assessment, Professional Development Framework, and Evaluation Strategies.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., October 16, 1996.

Hall-Ellis, Sylvia D. *Texas Library Connection: Building the Districtwide Bibliographic Database.* Sponsored and hosted by Mercedes Independent School District, Mercedes, Tex., September 13, 1996 and August 8, 1996. Sponsored and hosted by Los Fresnos Consolidated Independent School District, Los Fresnos, Tex., August 12, 1996.

Hall-Ellis, Sylvia D. *School-to-Work and Special Education: An Inclusive Partnership for Success.* Sponsored and hosted by the Office of Special Education, Region One Education Service Center, Edinburg, Tex., September 11, 1996.

Hall-Ellis, Sylvia D. *Telecommunications Infrastructure Fund Board: An Overview of Funding for Secondary Schools.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., August 31, 1996.

Hall-Ellis, Sylvia D. *Cataloging Books, Multimedia, and Realia in USMARC.* Sponsored and hosted by Edinburg Consolidated Independent School District, Edinburg, Tex., August 6, 1996.

Hall-Ellis, Sylvia D. *Internet Resources for Grant Writers.* Sponsored and hosted by Region One Education Service Center, Edinburg, Tex., April 20, 1996.

Hall-Ellis, Sylvia D. *Enhanced Grant Writing Skills for Mathematics Educators: Writing Skills for Campus Teams.* Sponsored and hosted by the Office of General Education, Region One Education Service Center, Edinburg, Tex., March 22, 1996.

Hall-Ellis, Sylvia D. *Internet Resources for Grant Writers.* Sponsored and hosted by the College of Education and Applied Science, Sam Houston State University, Huntsville, Tex., March 9, 1996.

Hall-Ellis, Sylvia D. *Grant Writing for Mathematics Educators: A Development Process for Campus Teams.* Sponsored and hosted by the Office of General Education, Region One Education Service Center, Edinburg, Tex., March 4, 1996.

Hall-Ellis, Sylvia D. *Shaking the Money Tree: Preparing Successful Technology Grant Applications.* Sponsored and hosted by the Office of Technology and Media Services, Region One Education Service Center, Edinburg, Tex., February 29, 1996 and April 29, 1996.

Hall-Ellis, Sylvia D. *District-wide Technology Planning: Technical Assistance for the Texas Education Agency Initiative.* Sponsored and hosted by the Office of Technology and Media, Region One Education Service Center, Edinburg, Tex., February 2, 1996.

Hall-Ellis, Sylvia D. *Enhanced Grant Writing Skills.* Sponsored and hosted by Pharr-San Juan-Alamo Independent School District, Pharr, Tex., January 27, 1996.

Hall-Ellis, Sylvia D. *United States Copyright Act of 1976, Video Transmissions, Computer Software and the Internet.* Sponsored and hosted by the Office of Technology and Media, Region One Education Service Center, Edinburg, Tex., January 24, 1996.

Hall-Ellis, Sylvia D. *The Grant Writing Development Process.* Sponsored and hosted by Pharr-San Juan-Alamo Independent School District, Pharr, Tex., January 20, 1996.

Hall-Ellis, Sylvia D. *MARC Cataloging of Materials for Library Media Centers.* Sponsored and hosted by the Office of Media Services, Region One Education Service Center for the Donna Independent School District, Donna, Tex., August 17, 1995.

Hall-Ellis, Sylvia D. *Classification.* Sponsored by AJ Seminars, Rockville, Maryland; presented at University Hilton Hotel, Houston, Tex., May 10, 1995.

Hall-Ellis, Sylvia D. *Library Technical Services.* Sponsored by AJ Seminars, Rockville, Maryland; presented at University Hilton Hotel, Houston, Tex., April 26, 1995.

Hall-Ellis, Sylvia D. *Grant Writing: An Introduction for Public School Administrators.* Sponsored and hosted by the Office of Administrative Services, Region One Education Service Center, Edinburg, Tex., April 19, 1995.

Hall-Ellis, Sylvia D. *The School Library Media Specialist in the 21st Century: Visions for the Future.* Sponsored and hosted by the United Independent School District, Laredo, Tex., March 31, 1995.

Hall-Ellis, Sylvia D. *Using USMARC.* Sponsored by AJ Seminars, Rockville, Maryland; presented at University Hilton Hotel, Houston, Tex., March 29, 1995.

Hall-Ellis, Sylvia D. *Library Media Center Policies and Guidelines: How to Prepare for School Board Adoption.* Sponsored and hosted by the Office of Technology and Media Services, La Joya Independent School District, La Joya, Tex., March 10, 1995.

Hall-Ellis, Sylvia D. *Developing District-wide Policies and Guidelines for Library Media Centers.* Sponsored and hosted by the Office of Technology and Media Services, La Joya Independent School District, La Joya, Tex., January 10, 1995.

Hall-Ellis, Sylvia D. *MARC Cataloging of Audiovisual Materials for Library Media Centers.* Sponsored and hosted by the Office of Library Media and Technology Services, Cypress-Fairbanks Independent School District, Houston, Tex., December 1, 1994.

Hall-Ellis, Sylvia D. *The School Library Media Specialist in the 21st Century: Visions for the Future.* Sponsored and hosted by United Independent School District, Laredo, Tex., October 14, 1994.

Hall-Ellis, Sylvia D. *The School Library Media Specialist in the 21st Century: Visions for the Future.* Sponsored and hosted by the Laredo Independent School District, Laredo, Tex., October 7, 1994.

Hall-Ellis, Sylvia D. *MARC Cataloging for Library Media Centers.* Sponsored by the Office of Library Media and Technology Services, Cypress-Fairbanks Independent School District, Houston, Tex., October 5, 1994.

Hall-Ellis, Sylvia D. *Jump to the Head of the Class: Undergraduate Library Resources Available at Sam Houston State University.* Sponsored by the Office of the Associate Vice President for Student Services, Sam Houston State University, Huntsville, Tex., October 4, 1994.

Hall-Ellis, Sylvia D. *CD-ROMs - 1994's Newest and the Best for Secondary Level Media Centers.* Sponsored and hosted by Clear Lake Independent School District, Houston, Tex., June 3, 1994.

Hall-Ellis, Sylvia D. *Introduction to Classification.* Sponsored by AJ Seminars, Rockville, Maryland; presented at Holiday Inn, Market Center, Dallas, Tex., May 18, 1994.

Hall-Ellis, Sylvia D. *Basic Descriptive Cataloging.* Sponsored by AJ Seminars, Rockville, Maryland; presented at University Hilton Hotel, Houston, Tex., May 4, 1994.

Hall-Ellis, Sylvia D. *Shaking the Money Tree - Part II: Writing Successful Grant Applications.* Sponsored by Donna Independent School District, Donna, Texas, and Region One Education Service Center Edinburg, Texas; presented at South Texas Community College Library, McAllen, Tex., April 29, 1994.

Hall-Ellis, Sylvia D. *Using MARC.* Sponsored by AJ Seminars, Rockville, Maryland; presented at Holiday Inn, Market Center, Dallas, Tex., April 6, 1994.

Hall-Ellis, Sylvia D. *Automated Authority Control.* Sponsored by AJ Seminars, Rockville, Maryland; presented at University Hilton Hotel, Houston, Tex., March 23, 1994.

Hall-Ellis, Sylvia D. *Automating the District School Library Media Centers: Choices and Opportunities.* Sponsored and hosted by the Office of Technology and Library Media Services, Fort Bend Independent School District, Sugar Land, Tex., March 4, 1994.

Hall-Ellis, Sylvia D. *Shaking the Money Tree - Part I: Preparing Successful Grant Applications.* Sponsored and hosted by the Office of Library Media Services, Donna Independent School District, Donna, Tex., February 4, 1994.

GRADUATE COURSES TAUGHT

San José State University, School of Library and Information Science
INFO 249 – Advanced Cataloging and Classification (Fall 2015, 2016; Summer 2016)
INFO 287 – Special Topics in Cataloging and Classification (Spring 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024; Fall 2020, 2021, 2022, 2023, 2024)
LIBR 248 – Beginning Cataloging and Classification (Summer 2002, 2003, 2004, 2005, 2006)
LIBR 249 – Advanced Cataloging and Classification (Summer 2003; Fall 2014; Summer 2015)

University of Denver, University College
Grant Writing Certificate Seminar for Non-Profit Organizations (Fall 2020, 2021; Spring 2021)

University of Denver, Morgridge College of Education HED
5991 – Grant Writing in Higher Education (Spring 2011)
LIS 4010 – Organization of Information (Fall 2002-2009; Winter 2005; Spring 2004-2006)
LIS 4020 – Professional Principles and Ethics (Summer 2000)
LIS 4040 – Management of Libraries and Information Centers (Fall 2010; Spring 2003, 2009 (DS); Winter 2005)
LIS 4070 – Cataloging and Classification (Winter 2008, 2009, 2010, 2011, 2012; Fall 2009 (DS)) LIS
4321 – Collection Management (Spring 2005)
LIS 4326 – LIS Research (Winter 2009 (DS); Spring 2009 (DS))
LIS 4350 – Adult Materials and Services (Summer 2006, 2009)
LIS 4379 – Social Sciences Resources (Spring 2009)
LIS 4400 – Cataloging and Classification (Spring 2000, 2001; Winter 2002-2009; Summer 2005, 2006 – course renumbered LIS 4070, September 2007)
LIS 4401 – Descriptive Cataloging (Winter 2001; Spring 2002, 2003, 2006-2009; Summer 2005)
LIS 4402 – Subject Cataloging (Spring 2001, 2009; Summer 2005, 2006, 2007, 2008)
LIS 4403 – Classification Schemes (Fall 2007, 2008, 2009 (DS)) LIS
LIS 4405 – Authority Control (Winter 2009)
LIS 4510 – Materials and Services for Children (Winter 2004; Summer 2005)
LIS 4620 – Grant Writing and Fundraising (Summer 2000, 2002, 2004, 2010; Winter 2006; Fall 2006-2009)
LIS 4700 – Seminar in Technical Services (Fall 2001)
LIS 4700 – Seminar in Public Libraries (Summer 2002)
LIS 4804 – Management of Electronic Records (Spring 2004; Fall 2005)
LIS 4902 – Capstone Projects (Winter 2003, Spring 2008, 2009, 2011)
LIS 4910 – Independent Study (every quarter Winter 2000 through Spring 2011)
LIS 4920 – Service Learning (every quarter Summer 2004 through Spring 2011)
RMS 4954 – Grant Writing (Summer 2013, 2014)
RMS 4959 – Content Analysis Methodology (Spring 2015)
QRM 4978 – Grant Writing (Summer 2011, 2012)

Rutgers University, School of Communication and Information
SC&I 522 – Cataloging and Classification (Summer 2013)

University of Arizona, College of Behavioral and Social Sciences
LIS 602 – Cataloging and Classification (Summer 1995)
LIS 612 – Advanced Online Search and Retrieval (Summer 1995)

Sam Houston State University, College of Education & Applied Science
LIS 532 - Cataloging and Classification (Fall 1993, 1994, 1995)
LIS 563 - Advanced Cataloging and Classification (Summer 1994)
LIS 567 - Research Methods (Spring 1994, Spring 1995)
LIS 591 - Educational Technology (Spring 1994, 1995)
LIS 596 - Networking and Computer Technologies in Education (Fall 1993, Summer 1994, Fall 1995)

Dissertations at the University of Denver

Bowers, Stacey L. *Library Anxiety of Law School Students: A Study Utilizing the Multidimensional Library Anxiety Scale.* Chair, May 5, 2010.

Fattor, Melissa M. *Student Engagement Differences by Ethnicity and Scale for Ninth Grade Students.* Chair, November 1, 2010.

Fulton, Roseanne. *A Case Study of Culturally Responsive Teaching in Middle School Mathematics.* Kent Seidel, Chair, June 18, 2009, Outside Chair.

Grealy, Deborah S. *Tribes and Territories in Library and Information Studies Education.* Bruce Uhrmacher, Chair, June 10, 2008, Committee Member.

McCord, J. Michael. *Developing a Standard of Care for Educational Malpractice.* Chair, April 15, 2011.

Priebe, Sarah J. *Distinguishing Effects of Domain and General Knowledge on Passage Fluency and Comprehension.* Jan Keenan, Chair. July 21, 2011, Outside Chair.

Snyder-Mondragon, Sandra M. *Institutional Factors that Impact the Retention of Graduate Students of Color in Schools of Library and Information Science: A Metaregression of Accredited Library School Statistics on Student Retention and Graduation Rates.* Kathy Green, Chair, July 24, 2009, Committee Member.

Taylor, Karen Pickles. *Effective Teaching.* Elinor Katz, Chair, July 15, 2009, Outside Chair.

Thompson, Jennifer. *Distinguishing a Western Women's College: A History of the Curriculum and Student Experience at Colorado Women's College.* Edith W. King, Chair, July 16, 2010, Committee Member.

Walker, Emelda. *Influence of Organizational Factors on Job Satisfaction of Disability Service Providers at Postsecondary Institutions.* Chair, April 29, 2010.

Dissertation Proposals at the University of Denver

Bowers, Stacey L. *Library Anxiety of Law School Students: A Study Utilizing the Multidimensional Library Anxiety Scale.* Chair, November 5, 2009.

McCord, J. Michael. *Developing a Standard of Care for Educational Malpractice.* Edith W. King, Chair. April 23, 2010.

Thompson, Jennifer. *History of Colorado Women's College.* Edith W. King, Chair, October 30, 2008. Committee Member.

Walker, Emelda. *Influence of Organizational Factors on Job Satisfaction of Disability Service Providers at Postsecondary Institutions.* Chair, July 21, 2009.

Dissertations at Other Institutions

Rodríguez-Mori, Howard. *The Information Behavior of Puerto Rican Immigrants to Central Florida, 2003-2009: Grounded Analysis of Six Case Studies Use of Social Networks during the Migration Process.* Kathleen Burnett, Chair, April 10, 2009, Florida State University, Committee Member.

Schwartz, Brian *More than a Look-up Skill: Medical Information Literacy Education in Osteopathic Medical Schools.* D. Mirah Dow, Chair, July 18, 2017. Emporia State University, Committee Member.

Snow, Karen. *A Study of the Perception of Cataloging Quality among Catalogers.* Shawne D. Miksa, Chair, August 1, 2011. University of North Texas, Committee Member.

Dissertation Proposals at Other Institutions

Schwartz, Brian *More than a Look-up Skill: Medical Information Literacy Education in Osteopathic Medical Schools.* D. Mirah Dow, Chair, December 4, 2015. Emporia State University, Committee Member.

Snow, Karen. *A Study of the Perception of Cataloging Quality among Catalogers.* Shawne D. Miksa, Chair, May 11, 2010. University of North Texas, Committee Member.

Master's Thesis at the University of Denver

Hemingson, Jeff. *Recital Paper.* Lamont School of Music, February 2010, Outside Chair.

Capstones at the University of Denver

Anthony, Alisa. *Correlation of Library and Information Science Program outcomes and Vacant Position Qualifications Listed on the Colorado State Library Jobline by Employers During the Period September 1, 2000 through August 31, 2002.* Chair, Winter Quarter, 2003.

Borden, Donna M. *Improving Emergency Communications Systems: Is a Radio Communications Network the Answer?* Fall Quarter, 2014.

Bowden, Heather L.M. *Exploring Biological Models for Long-term Data Preservation.* Chair, Spring Quarter, 2008.

Casenada, Cassandra Y. *Challenges to the Recruitment, Education, and Retention of Librarians of Color*. Chair, Spring Quarter, 2008.

Chang, Jennifer C. *Legal Research Practice and Preference: A Law Firm Perspective.* Chair, Spring Quarter 2011.

Ellis, Megan S. Fitzgerald. *Design of a Public Library Adult Volunteer Recruitment Program and Training Curriculum.* Chair, Winter Quarter, 2003.

Kircher, Kathy. *Development of a Library Pathfinder for Exobiology and Posting it on the Internet.* Chair, Winter Quarter, 2003.

Melhado, Loretta. *Design of St. John's Episcopal Church Library.* Chair, Spring Quarter, 2008.

Radcliff, Kathy. *Original Cataloging of Archival materials in the HERS Collection in Penrose Library.* Chair, Winter Quarter, 2003.

Sass, Carol Ann. *ACT Periodical Index: Access to Catholic Thinking Periodical Index: Web Index to Select Catholic Periodicals.* Spring Quarter 2000.

Stone, Sergio D. *Conducting Community Analysis for the Bemis Public Library (Littleton, Colorado) Using 2002 U.S. Census Data and the Online Outcome-Based Evaluation Toolkit.* Chair, Winter Quarter, 2003.

Tureson, Tamara. *Design and Use of an Information Audit Tool for Use in a Law Library.* Chair, Winter Quarter, 2003.

Tweed, Beth. *Evaluation of Email Reference Service in a Consumer Health Library Environment.* Chair, Winter Quarter, 2003.

GRANTS AND CONTRACTS

Student Learning in Agriculture STEM through Teacher Professional Development. Research team: Stanton Gartin (PI) and Cyndi Hofmeister, Northeast Junior College; Jeff Cash, Cheryl Sánchez, Anne-Marie Crampton, Lamar Community College; Suzanna Spears, Morgan Community College; Jack Wiley, Kerry Gabrielson, Trinidad State Junior College; Michael J. Miller, Colorado State University; Michael Womochil (Co-PI), Casey Sacks, and Sylvia D. Hall-Ellis, Colorado Community College System. U.S. Department of Agriculture, Agriculture and Food Research Initiative, Food, Agriculture, Natural Resources and Human Sciences Education and Literacy Initiative, $404,460 (2017-2020)

Leading and Achieving: the Colorado Agriculture Regional Consortium. Research team: Jack Wiley (PI), Kerry Gabrielson, Trinidad State Junior College; Jeff Cash (PI), Cheryl Sánchez, Anne-Marie Crampton, Lamar Community College; Suzanna Spears, Morgan Community College; Cyndi Hofmeister, Northeast Junior College; Michael Womochil (Co-PI), Casey Sacks, and Sylvia D. Hall-Ellis, Colorado Community College System. U.S. Department of Agriculture, Hispanic Serving Institutions Education Grants Program, $504,414 (2017-2020)

Cyber Prep Program Planning Grant. Research team: Debbie Sagen (PI), Brenda Lauer, Pikes Peak Community College; Gretchen Martin, Koiosa Insights; and, Sylvia D. Hall-Ellis, Colorado Community College System. U.S. Department of Commerce, Regional Alliances and Multi-stakeholder Partnerships to Stimulate (RAMPS) Cybersecurity Education and Workforce Development, $199,681 (2016-2018)

Career and Technical Education in Colorado: Pathways to Education and Employment. Research team: Heather McKay (PI), Rutgers University; Sarah Heath, Casey Sacks, Sylvia D. Hall-Ellis, Colorado Community College System. U.S. Department of Education, Institute of Education Sciences, $1,400,000 (2017-2021)

Pre-Alliance Planning Grant Colorado Community College Alliance. Research team: Victor Vialpondo (PI) and Janel Highfill, Community College of Aurora; Heidi Loshbaugh (Co-PI), Community College of Denver; Rick Reeves, Bill McGreevy, Liz Cox, and Kristin Aslin, Red Rocks Community College; Cathy Pellish, Front Range Community College; Samuel DeVries, Arapahoe Community College; Sylvia D. Hall-Ellis, Colorado Community College System. National Science Foundation, Louis Stokes Alliance for Minority Participation (LSAMP), $86,817 (2016-2017)

Towards Scalable Differentiated Instruction Using Technology-enabled, Competency-based, Dynamic Scaffolding. Research team: Karen Wilcox (PI) and Vijay Kumar, Center for Computational Engineering, Massachusetts Institute of Technology; Flora McMartin, Broad-based Knowledge; Quinsigamond Community College; and, Casey Sacks, and Sylvia D. Hall-Ellis, Colorado Community College System. U.S. Department of Education, First in the World Developmental Grant, $2,891,882 (2015-2019)

Colorado Strategic Partnerships Emergency Grant. Research team: Elise Lowe-Vaughn (PI), Amy Hodson, Celia Hardin, Barbara McBride, James Newby, Christopher Dewhurst, Nina Holland, Kate Anderson, MaryAnn Roe, Chrystalynn Chrystalynn, Elaine Edon, Mona Barnes, Tom Morgan, Rob Hanni, and Marie Valenzuela, Colorado Department of Labor and Employment; Steve Anton, Joelle Brouner, and, Katie Griego, Colorado Department of Human Services; Rebecca Holmes, Judith Martinez, and Jennifer Jirous, Colorado Department of Education; Emily Templin Lesh, Colorado Workforce Development Council; Cory Everett, Colorado Department of Regulatory Agencies; and, Casey Sacks and Sylvia D. Hall-Ellis, Colorado Community College System. U.S. Department of Labor, Strategic Partnerships Emergency Grant, $5,000,000 (2015-2017)

CAEL Jump Start Program: Competency-Based Education. Research team: Jerry Migler (PI), Casey Sacks, Debra Cohn, Thomas Hartman, and Sylvia D. Hall-Ellis, Colorado Community College System; Matt Jamison, Front Range Community College; Mike Coste, Red Rocks Community College; Amanda Corum, Pueblo Community College; Janet Colvin, Pikes Peak Community College; and, MaryAnn Matheny, Community College of Denver. Council for Adult and Experiential Learning, $15,000 (2015)

Summit on the Redesign of Developmental Education. Research team: Jerry Migler (PI), Casey Sacks, and Sylvia D. Hall-Ellis, Colorado Community College System; Chip Nava, Pueblo Community College; Kim Moultney, Arapahoe Community College; Debbie Ulibarri, Trinidad State Junior College; and, Kris Bernard, Front Range Community College. American Association of Community Colleges, $15,000 (2015-2016)

Equity in Excellence at Colorado Community Colleges. Research team: Keith Howard (PI) and Sylvia D. Hall-Ellis, Colorado Community College System; Estela Mata Bensimon, Center for Urban Education, University of Southern California; and Kerry Gabrielson, Trinidad State Junior College. Colorado Department of Higher Education, Colorado Opportunity Scholarship Program, $150,000 (2015-2016)

MBA High School of Business in Colorado. Research team: Laurie Urich (PI) and Sylvia D. Hall-Ellis, Colorado Community College System; Rudolph Sumpter and Beatrice Gerrish, Boulder Valley Schools; Keith Curry Lance, RSL Research Group. Colorado Department of Higher Education, Colorado Opportunity Scholarship Program, $501,295 (2015-2016)

Fullbridge Program in Colorado. Research team: Keith Howard (PI) and Sylvia D. Hall-Ellis, Colorado Community College System; Suzanna Spears, Fort Morgan Community College; and, Cheryl Sánchez and Anne-Marie Compton, Lamar Community College. Colorado Department of Higher Education, Colorado Opportunity Scholarship Program, $300,000 (2015-2017)

Colorado Community College System Alternative Credit Program. Research team: Jerry Migler (PI), Keith Howard, and Sylvia D. Hall-Ellis, Colorado Community College System. American Council on Education, $13,000 (2015)

Internationalization in Higher Education. Researcher: Samuel D. Museus. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Internationalization, $8,000 (2014-2015)

International Perspectives on Bilingual Education. Researcher: Sharolyn Pollard-Durodola. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Internationalization, $3,700 (2014-2015)

Cultivating Culturally Relevant and Responsive Curriculum and Pedagogy in College. Researcher: Samuel Museus. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, iRise Grant, $5,000 (2014-2015)

Project EMERGE (Educational Model for Evaluation and Replicability in Gifted Environments). Research team: Norma Hafenstein (PI) and Bruce Uhrmacher. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Lynde and Harry Bradley Foundation, $235,000 (2014-2015)

Collecting Asian American Refugee Stories. Researcher: Samuel Museus. Technical reviewer for MCE: Sylvia D. Hall-Ellis. American Educational Research Association, Research Grant, $5,000 (2014-2015)

Developing Expertise in Teaching K-5 Mathematics. Research team: Julie Sarama (PI) and Douglas H. Clements (Co-PI), in partnership with the School of Education at the University of Michigan. Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Science Foundation, $130,344 (2013-2015)

Investigation of the Long-Term Outcomes for Special Education Students. Researcher: Antonio Olmos-Gallos. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Jefferson County School District, Office of Assessment, $40,000 (2014)

Refugee Community Collaboration. Researcher: Vicki Tomlin (PI) in partnership with the African Community Center and Jewish Family Service. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Center for Community Engagement and Service Learning, $14,854 (2014-2015)

Access to Mathematics for All. Research team: Richard S. Kitchen (PI), Nicole M. Russell (Co-PI), and Terrence Blackman (Co-PI), Curriculum Studies and Teaching Program, Morgridge College of Education; Álvaro Árias (Co-PI, Department of Mathematics); and, James Gray (Co-PI), Department of Mathematics, Community College of Aurora. Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Science Foundation, The Robert Noyce Scholarship Program, Capacity Building Project, $349,926 (2014-2016)

Cognitive Test Battery for Intellectual Disabilities. Research team: Karen Riley (PI), Lyndsay Agans, Jessica Lerner, and Karin Dittrick-Nathan in partnership with David Hessl (PI), The MIND Institute at the University of California – Davis, and Elizabeth Berry-Kravis, Rush University Medical Center. Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Institutes of Health, Outcome Measures for Use in Treatment Trials for Individuals with Intellectual and Developmental Disabilities (R01), $2,499,996 ($588,672 at DU) (2014- 2019)

Broadening Participation in Engineering among Women and Latino/as: A Longitudinal, Multi-Site Study. Researcher: Patton Garriott (PI) in partnership with the University of North Dakota and the University of Missouri. Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Science Foundation, HER Core Research, $677,390 ($69,992 at DU) (2014-2019)

Designing a Teacher Evaluation System to Improve Teacher Effectiveness for Culturally and Linguistically Diverse Learners. Research team: María del Carmen Sálazar (PI), Jessica Lerner, and Kathy Green. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Professional Research Opportunities for Faculty, $29,988 (2014-2016)

Developing a College-Going Culture in Latina/O Families: Exploring the Influence of Funds of Knowledge on Family Outreach Programs. Researcher: Judy Marquez Kiyama. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Professional Research Opportunities for Faculty, $18,720 (2014-2016)

Assessment of Quality of Life in Neutral Implantation Surgery for the Treatment of Parkinson's Disease. Researcher: Cynthia McRae. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Internationalization, $3,967 (2014-2015)

Pura Vida: Cloud Forest, Curriculum and Cross-Cultural Study. Research team: Norma Hafenstein (PI) and Bruce Uhrmacher (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Internationalization, $8,000 (2014-2015)

Online Course Development for Curriculum and Instruction. Researcher: Ruth Chao. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Teaching and Learning, $3,000 (2014)

Online Course Development for Curriculum and Instruction. Researcher: María del Carmen Sálazar. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Teaching and Learning, $3,000 (2014)

Online Course Development for Curriculum and Instruction. Researcher: Jessica Lerner. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Teaching and Learning, $3,000 (2014)

Online Course Development for Curriculum and Instruction. Researcher: Duan Zhang. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Teaching and Learning, $3,000 (2014)

The Mathematics Education of African Americans, 1866 – 1954. Researcher: Nicole M. Russell. Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Academy of Education, Spencer Foundation Postdoctoral Fellowship, $55,000 (2014-2016)

Early Childhood Care and Education Study. Research team: Carrie Germeroth (PI), Melissa Mincic, and Douglas H. Clements. Technical reviewer for MCE: Sylvia D. Hall-Ellis. State of North Dakota, Department of Public Instruction, $73,500 (2013-2014)

Graduate Level Specialty in Addiction Counselor Training with Emphasis on Integration of Native American Specific Content. Research team: Ruth Chao (PI) and Michael J. Faragher (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. The Galena Foundation, $289,732 (2013-2016)

The Collecting Asian American and Pacific Islander Refugee Stories (CARS) Project. Researcher: Samuel Museus. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Center for Community Engagement and Service Learning, $15,000 (2014)

Parents in Transition: A Multiple Case Study of Parent and Family Orientation Programs. Researcher: Judy Marquéz Kiyama. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Faculty Research Fund, $1,500 (2014-2015)

The Sistah Network: Black Women Graduate Students Supporting and Retaining Each Other. Researcher; Nicole M. Russell. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Faculty Research Fund, $2,708 (2014-2015)

Evaluation of the Northeast Denver Babies Ready for College Program. Research team: Carrie Germeroth (PI), Melissa Mincic, and Douglas H. Clements. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Mile High Montessori, $9,922 (2013-2014)

Developing Teaching Expertise in K-5 Mathematics. Research team: Julie Sarama (PI) and Douglas Clements (University of Denver), in partnership with Timothy Boerst (PI), Meghan Shaughnessy, Deborah Ball, Hyman Bass (School of Education at the University of Michigan). Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Science Foundation, $449,827 ($130,344 at the University of Denver (2013-2015)

Early Learning Care and Education Study Program Grant for the State of North Dakota. Research team: Carrie Germeroth (PI), Melissa Mincic, and Sheridan Green. Technical reviewer for MCE: Sylvia D. Hall-Ellis. State of North Dakota Department of Public Instruction, $73,500 (2013-2014)

Local Professional Learning Community for School Leaders. Research team: Susan Korach (PI), Kristina Hesbol, and Rebecca McClure. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Education Development Center, $10,950 (2013)

Healthy Eaters, Lifelong Movers 2: Implementing Evidence-Based School Environment, Policy, and Curricular Changes to Increase Opportunities for Healthy Eating and Physical Activity in Low Income, Rural Colorado. Research team: Elaine Berlansky, University of Colorado at Denver (PI), Nicholas Cutforth, University of Denver (Co-PI), and Allison Reeds. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Health Foundation, $3,103,108 (2013-2017)

Hughes Rare Books Library Room Renovation in the Sturm College of Law. Project team: Patti H. Marks, Sylvia D. Hall-Ellis, and Leigh Elliott. Mabel T. Hughes Charitable Trust, $34,000 (2013-2014)

The Promise Center Partnership with the Marsico Institute for Early Learning and Literacy and the City and County of Denver. Research team: Karen Riley (PI), Douglas H. Clements (Co-PI), and Sheridan Green. Technical reviewer for MCE: Sylvia D. Hall-Ellis. The Piton Foundation, $223,468 (2013-2014)

Center of Excellence for Problem Gambling. Research team: Ruth Chao (PI) and J. Mike Faragher. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Department of Behavioral Health, $68,021 (2012-2013)

United Way Implementation and Validation Review. Research team: Douglas H. Clements (PI), Amanda Moreno, and Sheridan Green. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Mile High United Way, $19,737 (2013)

Math/Science Partnership in Rural Districts. Research team: Kristen Bunn (PI, Eagle County Schools), Paul Michalec (Co-PI), and Alegra Reiber. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Department of Education, Colorado's Mathematics and Science Partnership Program, $750,000 (2013-2014)

Mathematics and Science Education of African Americans. Research team: Nicole Russell (PI), Sylvia D. Hall-Ellis, Steve Fisher (Penrose Library). Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Professional Research Opportunities for Faculty, $29,994 (2013-2015)

Online Course Development for Curriculum and Instruction. Researcher: Nicole Russell. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Teaching and Learning, $3,000 (2013)

Discourse and Opportunity: Undocumented Students and Higher Education Policy. Researcher: Ryan Gildersleeve. Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Academy of Education, Spencer Foundation Postdoctoral Fellowship, $55,000 (2012-2014)

An Anthropological Study of the Latino Graduation Ceremony. Researcher: Ryan Gildersleeve. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Spencer Foundation, $39,900 (2012-2013)

Fragile-X and Pharmaceutical Company: Clinical Trial of AFQ056. University of California – Davis Children's Hospital MIND Institute (Sacramento), Children's Hospital Denver, and Rush Children's Hospital at Rush University Medical Center (Chicago). Karen Riley, PI. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Novartis Pharmaceuticals Corporation, $394,206 (2012-2014)

Project Engage, Phase 2, a DAPRA Grant in partnership with Total Immersion Systems, Inc., and Texas A&M University. Research team: Karen Riley (PI) and Lyndsay Agans (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. U.S. Department of Defense, $60,000 (2011-2013)

International School Psychology Practicum Exchange. Researcher: Gloria L. Miller. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Center for Community Engagement and Service Learning, $14,951 (2012-2013)

Online Course Development for Curriculum and Instruction. Research team: Bruce Uhrmacher (PI) and Norma Hafenstein (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Teaching and Learning, $18,193 (2012-2014)

Writers in the Schools. Research team: Karen Riley (PI) and Amanda Moreno (Co-PI).Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Humanities, $4,965 (2012-2013)

Learning Ecosystem Validation Grant. Research team: Karen Riley (PI), Lyndsay Agans, Kent Seidel, and Shimelis Assefa. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Bill & Melinda Gates Foundation, $315,000 (2012-2013)

Project Words of Oral Reading and Language Development (WORLD). Research team: Jorge E. Gonzalez (PI), Texas A&M University; Laura Saenz (Co-PI), University of Texas – Pan American; and, Sharolyn Pollard-Durodola (Co-PI), University of Denver. Technical reviewer for MCE: Sylvia D. Hall-Ellis. U.S. Department of Education, Institute of Education Sciences, $53,354 (2012-2015); award $640,718, transfer from Texas A&M University

Increasing the Efficacy of an Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation. Research team: Douglas H. Clements (PI) and Julie Sarama (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. U.S. Department of Education, Institute of Education Sciences, $1,445,315 (2008-2014); award $4,541,975, transfer from University at Buffalo, The State University of New York

Using Rule Space and Poset-based Adaptive Testing Methodologies to Identify Ability Patterns in Early Mathematics and Create a Comprehensive Mathematics Ability Test. Research team: Douglas H. Clements (PI) and Julie Sarama (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Science Foundation, $323,791 (2010-2014); award $1,194,944, transfer from University at Buffalo, The State University of New York

Comprehensive Postdoctoral Training in Scientific Education Research. Researcher: Julie Sarama (PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. U.S. Department of Education, Institute of Education Sciences, $133,458 (2010-2014); award $613,353, transfer from University at Buffalo, The State University of New York

Longitudinal Study of a Successful Scaling Up Project: Extending TRIAD. Research team: Douglas H. Clements (PI), Julie Sarama (Co-PI), and Abt Associates (Carolyn Layzer, Fatih Unlu, Laurie Bozzi, Lily Fesler, Alina Martinez, Cristofer Price, James van Orden). Technical reviewer for MCE: Sylvia D. Hall-Ellis. Institute of Education Sciences, $384,940 (2011-2015; award $1,250,286, transfer from University at Buffalo, The State University of New York

Early Childhood Education in the Context of Mathematics, Science, and Literacy. Research team: Julie Sarama (PI), Douglas H. Clements (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. National Science Foundation, $990,020 (2010-2014; award $2,285,228, transfer from University at Buffalo, The State University of New York

Early Childhood Clearinghouse Information Center Redesign. Research team: Karen Riley (PI) and Amanda Moreno (Co-PI).Technical reviewer for MCE: Sylvia D. Hall-Ellis. Office of the Lt. Governor of Colorado, $12,000 (2012-2013)

Morgridge Rural Educational Leadership Initiative. Research team: Lyndsay Agans (PI), Linda Brookhart (Co-PI), Susan Korach, and Rebecca McClure. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Morgridge Family Foundation, $100,000 (2012-2014)

Center of Excellence for Problem Gambling. Research team: Patrick Sherry (PI) and J. Mike Faragher. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Department of Behavioral Health, $55,000 (2012-2013)

Intermodal Transportation Institute Research Initiatives. Researcher: Patrick Sherry. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University Transportation Centers Program, Research and Innovative Technology Administration, U.S. Department of Transportation. $600,000 (2012-2014)

Mile High United Way Social Innovation Fund Early Literacy Initiative. Gloria L. Miller, PI, Amanda Moreano, Kim Hartnett-Edwards, and Sheridan Green. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Mile High United Way, $89,992 (2012-2013)

International School Psychology Practicum Exchange. Researcher: Gloria L. Miller. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Center for Community Engagement and Service Learning, $1,000 (2012-2013)

Refugee Student Art Outreach. Researcher: Karin Dittrick-Nathan. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Faculty Research Fund, $3,000 (2012-2013)

Resistance, Resilience, and Reciprocity: Centering the Voices of Black Doctoral Women with Faculty Aspirations. Researcher: Nicole M. Russell. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Faculty Research Fund, $2,965 (2012-2013)

Assessing Learning through Student Notebooks. Research team: Keith Miller, Nancy Sasaki, and Kathy Green. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Professional Research Opportunities for Faculty, $30,000 (2012-2014)

International School Psychology Practicum Exchange. Researcher: Gloria L. Miller. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Internationalization, $2,000 (2012-2013)

ELO in Colorado. Research team: Cynthia Hazel and Duan Zhang. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Legacy Foundation, $150,000 (2012-2013)

Creating Online LIS Courses. Research team: Mary C. Stansbury (PI), Shimelis Assefa, Denise Anthony, Xiao Hu, and Krystyna Matusiak. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Center for Teaching and Learning, $15,000 (2011-2013)

Maritime Piracy Seminar. Researcher: Ved Nanda, The Nanda Center, Sturm College of Law. Technical reviewer for Sturm College of Law: Sylvia D. Hall-Ellis. Arsenault Family Foundation, $15,000 (2012-2013).

Early Childhood Librarianship: An Interdisciplinary, Experiential Learning MLIS. Researcher: Mary C. Stansbury (PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. Laura Bush's 21st Century Librarians Program, Institute for Museums and Library Services, $249,066 (2012-2014)

Learning Ecosystem Planning Grant. Research team: Karen Riley (PI), Lyndsay Agans, Kent Seidel, and Shimelis Assefa. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Bill & Melinda Gates Foundation, $281,217 (2011-2012)

Advanced Service Learning Practitioner Faculty Grant, Sylvia D. Hall-Ellis, University of Denver, Center for Community Engagement and Service Learning, $400 (2011)

Evaluating and Enhancing the EspeciallyMe Program. Research team: Lori D. Patton and Nicole Russell. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Center for Community Engagement and Service Learning, Public Good Fellowship Grant, $24,780 (2012)

Choosing Excellence: Let Every Child Bloom. Research team: Shimelis Assefa (PI) and Mary C. Stansbury (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Center for Community Engagement and Service Learning, Public Good Grant, $7,657 (2012)

K-8 STEM Content Specific Professional Development to Improve Elementary Student Achievement. Research team: Kent Seidel (PI), Nicole Russell (Co-PI), Kimberly Hartnett-Edwards, Paul Michalec, Jeff Farmer, Keith Miller, Alegra Reiber, and Nancy Sasaki. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Department of Education, Improving Teacher Quality Grant, (Title II ESEA), $307,299 (2011-2012)

Building a Better Principal Pipeline to Boost Student Achievement. Researcher: Susan Korach. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Denver Public Schools; a subcontract from the Wallace Foundation Grant, $170,000 (2011-2017)

Center of Excellence for Problem Gambling. Research team: J. Mike Faragher (Co-PI) and Bobbie Vollmer (PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Department of Behavioral Health, $79,999 (2011-2012)

An Exploration of Novice Teachers' Core Competencies: Impacts on Student Achievement, and Effectiveness of Preparation. Research team: Kent Seidel (PI), Kathy Green (Co-PI), Kimberly Hartnett-Edwards, and Duan Zhang. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Institute of Education Sciences, Effective Teachers and Effective Teaching, $990,987 (2012-2015)

Project Engage, a DAPRA Grant in partnership with Total Immersion Systems, Inc., and Texas A&M University. Research team: Karen Riley (PI) and Lyndsay Agans (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. U.S. Department of Defense, $49,964 (2011-2014)

User-centered Evaluation of Music Search Engines. Researcher: Xiao Hu. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Faculty Research Fund, $2,931 (2011-2012)

Educational Practicum in Vietnam and China to Promote the Inclusion of Young Children with Disabilities. Researcher: Gloria L. Miller. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Office of Internationalization, $5,000 (2011-2012)

Evaluation of Colorado's Enhancing Quality in Infant-Toddler (EQIT) Initiative. Research team: Virginia R. Maloney and Amanda Moreno. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Buell Foundation, $395,884 (2011-2013)

Creating Engaging Environments to Teach Pre-Algebra Mathematics to Elementary Students. Research team: Álvaro Arias, Mario López, María del Carmen Salazar, and Lyndsay Agans. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver Interdisciplinary Grant, $60,000 (2011-2012)

Morgridge Education Technology Accessible (META) Resource Project. Research team: Lyndsay Agans (PI) and Shimelis Assefa (Co-PI). Technical reviewer for MCE: Sylvia D. Hall-Ellis. Morgridge Family Foundation, $36,000 (2011)

MCE Connect: A 21st Century Framework for Faculty Development. Research team: Bruce Uhrmacher (PI), Shimelis Assefa (Co-PI), Lyndsay Agans (Co-PI), Kimberly Hartnett-Edwards, Norma Hafenstein, Xiao Hu, Paul Michalec (Co-PI), María del Carmen Salazar (Co-PI), and Sandra Snyder-Mondragon. Technical reviewer for MCE: Sylvia D. Hall-Ellis. University of Denver, Center for Teaching and Learning, $22,355 (2011-2012)

Parent Education and Parent Leadership and Advocacy. Research team: Virginia Maloney (PI) and Amanda Moreno, Marsico Institute for Early Learning and Literacy. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Health Foundation, $27,358 (2010-2011)

Intentional School Culture. Researcher: Cynthia Hazel. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Denver Public Schools, $38,040 (2010-2011)

Healthy Eaters, Lifelong Movers: Implementing Evidence-Based School Environment, Policy, and Curricular Changes to Increase Opportunities for Healthy Eating and Physical Activity in Low Income, Rural Colorado. Research team: Elaine Berlansky, University of Colorado at Denver (PI), Nicholas Cutforth, University of Denver (Co-PI), and Allison Reeds. Technical reviewer for MCE: Sylvia D. Hall-Ellis. Colorado Health Foundation, $1,683,277 (2011-2014)

Second Life Learning Community. Research team: Don McCubbrey (PI), Sylvia D. Hall-Ellis (Co-PI), Walter LaMendola, and Paul Novak. University of Denver, Center for Teaching and Learning, $13,000 (2010-2011)

Reintroducing the Value of Law Librarians to Academic and Public Librarians in Colorado through the Identification and Use of Emerging Technologies. Research team: Sylvia D. Hall-Ellis (Co-PI), Stacey L. Bowers (PI), and Christopher Hudson, in partnership with Denver Public Library, Arapahoe Library District, and the Colorado State Supreme Court Library. University of Denver, Center for Community Engagement and Service Learning, $5,773 (2010-11)

Reintroducing the Value of Law Librarians to Public Librarians through the Identification and Use of Emerging Technologies and Resources. Research team: Stacey Bowers (PI) and Sylvia D. Hall-Ellis (Co-PI). American Association of Libraries, Wolters Kluwer Law & Business Grant Program, $2,725 (2010-2011)

Faculty Service Learning Pod. Research team: María del Carmen Salazar and Nicholas Cutforth (Curriculum and Instruction Program), Frank Tuitt (Higher Education Program), Cynthia Hazel and Gloria Miller (Child, Family, and School Psychology Program), and Sylvia D. Hall-Ellis (Library and Information Science Program). University of Denver, Center for Community Engagement and Service Learning, $8,000 (2010-2011)

Lincoln Collaborative. Research team: Antonio Esquibel (Principal, Lincoln High School), María del Carmen Salazar (Curriculum and Instruction Program), and. Sylvia D. Hall-Ellis. School Improvement Grant, Denver Public Schools, $375,000 (2010-2012)

Future LEADers of America: Leaders III. Research team: Denver Public Library (Kristen Svendson, PI), the University of Denver (Sylvia D. Hall-Ellis), the Colorado Chapter of REFORMA (Orlando Archibeque), and the Colorado Association of Libraries (Martin Garnar). Laura Bush's Recruiting Librarians for the 21st Century Program, Institute for Museums and Library Services, $988,366 (2009-2012)

Teaching for Success in the Library Environment: LIS 4030 in Library 2.0. Research team: Deborah S. Grealy (PI) and Sylvia D. Hall-Ellis (Co-PI). University of Denver, Center for Teaching and Learning, $ 9,350 (2009-10)

Writing Group Faculty Grant, Sylvia D. Hall-Ellis, University of Denver, Center for Community Engagement and Service Learning, $750 (2008-2009)

Collaborative Learning Faculty Grant, Sylvia D. Hall-Ellis, University of Denver, Center for Teaching and Learning, $1,500 (2008)

Connecting Information Literacy to Learning. Research team: Lori Micho, Merrie Valliant, Amanda Samland, and Sylvia D. Hall-Ellis. Colorado State Library, LSTA Discretionary Grant Program, $19,548 (2008-2009)

Law Librarianship Fellows Program. Research team: Sylvia D. Hall-Ellis (PI), Stacey Bowers (Co-PI), and Christopher Hudson, Westminster Law Library. Laura Bush's 21st Century Librarians Program, Institute for Museums and Library Services, $999,370 (2008-2012)

Grant Writing in a Cooperative Learning Environment. Sylvia D. Hall-Ellis. University of Denver, Center for Teaching and Learning, $2,000 (2008-2009)

Project Homeless Connect 6 Event Evaluation. Research team: Sylvia D. Hall-Ellis and Duan Zhang. University of Denver Center for Community Engagement and Service Learning, $9,785 (2008)

Project Ecuador: International Learning Service Libraries – A Faculty Development Experience in Ecuador. Sylvia D. Hall-Ellis, Office of Internationalization, University of Denver, $600 (2007)

Project Ecuador: International Learning Service Libraries – A Faculty Development Experience in Ecuador. Sylvia D. Hall-Ellis, International Service Learning Office, University of Denver, $400 (2007)

Project Homeless Connect 5 Event Evaluation. Research team: Sylvia D. Hall-Ellis and Duan Zhang. University of Denver Center for Community Engagement and Service Learning, $1,000 (2007)

Project Homeless Connect 4 Event Evaluation. Research team: Sylvia D. Hall-Ellis and Duan Zhang. University of Denver Center for Community Engagement and Service Learning, $4,595 (2007)

Future LEADers of America: Leaders II. Research team: Denver Public Library (Kristen Svendson, PI), the University of Denver (Sylvia D. Hall-Ellis), and the Colorado Chapter of REFORMA (Orlando Archibeque). Laura Bush's Recruiting Librarians for the 21st Century Program, Institute for Museums and Library Services, $988,518 (2007-2010)

Strategic Planning Assistance for the Denver Medical Library. Sylvia D. Hall-Ellis. Denver Medical Library, Inc., $30,000 (2006-2007)

Destiny Software for JMAC Student Lab. Sylvia D. Hall-Ellis, gift from the Sagebrush Corporation, Minneapolis, Minnesota, $10,000 (2006)

Libraries: Tools for Education and Development Worldwide: A Faculty Development Experience in France. Sylvia D. Hall-Ellis, Office of Internationalization, University of Denver, $800 (2005)

Denver Public Library: Opportunities for Change. Sylvia D. Hall-Ellis, Colorado Community Based Research Network, $2,000 (2005)

Future LEADers of America. Research team: Denver Public Library (Letty Icolari and Steve Taylor, PIs), Emporia State University (Jim Agee), and the University of Denver (Sylvia D. Hall-Ellis). Recruiting Librarians for the 21st Century Program, Institute for Museums and Library Services, $670,315 (2005-2008)

American Association of University Professors Summer Institute Professional Development Grant. Sylvia D. Hall-Ellis, American Association of University Professors, $300 (2005)

Beta Phi Mu Alumni Tea. Sylvia D. Hall-Ellis, gift from the Office of Alumni and Parent and Relations, University of Denver, $2,000 (2005)

Spectrum Software for LIS Student Lab. Sylvia D. Hall-Ellis, gift from the Sagebrush Corporation, Minneapolis, Minnesota, $5,000 (2005)

Developing Research Capacity in Community Organizations and Residents through Training and Technical Assistance. Nicholas J. Cutforth (PI) and Sylvia D. Hall-Ellis. Piton Foundation, $25,000 (2005-2006)

Libraries: Tools for Education and Development Worldwide: A Faculty Development Experience in Argentina. Sylvia D. Hall-Ellis, Office of Internationalization, University of Denver, $500 (2004)

Developing Research Capacity in Community Organizations and Residents through Training and Technical Assistance. Research team: Nicholas J. Cutforth (PI), Gary Lichtenstein and Sylvia D. Hall-Ellis, Piton Foundation, $25,000 (2003-2004)

Increasing Spanish-Speaking and Hispanic Diversity among Library and Information Science Students at the University of Denver: Development of a Student Recruitment Model. Researcher: Sylvia D. Hall-Ellis (PI), Office of Multicultural Excellence, University of Denver, $2,750 (2003-2004)

Collection Development Enrichment to Support the Cataloging & Classification Specialization and School Librarianship within the Library & Information Science Program at the University of Denver. Research team: Sylvia D. Hall-Ellis (PI) and Deborah S. Grealy. Women's Library Association, University of Denver, $4,000 (2003)

Collection Development Enrichment to Support the Library & Information Science Program at the University of Denver. Research team: Deborah S. Grealy (PI) and Sylvia D. Hall-Ellis. Women's Library Association, University of Denver, $4,000 (2001)

Wireless LAN for Library Education. Research team: Deborah S. Grealy (PI) and Sylvia Hall-Ellis. University of Denver, Center for Teaching and Learning, $24,000 (2001-2002)

Upward Bound – A Program for South Texas Youth. Research team: Monte Churchill, Executive Director of Community Relations; Gary R. Sauceda, Outreach Coordinator; Raymond Hernandez, (PI) Associate Dean for Student Success; and Sylvia D. Hall-Ellis, South Texas Community College (McAllen, Texas). U.S. Department of Education, Office of Postsecondary Education, $2,672,003 (1999-2003)

Write Now! Improving Elementary Students' Writing Skills. Research team: Caryl G. Thomason, Assistant Superintendent (PI); Karen Tankersley, Principal; and, Hal Anderson, Director of Technology, Cheyenne Mountain School District 12 (Colorado Springs, Colorado); and Sylvia D. Hall-Ellis. Colorado Department of Education, Educational Telecommunications Unit, $189,453 (1999-2001)

Operation Quick Start -- Distance Learning in Rural Colorado. Research team: Randal Weigum, Technology Coordinator (PI); Bonnie Barns, Director of Federal Programs and Staff Development; and, Adam "Joe" Raskop, Executive Director, Southeastern Board of Cooperative Educational Services (Lamar, Colorado); and Sylvia D. Hall-Ellis. Colorado Department of Education, Educational Telecommunications Unit, $400,000 (1999-2001)

Advanced Technological Training for Information Professionals for the 21st Century. Research team: Mario Reyna, Division of Business Director (PI) and Sylvia D. Hall-Ellis, South Texas Community College (McAllen, Texas). Phi Delta Kappa and the National Science Foundation, $250,000 (1999-2001)

Working Connections – Training Information Technologies Professionals for the 21st Century. Research team: Mario Reyna, Division of Business Director (PI) and Sylvia D. Hall-Ellis, South Texas Community College (McAllen, Texas). Microsoft Corporation and the American Association of Community Colleges, $1,147,775(1999-2001)

The ROAD (Research Oriented Amplification of Development to Literacy) Program. Research team: Deborah J. Leong (PI), Metropolitan State University; Elena Bodrova, Metropolitan State University; Dmitri Semenov, Robert J. Marzano, and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). Hewlett-Packard Foundation, $25,000 (1998-1999)

Press to Literacy. Research team: Deborah J. Leong (PI), Metropolitan State University; Elena Bodrova, Metropolitan State University; Dmitri Semenov, Robert J. Marzano, and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). The Denver Post and the Robert S. McCormick Foundation, $49,818 (1998-1999)

International Telementor Center. Research team: David Neils, David B. Frost (PI), and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). Hewlett-Packard Philanthropy, $100,000 (1998-1999)

America Reads: Providing Tutor Training for the America Reads Challenge. Research team: Louis F. Cicchinelli (PI) and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). U.S. Department of Education, Office of Educational Research and Improvement, $306,000 (1998-1999)

Comprehensive School Reform. Research team: Louis F. Cicchinelli (PI), J. Timothy Waters, and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). U.S. Department of Education, Office of Educational Research and Improvement, $285,000 (1998-1999)

Sustainable Energy Education (SEE) Program for Grades 4-8: Preparing Today's Youth for Lifelong Learning and Responsible Actions in Energy Conservation. Research team: Mary Gromko, Colorado Department of Education; Gene McCarthy, Rocky Flats Field Office, U.S. Department of Energy; Gina Kissell, National Renewable Energy Laboratory; and Barbara L. McCombs (PI), Janet L. Bishop, and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). State of Colorado Governor's Office for Energy Conservation, $499,936 (1997-1999)

Review of Kansas Curriculum Standards in Mathematics and Language Arts. Research team: Robert J. Marzano (PI), John S. Kendall, David B. Frost, and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). Submitted to the Kansas State Department of Education, $25,903 (1998)

International Telementor Center. Research team: David Neils, John Kuglin, Chris Rapp, David B. Frost (PI), and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). Hewlett-Packard Company, $54,752 (1998)

Genesis Mission: Education Public Outreach. Developed in partnership by the Jet Propulsion Laboratory, California Institute of Technology, Los Alamos National Laboratory, Lockheed Martin Astronautics, and the Mid-continent Regional Educational Laboratory (Aurora, Colorado). Research team: John T. Sutton (PI), Alice Krueger, Martha Henry, Greg Rawls, Shae Isaacs, Jeff Johnson, Deb Jordan, Arlene Mitchell, David B. Frost, Jana Caldwell, J. Timothy Waters, and Sylvia D. Hall-Ellis. National Aeronautics and Space Administration, $139,700,000; subcontract award, $4,750,000 (1997-2007)

North Dakota Mathematics Assessment Project. Developed in partnership by the North Dakota Department of Education and Mid-continent Regional Educational Laboratory (Mid-continent Regional Educational Laboratory). Research team: Ann Clapper, Clarence Bina, Greg Gallagher, North Dakota Department of Education; Don Burger (PI), Hillary Michaels, and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). U.S. Office of Education, $1,618,214; subcontract award, $389,076 (1997-2001)

Pacific Resources for Education and Learning Distance Education: Project Evaluation. Developed in partnership by the Pacific Educational Community, the Pacific Resources for Education and Learning (PREL), and Mid-continent Regional Educational Laboratory (McREL). Research team: John W. Kofel (PI), Executive Director, PREL; J. Timothy Waters, Executive Director; Joan Buttram, Robert Keller, and Sylvia D. Hall-Ellis, Mid-continent Regional Educational Laboratory (Aurora, Colorado). U.S. Office of Education, Star Schools Program, $10,000,000; subcontract award, $500,000 (1997-2002)

Identification of Bilingual Gifted and Talented Children: A Comprehensive School Grants for Bilingual Education. Developed in partnership by Hidalgo (Texas) ISD, Los Fresnos (Texas) CISD, Progreso (Texas) ISD, University of Texas – Pan American (Edinburg, Texas), and Education Service Center, Region One (Edinburg, Texas). Research team: Hilda Medrano, Dean, College of Education, University of Texas – Pan American; Linda Phemister (PI), Janie Navarro, and Sylvia D. Hall-Ellis, Education Service Center, Region One. U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, $1,670,633 (1997-2002)

Academics 2000: First Things First -- The Texas Goals 2000. Developed for Jim Hogg (Hebbronville, Texas) County ISD, Mirando City (Texas) ISD, and San Isidro (Texas) ISD. Research team: Hilda Medrano, Dean, College of Education, University of Texas - Pan American (Edinburg, Texas); Angie Lehmann, Amy Mares, Ellen Gonzalez (PI), and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg, Texas). Texas Education Agency, $339,987 (1997-2000)

Southwestern Bell's Learning Communities Initiative. Developed for Tech Prep of the Rio Grande Valley, Inc. (Harlingen, Texas); the Center for Professional Teacher Development, University of Texas – Brownsville; Teach for America – Rio Grande Valley (McAllen, Texas); and Education Service Center, Region One (Edinburg, Texas). Research team: Patricia G. Bubb, Executive Director (PI), Tech Prep of the Rio Grande Valley; Martin Winchester, Executive Director, Teach for America – Rio Grande Valley; Aileen Johnson, Director, School of Education, University of Texas – Brownsville; and Sylvia D. Hall-Ellis. Southwestern Bell Foundation, $100,000 (1997-1998)

Texas School to Work: Regional Implementation. Developed for Tech Prep of the Rio Grande Valley, Inc. (Harlingen), South Texas Community College (McAllen), Texas State Technical College (Harlingen), Texas Southmost College (Brownsville), Empowerment Zone of the Rio Grande Valley (Mercedes), Project VIDA (Weslaco), Youth Fair Chance (McAllen), and Education Service Center, Region One (Edinburg). Research team: Patricia G. Bubb (PI), Tech Prep of the Rio Grande Valley; Stephen Vassberg, Texas State Technical College; Ellen Trevino, Youth Fair Chance; Wanda Garza, Project VIDA; Leonardo Olivares, University of Texas – Pan American; Michael Bell, South Texas Community College; and Sylvia D. Hall-Ellis. Texas Workforce Commission, $4,250,000 (1997-2002).

Comprehensive Bilingual Education Grant for Hidalgo ISD and Roma ISD. Developed for Hidalgo (Texas) ISD, Roma (Texas) ISD, College of Education, University of Texas – Pan American (Edinburg, Texas), and Education Service Center, Region One (Edinburg, Texas). Research team: Tomas Thomas (PI), Director, Office of Bilingual Education and Sylvia D. Hall-Ellis. U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, $1,531,361 (1997-2002)

Lopez High School, Porter High School, Rivera High School, Central Middle School, and Perkins Middle School, Brownsville (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $1,473,611 (1997-1998)

Donna High School, Todd Middle School, and Solis Middle School, Donna (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $704,052 (1997-1998)

Memorial Middle School and Nellie Schunior Middle School, La Joya Independent School District (Texas). Telecommunications Infrastructure Fund Board, $293,641 (1997-1998)

Martin High School, Christen Middle School, Cigarroa Middle School, Lamar Middle School, Laredo (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $1,200,000 (1997-1998).

Lasara Middle School, Lasara (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $246,210 (1997-1998)

Los Fresnos High School and Resaca Middle School, Los Fresnos (Texas) Consolidated Independent School District. Telecommunications Infrastructure Fund Board, $500,000 (1997-1998)

Lyford Junior High School, Lyford (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $354,997 (1997-1998)

Travis Middle School, McAllen (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $269,139 (1997-1998)

Mission High School, Mission (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $297,010 (1997-1998)

Progreso High School, Progreso (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $300,000 (1997-1998)

San Perlita High School, San Perlita (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $293,490 (1997-1998)

Myra Green Junior High School, Raymondville (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $225,000 (1997-1998)

Rio Grande City High School, Ringgold Middle School, Gruella Middle School, Rio Grande City (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $809,934 (1997-1998)

Rio Hondo Junior High School, Rio Hondo (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $297,024 (1997-1998)

Roma High School, Roma (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $333,178 (1997-1998)

San Benito High School, Miller Jordan Junior High School, San Benito (Texas) Consolidated Independent School District. Telecommunications Infrastructure Fund Board, $547,000 (1997-1998)

Santa Maria High School and Santa Maria Middle School, Santa Maria (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $400,000 (1997-1998)

Salvador High School, United Independent School District (Laredo, Texas). Telecommunications Infrastructure Fund Board, $250,879 (1997-1998)

Weslaco High School, Cabaza Middle School, Cuellar Middle School, Weslaco (Texas) Independent School District. Telecommunications Infrastructure Fund Board, $874,242 (1997-1998)

Principals' Assessment and Training Center. Developed for Education Service Center, Region One (Edinburg, Texas). Research team: Roberto Zamora, Leonel Barrera, William H. Parry, and Sylvia D. Hall-Ellis. Texas Principals' Leadership Initiative, Texas Association of Secondary School Principals, Texas Association of Elementary School Principals, and the Sid Richardson Foundation. $461,439 (1996-1998)

The Texas Library Connection -- Integrating and Sharing Resources. Developed for Hidalgo County Library System (McAllen), Cameron County Library System (Brownsville), South Texas Community College (McAllen), the University of Texas - Pan American (Edinburg), University of Texas – Brownsville, and Education Service Center, Region One (Edinburg). Research team: William R. McGee, Coordinator, Hidalgo County Library System; Joe Garcia, Director, Cameron County Library System; Michael D. Bell, Library Director, South Texas Community College; Eleanor Folger Foster, University Library, University of Texas - Pan American; Jaime Vela (PI), Director of Instructional Technology and Media Services, Ron Pontius, Instructional Technology, and Fabiola Fuentes, Media Services, Education Service Center, Region One; and Sylvia D. Hall-Ellis. Office of Library Media Services, Technology Services, Texas Education Agency. $8,000 (1996-1997)

Developing Leadership Communities for Improving Algebra I for All Students. Developed for a partnership of the Region One Statewide Systemic Initiative Team. Research team: Noel Villarreal (PI), Eduardo Cancino, and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). Texas Statewide Systemic Initiative for Reform in Mathematics, Science and Technology Education to The Charles A. Dana Center for Mathematics and Science Education, The University of Texas at Austin. $25,000 (1996-1997)

Academics 2000: First Things First -- The Texas Goals 2000. Developed for Edinburg (Texas) CISD. Research team: Hilda Medrano, Dean, College of Education, University of Texas - Pan American (Edinburg); Helen Jones, Director (PI), Gifted and Talented Education, Edinburg CISD; and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). Texas Education Agency, $750,000 (1996-2001)

Texas Teachers Empowered for Achievement in Mathematics (TEXTEAM) Institute for Algebra I. Developed for Hidalgo ISD, Jim Hogg (Hebbronville) County ISD, La Joya ISD, La Villa ISD, Lyford ISD, Mission CISD, Pharr-San Juan-Alamo ISD, Rio Hondo ISD, San Isidro ISD, San Perlita ISD, Santa Maria ISD, Santa Rosa, Sharyland ISD, Valley View ISD, Webb (Laredo) CISD, Weslaco ISD, and Zapata County (Zapata) ISD. Research team: Noel Villarreal (PI), Chuck McInteer, Ellen M. Gonzalez, Education Service Center, Region One (Edinburg); and Sylvia D. Hall-Ellis. Charles A. Dana Center for Mathematics and Science Education, University of Texas - Austin, $15,975 (1996)

Community Learning Center for La Villa, Texas. Developed for Edcouch-Elsa Independent School District. Research team: Noe Gonzalez (PI), Assistant Superintendent, Edcouch-Elsa Independent School District, and Sylvia D. Hall-Ellis. Delta Region Subzone, Rio Grande Valley (Texas) Rural Empowerment Zone, $325,000 (1996-1997)

Monte Alto (Texas) Community Learning Center. Developed for Monte Alto Independent School District. Research team: Homero A. Diaz (PI), Superintendent, Monte Alto Independent School District, and Sylvia D. Hall-Ellis. Delta Region Subzone, Rio Grande Valley (Texas) Rural Empowerment Zone, $300,000 (1996-1997)

Community Learning Center for La Villa, Texas. Developed for La Villa Independent School District. Research team: Sam Gonzalez (PI), Assistant Superintendent, La Villa Independent School District; and Sylvia D. Hall-Ellis. Delta Region Subzone, Rio Grande Valley (Texas) Rural Empowerment Zone, $325,000 (1996-1997)

Building Project for Taylor Elementary. Developed for Mercedes (Texas) Independent School District. Research team: Mrs. Denise Rivera, Librarian, and Eduardo Infante, Principal, Taylor Elementary School; Ismael S. Cantu (PI), Federal Programs Director, Mercedes Independent School District; and Sylvia D. Hall-Ellis. Delta Region Subzone, Rio Grande Valley (Texas) Rural Empowerment Zone, $375,000 (1996-1997)

Border Education Network (BEN) - Distance Education through Cable Television. Developed for Edinburg (Texas) Consolidated Independent School District. Research team: Noe Torres (PI), Library Media Specialist, Magdalena Rosas, Library Media and Technology Coordinator, Edinburg Consolidated Independent School District; and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). Edinburg (Texas) Consolidated School District, $250,000 (1996-1997)

Multiservice One-Stop Open Enrollment Charter School. Developed for the Information Referral Resource Assistance, Inc. (McAllen, Texas). Research team: Pablo Perez and Aguie Pena (PI), Executive Director, Information Referral Resource Assistance, Inc.; Roberto Zamora and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). Texas Education Agency, $3,066,000 (1996-2001)

Project OK: A Community Youth Opportunities Grant for Summer, 1996. Developed for McAllen (Texas) Independent School District, St. Joseph the Worker Catholic Church, and the Office of Adult Education, Education Service Center, Region One. Research team: Father Bart Flatt, St. Joseph the Worker Catholic Church; Noe Calvillo (PI), Office of Adult Education; Maria Louisa Garcia, McAllen Independent School District; and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). Texas Protective and Regulatory Agency through the Office of the Mayor, City of McAllen, $350,000 (1996-2001).

Early Childhood: a Time of Discovery. Developed for a partnership of Lasara ISD, Rio Hondo ISD, San Perlita ISD, the School of Education, University of Texas - Brownsville, and Education Service Center, Region One (Edinburg). Research team: Hugo Rodriguez, Dean, School of Education, University of Texas - Pan American; Leonel Barrera and Jack Damron, Field Service Agents, Ellen M. Gonzalez (PI), Administrator for Student Instructional Services, Ruth Solis, Education Specialist in Special Education, and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). Texas Education Agency, $722,090 (1996-2001)

Innovative Gifted and Talented Programs for Early Childhood and Elementary Education Students. Developed for a partnership of Edinburg (Texas) CISD, the School of Education, University of Texas - Pan American (Edinburg), and Education Service Center, Region One (Edinburg). Research team: Hilda Medrano, Dean,

School of Education, University of Texas - Pan American; Helen de la Garza (PI), Director of Elementary Curriculum and Instruction, Edinburg CISD; and Sylvia D. Hall-Ellis. Texas Education Agency, $750,000 (1996-2001)

Reading Recovery in Early Elementary Grades. Developed for a partnership of La Villa (Texas) ISD the School of Education, University of Texas - Pan American (Edinburg), and Education Service Center, Region One (Edinburg). Research team: Hilda Medrano, Dean, School of Education, University of Texas - Pan American; Marcario Salinas (PI), Supervisor of Elementary Curriculum and Instruction, La Villa ISD; and Sylvia D. Hall-Ellis, Education Service Center, Region One. Texas Education Agency, $750,000 (1996-2001)

Connected Mathematics Project for Middle and Junior High Students. Developed for a partnership of Michigan State University, The Charles A. Dana Center for Mathematics and Science Education, The University of Texas at Austin and Region One Statewide Systemic Initiative Team. Research team: Jack Damron, Chuck McInteer, Noel Villarreal (PI), and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). National Science Foundation through Michigan State University to the Charles A. Dana Center at the University of Texas - Austin, $539,610 (1996-1999)

Sharing Resources: Testing the Interlibrary Loan Potential of the Texas Library Connection -- Integrating Media Resources. Developed under the sponsorship of the Hidalgo County Library System (McAllen) and Education Service Center, Region One (Edinburg). Research team: William H. McGee, Hidalgo County System Coordinator; Fabiola Fuentes, Library Media; Ronald Pontius (PI), Instructional Technology, Education Service Center, Region One; and Sylvia D. Hall-Ellis. Library Media Services Program, Office of Technology Services, Texas Education Agency, $25,000 (1996-1997)

State and Federal Adult Education JOBS Program. Developed for Education Service Center, Region One (Edinburg). Research team: Noe Calvillo (PI), Director, Adult Education Program, and Sylvia D. Hall-Ellis. Adult Education Program, Texas Education Agency, $532,846 (1995-1996)

Creating Safe and Drug-Free Schools and Communities. Developed for a partnership of the Region One Consortium for Safe and Drug-Free Education Environments. Research team: Clara Contreras (PI), Health Specialist, and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). Texas Education Agency, $150,000 (1995-1996)

Developing Leadership Communities for Improving Mathematics Performance for All Students on Title I Campuses. Developed for a partnership of the Region One Statewide Systemic Initiative Team. Research team: Jack Damron, Chuck McInteer, Noel Villarreal (PI), and Sylvia D. Hall-Ellis, Education Service Center, Region One (Edinburg). Texas Statewide Systemic Initiative for Reform in Mathematics, Science and Technology Education to The Charles A. Dana Center for Mathematics and Science Education, The University of Texas at Austin, $50,669 (1995-1996)

The Impact of Library Resource Centers on Academic Achievement in Selected Public Schools in South Texas. Sylvia D. Hall-Ellis (PI). Developed under the sponsorship of the Department of Library Science, College of Education and Applied Science, Sam Houston State University (Huntsville). Texas Association of School Librarians, Children's Services Round Table, and Young Adults Round Table (Austin, Texas), $2,500 (1995)

School Library Media Specialists Fellowship Program. Sylvia D. Hall-Ellis (PI). Developed under the sponsorship of the Department of Library Science, College of Education and Applied Science, Sam Houston State University (Huntsville, Texas). U.S. Department of Education, HEA Title II-B, Library Education and Human Resource Development Program, $44,000 (1995-1996)

Planning for Educational Technology. Research team: Ruth Ann Riggins (PI), Director of Library Media and Technology Services, Donna (Texas) Independent School District; Noe Torres, Education Service Center,

Region One; Patricia G. Bubb, Tech Prep of the Rio Grande Calley, Inc; Michael D. Bell, South Texas Community College; and Sylvia D. Hall-Ellis, Sam Houston State University. Developed under the sponsorship of Donna (Texas) Independent School District, Education Service Center, Region One (Edinburg), Tech Prep of the Rio Grande Valley, Inc. (Harlingen), South Texas Community College (McAllen), and the Department of Library Science, Sam Houston State University (Huntsville). Funded through Infusion of Educational Technology Planning Grant Program (H.B. 18: Models). Texas Education Agency, $18,000 (1993-1994)

The Impact of Library Resource Centers on Academic Achievement in Selected Public Schools in South Texas. Sylvia D. Hall-Ellis (PI) and Mary Ann Berry. Developed under the sponsorship of the Department of Library Science, College of Education and Applied Science, Sam Houston State University (Huntsville). Sam Houston State University Research Enhancement Fund, $7,500 (1993-1994)

Electronic Mail Resource Sharing System: Management and Operation of the Iowa Computer-Assisted Network. State Library of Iowa, $294,000 (1986-1993)

The Iowa Locator: A CD-ROM Resource Sharing Tool. State Library of Iowa, $567,000 (1986-1992)

Statewide Database Development: An OCLC Tape Analysis To Determine Feasibility. State Library of South Dakota, $15,000 (1987)

The Iowa Locator: A Feasibility Study. State Library of Iowa, $50,000 (1986)

Electronic Mail Resource Sharing System: A Feasibility Study for Libraries in the State of Iowa. State Library of Iowa, $5,000 (1985)

Access Pennsylvania: A Feasibility Study. State Library of Pennsylvania, $50,000 (1984)

Automating Library Administrative and Management Tasks: Procurement and Distribution of Microcomputer Systems for District Library Centers in the Commonwealth of Pennsylvania. State Library of Pennsylvania, $495,000 (1982)

Sharing Serial Titles Resources: Procurement and Distribution of Microfiche Readers for 550 Libraries in the Commonwealth of Pennsylvania. State Library of Pennsylvania, $500,000 (1982)

Electronic Mail System: A Pilot Project for Libraries throughout the Commonwealth of Pennsylvania. State Library of Pennsylvania, $125,000 (1982)

Literacy Program for Adults in Rural Upstate New York State: Program Outreach and Evaluation - Phase 3. Appalachian Regional Commission, $50,000 (1981)

Database Building: A Cooperative Project of the Finger Lakes Library System (Ithaca), Four County Library System (Binghamton), and the Southern Tier Library System (Corning). New York State Library, $450,000 (1980-1985)

Faces of the Southern Tier: A Professional Photographer-in-Residence. New York State National Endowment for the Humanities, $25,000 (1980)

Literacy Program for Adults in Rural Upstate New York State: Program Implementation - Phase 2. Appalachian Regional Commission, $50,000 (1980)

Small Business Resources Center: A Pilot Project for Rural Public Libraries. New York State Library, $50,000 (1980)

Media Programming: A Professional Development Program for Public Librarians in Upstate New York: A Program in Allegheny, Chemung, Schuyler, Steuben, and Yates Counties. New York State Library, $35,000 (1979)

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Literacy Program for Adults in Rural Upstate New York State: Program Initiation and Establishment - Phase 1. Funded by the Appalachian Regional Commission. Awarded to the Corning (New York) Public Library, $50,000 (1979)

Information Reference Services to Homebound Adults. New York State Library, $31,000 (1978)

Books-By-Mail Services to Homebound Adults. New York State Library, $31,000 (1978)

System Headquarters Services and Programs for Public Libraries in District 10. Funded through Library Services and Construction Act Title I. Texas State Library and Historical Commission, $880,000 (1976)

County Library Development Grant for Atascosita County. Funded through Library Services and Construction Act Title I. Texas State Library and Historical Commission, $15,000 (1976)

Spanish Language Materials Collection Development Program. Texas State Library and Historical Commission, $40,000 (1975)

Establishment of System Headquarters for Alamo Regional Library System (District 10) Headquartered at the San Antonio (Texas) Public Library. Texas State Library and Historical Commission, $800,000 (1975)

SELECTED CONSULTANTSHIPS

Project Strategic Planning & Funding Proposal Development

Walden University, 2015.
Pikes Peak Library District, 2014.
Douglas County Public Libraries, 2011-2012.
Denver School for Science and Technology, 2008-2011.
Johnson & Wales University, Denver Campus, 2007-2009.
Challenges, Choices, and Images K-12 Charter School, Denver Public Schools, 2007.
Denver Medical Library, Inc., 2006-2010.
Bemis Public Library (Littleton), Ergonomic Design and Facilities Enhancement Consultant, 2003.
Curtis Park Community Center (Denver), Community Technology Center Evaluation and Proposal Development Consultant, 2003.
Colorado Community Based Research Network (Denver), Funding Research Associate, 2002.
Our Lady of the Rosary Academy (Edgewater), Learning Resource Center Development Project Consultant, 2001-2003
University of Southern Colorado (Pueblo). Technology Integration and Curriculum Enhancement into Higher Education Learning Environment. Proposal Development Consultant, 2000.
Jefferson County Library System (Lakewood), 1999-2000.
Southeastern BOCES (Lamar, CO). Distance Learning Curriculum Content Development Project. Proposal Development Consultant, 1998-2004.
Cheyenne Mountain School District 12 (Colorado Springs, CO). Technology Integration into Elementary Writing Curriculum Project. Proposal Development Consultant, 1998.
Telecommunications Infrastructure Fund Board Round #2 Application, 1997. Technical assistance to the following: La Villa (Texas) Independent School District; Mirando City (Texas) Independent School District; Monte Alto (Texas) Independent School District; San Isidro (Texas) Independent School District.
Telecommunications Infrastructure Fund Board Round #1, 1996. Technical assistance to the following: Brownsville (Texas) Independent School District; Donna (Texas) Independent School District; Edinburg (Texas) Consolidated Independent School District; Harlingen (Texas) Consolidated Independent School District; Jim Hogg County Independent School District (Hebbronville, Texas); La Feria (Texas) Independent School District; La Joya (Texas) Independent School District; La Villa (Texas) Independent School District; Los Fresnos (Texas) Consolidated Independent School District; Progreso (Texas) Independent School District; Raymondville (Texas) Independent School District; Rio Hondo (Texas) Independent School District; San Benito (Texas) Independent School District; Sharyland Independent School District (Mission, Texas); Weslaco (Texas) Independent School District; Zapata (Texas) County Independent School District.
South Texas Community College (McAllen). Strategy Development to Meet the Technology Instructional Needs for Vocational, School-To-Work and Academic Programs, 1994-2000. Development Consultant.
Donna (Texas) Independent School District. Planning for the Infusion of Technology in Middle Schools Serving High At-Risk Students, 1994-1995. Research Associate.
Pettus (Texas) Independent School District. Planning for District-wide Automation in School Library Media Centers: Preparation of Data, and CD-ROM Hardware/Software Configuration Evaluation, 1994. Principal Investigator.
Fort Bend Independent School District (Sugar Land, TX). Planning for District-wide Automation in School Library Media Centers, Preparation of Data, and CD-ROM Hardware/Software Configuration Evaluation, 1994-1995. Principal Investigator.
Northern Waters Library Services (Ashland, WI). Professional Consulting Services to Make Recommendations on the Development of System-Wide Efforts of the Northern Waters Library Service, 1988-1989. Research Associate.
State Library of Iowa (Des Moines). The Iowa Locator Compact Disc to Support Multi-Type Libraries Resource Sharing including Database Design, Building, Production, and Distribution, 1986-1991. Project Director.
State Library of Iowa (Des Moines). Iowa Computer-Assisted Network Development, Enhancement, and Operation, 1985-1992. Technical Director.
State Library of South Dakota (Pierre). Statistical Sampling and Analysis of Multi-Institutional OCLC Archive Tape for Statewide Online Database Building, 1985-1986. Research Associate.
District of Columbia Public Library (Washington, DC). Planning Document for the Retrospective Conversion of Bibliographic Records and Automation Issues in the 1990's, 1984-1985. Research Associate.

State Library of Pennsylvania (Harrisburg). Database Development for High School Libraries, 1984-1985. Research Associate.
MINITEX (Minneapolis, MN). Workshops for Retrospective Conversion, Bar Coding, Library Statistics, and OCLC Serials Format, 1985. Presenter and Research Associate.
ABC Film Consortium (Altoona, Bellefonte, Johnstown, PA). Database Building, System Design, and Implementation of Online Film Booking System, 1983-1985. Database Manager.

Library Automation -- System Design & Implementation

Douglas County Library District (Castle Rock, CO). Library Automation Technical and System Performance Specifications, 2001.
Pharr-San Juan-Alamo Independent School District (Pharr, TX). Library Automation Technical and System Performance Specifications, 1997. Project Development Consultant.
Harlingen (Texas) Independent School District. Planning for District-wide Automation in Junior High School Library Media Centers: Preparation of Data, and CD-ROM Hardware/Software Configuration Evaluation, 1996. Principal Investigator.
Sharyland (Texas) Independent School District. Design and Construction of New Elementary School Library and Technology Resources Center, 1995-1996. Principal Investigator.
South Texas Independent School District (Mercedes, TX). Design and Construction of a New High School Library and Technology Resources Center, 1995-1996. Principal Investigator.
Citizens' Library (Washington, PA). Online Community Resources Files: Design and Implementation, 1984. Research Associate.
Altoona (Pennsylvania) Hospital. Integrated Online System Upgrade Study, 1984. Research Associate.
State Library of South Dakota (Pierre). Automation Plan and State Database Development, 1982-1983. Principal Investigator.
State Library of Pennsylvania (Harrisburg). COM Production and Preparation of the Technical Specifications Document, Procurement, and Distribution of Microcomputers in the Commonwealth of Pennsylvania, 1983-1984. Research Associate.
Altoona (Pennsylvania) Area Public Library. Integrated System (Circulation/Online Catalog) Study, 1982-1983. Principal Investigator.
COPSCAULD (Council of Pennsylvania State College and University Library Directors, Edinboro, PA). Design of Online Media Catalog, 1982. Principal Investigator.
Erie (Pennsylvania) County Library System. Operations Research and Design for Automated Circulation, Hardware Upgrade and Re-Retrospective Conversion, 1982. Research Associate.
Michigan Library Consortium (Lansing, MI). Tape Management System Design and Implementation, 1982-1984. Research Associate.
State Library of Pennsylvania (Harrisburg). Preparation of the Technical Specifications Document, Procurement and Distribution of Microfiche Readers in the Commonwealth of Pennsylvania, 1982. Research Associate.
Community College of Allegheny County, Allegheny Campus (Pittsburgh, PA). Integrated Systems Study, 1981. Principal Investigator.
Community College of Allegheny County, South Campus (West Mifflin, PA). Retrospective Conversion Training Program for Handicapped Students, 1981. Technical Director.
Southern Tier Library System (Corning, NY). OCLC Acquisitions Subsystem Evaluation, 1981. Principal Investigator.
South Central Reference and Research Council (Ithaca, NY). South Central Regional Delivery System, 1980. Principal Investigator.
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Cataloging & Bibliographic Database Building

Challenges, Choices, and Images K-12 Charter School, Denver Public Schools, 2007.
Denver Medical Library, Inc., 2006-2010.
Ricks Gifted and Talented School Library, 2005-
American Humane Society (Englewood), 2004-2006.
Fisher Early Learning Center Library, 2004-

Colorado Community Based Research Network (Denver), 2004-
Boulder Valley School District (Boulder), 2002-2003.
Douglas Public Library District (Castle Rock), 2001-2002.

Bibliographic Center for Research, Inc. (Denver). Original Cataloging, 2001-2003 & 1992-1993. Professional Cataloger. Libraries include Arapahoe Library District (Centennial); Clarke College (Clarke, IA); Kaiser Permanente Center for Health Research (Portland, KS); Douglas County Library System (Carson City, NV); Grinnell College (Grinnell, IA); Kansas State University (Manhattan, KS); Kansas State Library (Topeka, KS); McPherson College (McPherson, KS); Newman University (Wichita, KS); Montana Technical University (Helena, MT); Montana State Library (Helena, MT); University of Texas Southwest Medical Center Library (Dallas, TX); Community College of Southern Nevada (Las Vegas, NV); Pikes Peak Library District (Colorado Springs); Mesa Community College (Grand Junction); Coe College (Cedar Rapids, IA); Briar Cliff College (Sioux City, IA); Tri-Care Health Systems (Aurora); The Penrose-St. Francis Healthcare System (Colorado Springs); Westminster Public Library (Westminster); Lutheran Medical Center Medical Library (Wheat Ridge); American Heritage Center, University of Wyoming (Laramie, WY); National Wildlife Research Center Library (Lakewood); University of Colorado Health Sciences Center, Denison Memorial Library (Denver); Water Resources Library, Denver District Office, Bureau of Land Management (Lakewood); Mesa State Community College Learning Resources Center (Pueblo); Front Range Community College Learning Resources Center (Westminster).

Colorado Historical Society Library (Denver). Original Cataloging of Serials for Multi-Institutional Union Listing Project, 1993. Technical Services Associate. Institutional partners: Denver Art Museum, Denver Museum of Natural History Library, and Denver Botanical Gardens Library.

Arapahoe Library District (Centennial). Original Cataloging of Major Media, 1991.

Original Cataloging Projects: Davis and Elkins College (Elkins, WV), 1989-1990; Waldorf College (Forest City, IA), 1989-1990; Kennametal Corporation (Latrobe, PA), 1984-1985; Pennsylvania Public Libraries Film Center (Harrisburg), 1982-1985.

Retrospective Conversion Projects: North Central Regional Library Service (Mason City, IA), 1987-1988; Southeastern Library Services (Davenport, IA), 1986-1987; Virginia Theological Seminary (Alexandria), 1984-1985; California University of Pennsylvania (California, PA), 1984-1985; Kennametal Corporation (Latrobe, PA), 1984-1985; West Virginia University (Morgantown), 1983-1985; Altoona Area Public Library (Altoona, PA), 1983-1984; George Washington University (Washington, DC), 1983-1984; Indiana University of Pennsylvania (Indiana, PA), 1983-1985; Health Education Center (Pittsburgh), 1983-1984; Central Pennsylvania District Library Center (Bellefonte, PA), 1982-1985; Duquesne University Law School Library (Pittsburgh), 1982-1983; Allegheny County Law Library (Pittsburgh), 1982-1984; Calgon Technical Information Center (Pittsburgh), 1982; Dow Corning Corporation, Technical Information Center (Midland, MI), 1982-1983; Tri-System Public Library Retrospective Conversion Project (Binghamton, Corning, and Ithaca, NY), 1978-1981, Technical Project Director.

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BOOK

Entourage 2001 for Macintosh

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100	1_	**|a** Schwartz, Steven A.
245	10	**|a** Entourage 2001 for Macintosh / **|c** Steve Schwartz.
260	__	**|a** Berkeley, CA : **|b** Peachpit Press, **|c** c2001.
300	__	**|a** vii, 277 p. : **|b** ill. ; **|c** 23 cm.
630	00	**|a** Entourage (Computer file)
650	_0	**|a** Electronic mail systems.

830	_0	|**a** Visual quickstart guide.
985	__	|**e** Interim2002

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005	20241107211451.6	
008	Date Entered on File	'020301'
	Type of Date/Publication Status	's' - Single date
	Date1/Beginning Date of Publication	'2001'
	Date2/Ending Date of Publication	' '
	Place of Publication, Production, or Execution Code	'cau' - California
	Illustrations	'a '
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100 1 Schwartz, Steven A., **$d** 1951- **$1** https://id.oclc.org/worldcat/entity/E39PCjHRrY3FPgTPrDTVHtTyMK

245 1 0 Entourage 2001 for Macintosh / **$c** Steve Schwartz.

260 Berkeley, CA : **$b** Peachpit Press, **$c** ©2001.

300 vii, 277 pages : **$b** illustrations ; **$c** 23 cm

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505 0 1. Introducing Entourage -- 2. Setting up Entourage -- 3. The address book -- 4. The calendar -- 5. Tas k management -- 6. Working with notes -- 7. Linking items -- 8. Customizing Entourage for general us e -- 9. Email essentials -- 10. Composing and sending email -- 11. Receiving email -- 12. Customizing Entourage for email -- 13. Newsgroup essentials -- 14. Reading and managing articles -- 15. Posting to newsgroups -- 16. Working offline -- 17. Customizing Entourage for newsgroups -- Appendix A. Gloss ary -- Appendix B. Email keystroke references -- Appendix C. News keystroke reference -- Appendix D. Keystroke refernece for other components -- Index.
630 0 0 Entourage (Computer file)
650 0 Electronic mail systems.
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830 0 Visual quickstart guide.
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550 __ |**a** Voice mail systems
670 __ |**a** Electronic message systems, c1986.
906 __ |**t** 9635 |**u** te07 |**v** 0
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550 __ |**w** g |**a** Telematics

670 __ |**a** 95-46859: Fletcher, S. E-Mail : a love story, 1996.

670 __ |**a** Hennepin |**b** (E-mail correspondence)

670 __ |**a** Crumlish, C. Internet dict., 1995: |**b** p. 123 (message : an e-mail letter)

670 __ |**a** LC database, 7-11-96 |**b** (electronic messages, computer messages (in titles about e-mail))

670 __ |**a** Acad Am. encyc.: |**b** v. 5, p. 175 (electronic mail : letters and other written messages sent from one computer to another)

906 __ |**t** 9628 |**u** te03 |**v** 0

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Imprint: Berkeley, CA : Peachpit Press, c2001.
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Go Get 'Em!

The pros use GoLive to create and maintain high-quality Web sites--and now you can, too, thanks to **Real World Adobe GoLive 5**. This week's features show you how to jazz up your Internet pages with table styles, smart objects and sliced images.

What's News

Last week's **Macworld Conference & Expo** attracted Mac fans from all corners of the globe--many of whom stopped by Peachpit's booth. What had folks buzzing? We share the skinny on the **News page**.

This week's author chat

Join Peachpit Press and World Without Borders on Wednesday, January 17, at 6 p.m PST/9 p.m. EST as we welcome Jeff Carlson and Glenn Fleishman, co-authors of Real World Adobe GoLive 5. Make a note in your Date Book now.

To join in, just point your Java-enabled browser to the **World Without Borders community**. For a complete schedule of upcoming chats, visit the News page.

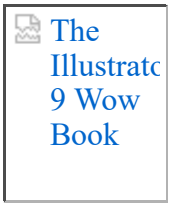
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Hot off the press!

Adobe GoLive 5 for Macintosh and Windows: VQS

Flash 5 Advanced for Windows and Macintosh: Visual QuickStart Guide
Learn how to "think" in Flash with all the advanced features and techniques.

The Illustrator 9 Wow Book


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Word 2001 for Macintosh: Visual QuickStart Guide
A step-by-step tutorial to the leading word processing program, more powerful and user-friendly than ever.

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This week, our spotlight is on the companion site for **Real World GoLive 5** .

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Illustrator 9 for Windows and Macintosh: Visual QuickStart Guide

Coming Soon

Here's what's coming out in the next few weeks!

Photoshop 6 for Windows and Macintosh: Visual QuickStart Guide

Mac OS 9.1: Visual QuickStart Guide

Fireworks 4 for Windows and Macintosh: Visual QuickStart Guide

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Adobe PageMaker 6.5 Classroom in a Book, Adobe Creative Team
Adobe PageMaker 6.5 Plus Productivity Kit, Adobe Creative Team
Adobe Photoshop 5.0 Certification Guide, Elizabeth Bulger and Michael Lennox
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Adobe Photoshop 5.5 and Illustrator 8.0 Advanced Classroom in a Book, Adobe Creative Team

Adobe Photoshop 5.5 Classroom in a Book, Adobe Creative Team

Adobe Photoshop 5.5 Web Design, Michael Baumgardt

New! **Adobe Photoshop 6.0 Classroom in a Book**, Adobe Creative Team

Soon! **Adobe Photoshop 6.0 Web Design**, Michael Baumgardt

Adobe Photoshop Master Class: John Paul Caponigro, John Paul Caponigro

Adobe Premiere 5.0 Classroom in a Book, Adobe Creative Team

Adobe Seminars: Web Page Design, Lisa Lopuck Sheryl Hampton

After Effects 4.1 for Macintosh and Windows: Visual QuickPro Guide, Antony Bolante

Animation on the Web, Sean Wagstaff

AppleWorks 5 for Windows and Macintosh: Visual QuickStart Guide, C. Ann Brown

AppleWorks 6 for Macintosh : Visual QuickStart Guide, Nolan Hester

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B

The BeOS Bible, Scot Hacker with Henry Bortman and Chris Herborth

Beyond The Mac is not a typewriter, Robin Williams

C

Claris Home Page 3 for Windows and Macintosh: Visual QuickStart Guide, Richard Fenno

Community Building on the Web, Amy Jo Kim

CorelDRAW 8 for Windows: Visual QuickStart Guide, Phyllis Davis

CorelDRAW 9 for Windows: Visual QuickStart Guide, Phyllis Davis

Creating Stores on the Web, Second Edition, Ben Sawyer, Dave Greely and Joe Cataudella

D

Database Publishing with FileMaker Pro on the Web, Maria Langer

DeBabelizer for Windows and Macintosh: Visual QuickStart Guide, Nolan Hester

Design Essentials, Third Edition, Luanne Seymour Cohen

Soon! **DHTML and CSS for the World Wide Web, 2nd Edition: Visual QuickStart Guide**, Jason Cranford Teague

DHTML: Visual QuickStart Guide, Jason Teague

Director 7 and Lingo Authorized, Phil Gross

Director 7 Demystified, Jason Roberts and Phil Gross

Director 7 for Macintosh and Windows: Visual QuickStart Guide, Andre Persidsky
Director 8 and Lingo Authorized, Phil Gross
Director 8 Demystified, Phil Gross and Jason Roberts
Director 8 for Macintosh and Windows: Visual QuickStart Guide, Andre Persidsky
Dreamweaver 2 Hands-On Training, Lynda Weinman
Dreamweaver 3 for Windows and Macintosh: Visual QuickStart Guide, J.Tarin Towers
Dreamweaver 3 Hands-On Training, Lynda Weinman and Garo Green
Dreamweaver 3 Hands-On Training Bundle, Lynda Weinman and Garo Green
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E

Elements of Web Design, 2nd Edition, Darcy DiNucci with Maria Giudice and Lynne Stiles
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Excel 2000 for Windows: Visual QuickStart Guide, Maria Langer
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Excel 98 for Macintosh: Visual QuickStart Guide, Maria Langer

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Flash 4! Creative Web Animation, Derek Franklin and Brooks Patton
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FreeHand 8 for Windows and Macintosh: Visual QuickStart Guide, Sandee Cohen
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FreeHand 9 for Windows and Macintosh: Visual QuickStart Guide, Sandee Cohen
FrontPage 2000 for Windows: Visual QuickStart Guide, Nolan Hester
FrontPage 98 for Windows: Visual QuickStart Guide, Phyllis Davis and Deborah Craig

G

Getting Hits, Don Sellers
Getting Started with 3D, Janet Ashford and John Odam
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H

How to Boss Your Fonts Around, Second Edition, Robin Williams
HTML 4 for the World Wide Web, Fourth Edition: Visual QuickStart Guide, Elizabeth Castro
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I

Illustrator 8 for Windows and Macintosh: Visual QuickStart Guide, Elaine Weinmann and Peter Lourekas
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InDesign 1.0/1.5 for Macintosh and Windows: Visual QuickStart Guide, Sandee Cohen

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Interactivity By Design, Ray Kristof Amy Satran
Internet Explorer 5 for Macintosh: Visual QuickStart Guide, Steve Schwartz
Internet Explorer 5 for Windows: Visual QuickStart Guide, Steve Schwartz

J

Java for the World Wide Web: Visual QuickStart Guide, Dori Smith
JavaScript for the World Wide Web: Visual QuickStart Guide, 3rd Edition, Tom Negrino and Dori Smith

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The Little Audio CD Book, Robert Starrett and Joshua McDaniel
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The Macintosh Bible, 7th Edition, Sharon Zardetto Aker
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The Non-Designer's Type Book, Robin Williams
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The Non-Designer's Web Book, 2nd Edition, Robin Williams and John Tollett

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Official Adobe Photoshop 5.0 Studio Techniques, Ben Willmore
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Outlook 2000 for Windows: Visual QuickStart Guide, Michael J. Young

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PageMaker 6.5 for Macintosh: Visual QuickStart Guide, Ted Alspach
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Quicken 2000 for Windows: Visual QuickStart Guide, Tom Negrino
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QuickTime and MoviePlayer Pro 3: Visual QuickStart Guide, Judith Stern and Robert Lettieri
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Real World Adobe GoLive 4, Jeff Carlson and Glenn Fleishman
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Real World Photoshop 5, David Blatner and Bruce Fraser
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Real World Scanning and Halftones, 2nd Edition, David Blatner, Glenn Fleishman and Steve Roth
Red Hat Linux 6: Visual QuickPro Guide, Harold Davis
Robin Williams Design Workshop, Robin Williams and John Tollett

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Visual Basic 6: Visual QuickStart Guide, Harold Davis

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Web Design Essentials, Maria Giudice with Anita Dennis
The Web Design Wow! Book, Jack Davis and Susan Merritt
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Entourage 2001 for Macintosh: Visual QuickStart Guide

By Steve Schwartz

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0-201-73398-6 © 2001
List price: $16.99 U.S.
232 pages, with None
MAC

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About this book

Consider Entourage your electronic secretary. This new, ramped version of Outlook 2000 is an email client and newsgroup reader that lets you take control of personal information and manage your time with a comprehensive Address Book, robust Calendar and Task List. This easy-to-follow book will teach you how to customize Entourage for personal information management, email and newsgroups, so that in no time you'll be creating ISP and Web-based accounts, configuring Entourage for multiple users and synchronizing contacts with your Palm Organizer.

Like all **Visual QuickStart Guides**, **Entourage 2001 for Macintosh** includes hundreds of screen shots and concise explanations in short, task-based lessons, allowing users to look up just what they need to know to get started with Entourage. Tightly integrated with the other Office 2001 applications, Entourage 2001 also synchronizes with Palm OS handhelds so you can take your electronic secretary wherever you go.

Platform: **MAC**

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Imprint: Cincinnati : Computer Literacy Press, c2000.
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650  0 Web sites|xAuthoring programs.|0http://id.loc.gov/
       authorities/subjects/sh98000036
650  0 Web publishing|vSoftware.
650  0 Macintosh (Computer)|xComputer programs.
650  7 Business|xSoftware.|2fast|0(OCoLC)fst00842385
650  7 Business.|2fast|0(OCoLC)fst00842262
650  7 Word processing|xSoftware.|2fast|0(OCoLC)fst01180144
650  7 Word processing.|2fast|0(OCoLC)fst01180127
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655  7 Software.|2fast|0(OCoLC)fst01411640
700 1  Reynolds, David.|0http://id.loc.gov/authorities/names/
       no93031036
830  0 Missing manual.|0http://id.loc.gov/authorities/names/
       no00074262
935    OCLCxref|b20180801|c20180806
937    BACKSTAGE|b20210429|c20210504
959    .o2800317/$26.21/B&T inv.#2008295999/ufeef
959    Firm Order Record Archived Spring 2005
994    E0|bINT
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	Bibliographic Level	'm' - Monograph/Item
	Type of Control	' ' - No specified type of control
	Encoding Level	'M' - Added from a batch process
	Descriptive Cataloging Form	'i' - ISBD punctuation included
001	957015342	
005	20240709201607.5	
008	Date Entered on File	'010530'
	Type of Date/Publication Status	's' - Single date
	Date1/Beginning Date of Publication	'2001'
	Date2/Ending Date of Publication	' '
	Place of Publication, Production, or Execution Code	'cau' - California
	Illustrations	'a '
	Target Audience	'g' - General
	Form of Item	' ' - None of the following
	Nature of Contents Code	' '
	Government Publication	' ' - Not a government publication
	Conference Publication	'0' - Not a conference publication
	Festschrift	'0' - Not a festschrift
	Index	'1' - Index present
	Literary Form	'0' - Not fiction
	Biography	' ' - No biographical material
	Language Code	'eng' - English
	Modified Record	' ' - Record is not modified
	Cataloging Source Code	'd' - Other

040 MYIIU **$b** eng **$c** MYIIU **$d** OCLCO **$d** OCLCF **$d** CSO **$d** OCLCQ **$d** OCLCO **$d** BRL **$d** OCLCO **$d** OCLCL **$d** OCLCQ

020 0596000812

020 9780596000813

050 4 HF5548.4.M525

082 0 4 005.369 **$2** 21

100 1 Barber, Nan.

245 1 0 Office 2001 for Macintosh : **$b** the missing manual / **$c** Nan Barber & David Reynolds.

250 1st ed.

260 Sebastopol, CA : **$b** Pogue Press/O'Reilly, **$c** 2001.

300 x, 637 pages : **$b** illustrations ; **$c** 24 cm.

336 text **$b** txt **$2** rdacontent

337 unmediated **$b** n **$2** rdamedia

338 volume **$b** nc **$2** rdacarrier

490 1 Missing manual

500 Includes index.

505 0 Word -- Basic Word Processing -- New, Open, and the Project Gallery -- Word Processing Basics -- A Window into Word -- The Views -- Every Conceivable Variation on Saving -- Printing -- Editing in Word -- Eight Ways to Select Text -- Moving Text Around -- Navigating Your Documents -- Finding and Replacing -- Spelling and Grammar -- Five Ways to Do Less Typing -- Formatting in Word -- The Formatting Palette -- Character Formatting -- Lists -- Paragraph Formatting -- Document Formatting -- Section Formatting -- Styles, Page Layout, and Tables -- Styles -- Themes -- Page Layout -- Automatic Hyphenation -- Text Boxes -- Pictures and Drawings -- Charts, Spreadsheets, and Equations -- Comments, Change Tracking, and Versions -- Change Tracking -- Comparing Documents -- Versioning -- Advanced Word Processing -- Headers and Footers -- Footnotes and Endnotes -- Line Numbers -- Templates -- The Outliner -- The Document Map -- Master Documents -- AutoSummarize -- Working with Fields -- Bookmarks -- Captions -- Cross-references -- Creating a Table of Contents -- Indexing -- Data Merges -- Working with Macros -- Word Meets Web -- Word as Web Browser -- Creating a Web Page in Word -- Graphics, Sounds, and Movies -- Hyperlinks -- Web Forms -- Saving Web Pages -- Entourage -- Entourage -- Email and Newsgroups -- The Entourage Window -- Setting Up Entourage -- Sending and Receiving Mail -- Newsgroups -- Entourage Calendar and Tasks -- The Calendar -- Recording Events -- What to Do with an Appointment -- Saving Calendars as Web Pages -- Tasks -- Entourage Address Book and Notes -- Address Book -- The Note Pad -- Advanced Entourage -- Using Entourage with a Palm Palmtop -- Multiple Identities -- Finding Information -- Links -- Categories -- Checking Your Spelling -- The Power of the Script Menu -- Excel -- Basic Excel -- Spreadsheet Basics -- Formula Fundamentals -- Excel, the List Maker -- Formatting and Charts -- Formatting Worksheets -- Charts -- Printing Worksheets -- Advanced Spreadsheeting -- Workbooks and Worksheets -- Advanced Formula Magic -- Working with Databases -- Opening the Excel Toolbox -- Macros: Making Excel Work for You -- PowerPoint -- Basic PowerPoint -- The Views of PowerPoint 2001 -- Specify a Design -- Writing the Outline -- Building the Show -- How to Build a Slide -- Advanced PowerPoint -- Making a Slide Show -- Multimedia Effects -- Printing Your Presentation -- Office 2001 As a Whole -- Customizing Office -- Customizing Your Toolbars -- Redesigning Your Menus -- Reassigning Key Combinations -- The Graphics Programs of Office 2001 -- Inserting a Graphic -- The Clip Gallery -- AutoShapes and WordArt -- Lines and Shapes: The Drawing Toolbar -- Formatting Pictures and Drawings -- The Picture Toolbar -- Organization Chart -- Equation Editor -- Microsoft Graph -- Installation and Troubleshooting -- Installing Office -- The Office Help System -- Balloon Help -- The Assistant -- The Help Index -- Web-Based Help -- Colophon.

630 0 0 Microsoft Office.

630 0 0 Microsoft FrontPage.

650 0 Business **$x** Software.

650 0 Word processing **$x** Software.

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650 0 Business presentations **$x** Graphic methods **$x** Software.

650 0 Web sites **$x** Authoring programs.

650 0 Web publishing **$x** Software.

650 0 Macintosh (Computer) **$x** Computer programs.

630 0 4 Microsoft Office 2001 (Computer file)

650 6 Sites Web **$x** Systèmes-auteur.

650 6 Macintosh (Ordinateur) **$x** Logiciels.

630 0 7 Microsoft FrontPage. **$2** fast **$0** (OCoLC)fst01386029

630 0 7 Microsoft Office. **$2** fast **$0** (OCoLC)fst01381546

650 7 Business. **$2** fast **$0** (OCoLC)fst00842262

650 7 Business presentations **$x** Graphic methods. **$2** fast **$0** (OCoLC)fst00842842

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655 7 Software. **$2** fast **$0** (OCoLC)fst01411640
700 1 Reynolds, David.
830 0 Missing manual.

ATTACHMENT 3C

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670 __ |**a** Introducing Microsoft FrontPage, 1996: |**b** CIP t.p. (FrontPage)
670 __ |**a** FrontPage 2000 simplified, c2000.
670 __ |**a** New webmaster's guide to Frontpage 2002, c2001.
670 __ |**a** Teach yourself FrontPage 97, 1997.
670 __ |**a** Teach yourself FrontPage 2000, c1999.
670 __ |**a** Microsoft Office Frontpage 2003 inside out, 2003.
670 __ |**a** WWW page: 05-05-03; http://microsoft.com: |**b** (Microsoft FrontPage 2003; FrontPage 2003 is the Microsoft Office Web site creation and management program)
953 __ |**a** jg14 |**b** vb22 |**b** sd20

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LCCN Permalink: https://lccn.loc.gov/sh85018260
HEADING: Business

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550 __ |**a** Industrial management
906 __ |**t** 9599 |**u** ---- |**v** 0
953 __ |**a** xx00 |**b** se01

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HEADING: Software

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155 __ |**a** Software

455 __ |**a** Application software

455 __ |**a** Applications software

455 __ |**a** Computer applications software

455 __ |**a** Computer software

555 __ |**w** g |**a** Informational works

670 __ |**a** RootsMagic 7 : genealogy & family tree software, 2015: |**b** container (RootsMagic is the award-winning genealogy software white makes researching, organizing, and sharing your family history easy)

670 __ |**a** Multiplication, division : grades 3-4, 2002 |**b** (series statement: On-track software; subj. hdgs.: Multiplication--Software; Division--Software)

670 __ |**a** The British nineteenth century surname atlas, 2015 |**b** (publisher: Archer Software; subj. hdg.: Names, Personal--Great Britain--Maps--Software.) "System requirements" screen ("The program runs in a fixed size window of 1000 x 700 pixels, regardless of screen resolution. The physical size of this window will depend on your screen resolution, e.g. it will appear smaller if you use 1600 x 1200 etc.")

670 __ |**a** Britannica online, Oct. 13, 2022 |**b** (software, instructions that tell a computer what to do. Software comprises the entire set of programs, procedures, and routines associated with the operation of a computer system. The term was coined to differentiate these instructions from hardware--i.e., the physical components of a computer system. A set of instructions that directs a computer's hardware to perform a task is called a program, or software program. The two main types of software are system software and application software. System software controls a computer's internal functioning, chiefly through an operating system, and also controls such peripherals as monitors, printers, and storage devices. Application software, by contrast, directs the computer to execute commands given by the user and may be said to include

any program that processes data for a user. Application software thus includes word processors, spreadsheets, database management, inventory and payroll programs, and many other "applications." A third software category is that of network software, which coordinates communication between the computers linked in a network.)

670 __ |**a** Techopedia, Oct. 13, 2022 |**b** (Software. Software, in its most general sense, is a set of instructions or programs instructing a computer to do specific tasks. Software is a generic term used to describe computer programs that run on PCs, mobile phones, tablets, or other smart devices. Software is often used to describe all the functional aspects of a computer that do not refer to its physical components (hardware). Scripts, applications, programs and a set of instructions are all terms often used to describe software. Everything that "runs" on a computer, from an operating system, to a diagnostic tool, video game, or app can be defined as software. Four categories of software: Programming software; System software; Application software; Malicious software (malware); Application software is intended to perform certain tasks. Examples of application software include office suites, gaming applications, database systems and educational software. Application software can be a single program or a collection of small programs. This type of software is what consumers most typically think of as "software")

670 __ |**a** Dictionary.com, Oct. 13, 2022 |**b** (software: 1. (Computers). the programs used to direct the operation of a computer, as well as documentation giving instructions on how to use them.)

670 __ |**a** LCSH, Oct. 13, 2022 |**b** (free-floating form subdivision --Software. Use as a form subdivision under topical headings for computer programs that are tools to perform tasks, for example, systems software, utilities, or applications programs; topical heading Computer software. UF Software, Computer. BT Computer systems. SN Here are entered general works on computer programs accompanied by documentation such as manuals, diagrams and operating instructions, etc. Works limited to computer programs are entered under Computer programs)

670 __ |**a** MeSH browser, Oct. 13, 2022 |**b** (Software. SN Sequential operating programs and data which instruct the functioning of a digital computer. UF Computer Applications Software; Computer Programs; Computer Programs and Programming; Computer Software; Computer Software Applications; Open Source Software; Software Engineering; Software Tools)

670 __ |**a** Art & architecture thesaurus online, Oct. 12, 2022 |**b** (software. Computer system programs, procedures, and associated documentation concerned with the operation of data processing systems, and which require hardware for use to be made of them. For individual collections or sequences of code provided by a user to perform a particular task, use "programs." For programs that serve a particular purpose and that may be packaged and sold by a manufacturer use "applications." BT electronic documents. Hierarchical position: information forms (objects) > document genres > documents by form > electronic documents)

680 __ |**i** Computer system programs, procedures, and associated documentation that are tools to perform tasks, for example, systems software, utilities, or applications programs.

688 __ |**a** Established March 2023.

910 __ |**a** Proposal saved by js09 on 10/18/2022 at 09:59:27

906 __ |**t** 2212g |**v** 0

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LC control no.: sh2008113750
LCCN Permalink: https://lccn.loc.gov/sh2008113750
HEADING: Word processing Software

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001 7471987
005 20110729160933.0
008 080311|| anannbabn |n ana
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040 __ |**a** DLC |**b** eng |**c** DLC
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667 __ |**a** Record generated for validation purposes.
670 __ |**a** Work cat.: Microsoft Works, c2000
906 __ |**t** 8888 |**u** te00 |**v** 0
953 __ |**a** te00

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LIBRARY OF CONGRESS AUTHORITIES

LC control no.: sh2008102951
LCCN Permalink: https://lccn.loc.gov/sh2008102951
HEADING: Electronic spreadsheets Software

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667 __ |**a** Record generated for validation purposes.
670 __ |**a** Work cat.: Microsoft Works, c2000
906 __ |**t** 8888 |**u** te00 |**v** 0
953 __ |**a** te00

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LC control no.: sh2009118065
LCCN Permalink: https://lccn.loc.gov/sh2009118065
HEADING: Business presentations Graphic methods

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ATTACHMENT 3I

LC control no.: sh 98000036
LCCN Permalink: https://lccn.loc.gov/sh98000036
HEADING: Web sites Authoring programs

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005 20120402074603.0
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150 __ |**a** Web sites |**x** Authoring programs
450 __ |**a** Authoring programs for Web sites
450 __ |**a** Web sites |**x** Design |**x** Computer programs
450 __ |**a** Web sites |**x** Design |**x** Software
670 __ |**a** Lehto, K. Official Microsoft FrontPage 98 book, c1997: |**b** p. 8 (Web site developers have a "cast of thousands: when it comes to choosing a Web authoring tool ... The choices include ... FrontPage, which requires little or no HTML knowledge. FrontPage has become the premier Web authoring tool")
906 __ |**t** 9834 |**u** te07 |**v** 1
952 __ |**a** 0 bib. record(s) to be changed
952 __ |**a** LC pattern: Interactive multimedia--Authoring programs
953 __ |**a** yz00 |**b** jg12

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LC control no.: sh 96009077
LCCN Permalink: https://lccn.loc.gov/sh96009077
HEADING: Web publishing

000 00643cz a2200217n 450
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150 __ |**a** Web publishing
450 __ |**a** World Wide Web publishing
550 __ |**w** g |**a** Network publishing (Computer networks)
550 __ |**a** Webcasting
670 __ |**a** Hennepin |**b** (World Wide Web publishing)
670 __ |**a** LC database, Sept. 10, 1996 |**b** (Web publishing)
906 __ |**t** 9830 |**u** te04 |**v** 0
952 __ |**a** LC pattern: Electronic publishing; Web sites
953 __ |**a** yz00 |**b** lj07

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LC control no.: sh 85079404
LCCN Permalink: https://lccn.loc.gov/sh85079404
HEADING: Macintosh (Computer)

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005 20120326102423.0
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450 __ |**a** Apple Macintosh (Computer)
550 __ |**w** g |**a** Microcomputers
906 __ |**t** 8406 |**u** fk05 |**v** 0
953 __ |**a** xx00

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040 __ |**a** DLC |**c** DLC |**d** DLC

150 __ |**a** Computer programs

360 __ |**i** subdivision |**a** Computer programs |**i** under topical headings; and uniform titles of individual computer programs

450 __ |**a** Computer program files

450 __ |**a** Files, Computer program

450 __ |**a** Program files, Computer

450 __ |**a** Programs, Computer

550 __ |**w** g |**a** Computer files

550 __ |**w** g |**a** Computer software

680 __ |**i** Here are entered works limited to computer programs. General works on computer programs accompanied by documentation such as manuals, diagrams and operating instructions, etc. are entered under |**a** Computer software.

681 __ |**i** Note under |**a** Computer software

906 __ |**t** 9524 |**u** te03 |**v** 0

953 __ |**a** xx00 |**b** te03

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Title: Office 2001 for Macintosh : the missing manual / Nan Barber & David Reynolds.
Edition: 1st ed.
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Eudora 5.0 Email

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- Eudora Sharing Protocol (ESP): allows users to automatically sync files to keep family, friends and co-workers up to date.
- MoodWatch: a fun new feature that warns users about flame content in outgoing and incoming emails.
- Email Usage Stats: offers personal and interesting insight to a user's day-to-day email activity and patterns.
- EIS 2.0: the best email & browser combo available for Palm OS™ handhelds is a free download that works best with Eudora 5.0.
- Import enhancements: Easy import from other common email clients.

3 Modes
Eudora operates in any of three modes - you choose. Sponsored mode provides the full-featured program for free by displaying a series of static onscreen advertisements that don't interfere with your email workspace. Check out a screenshot.

With our Paid mode option you can purchase the same full-featured program for $39.95 (including a $10 rebate) and you won't have any ads in the application. Or you may also choose to use Eudora in Light mode with a reduced feature set and no ads, for free.

System Requirements

Eudora for Windows

- A PC running Microsoft Windows 95/98/2000 or Windows NT 4.0 or greater



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- Access to your mail account via PPP dial-up networking using a modem or a TCP/IP Internet-style network connection
- To use QUALCOMM PureVoice™ plug-in for Eudora: Windows-compatible 16-bit sound system, speaker and microphone required

Eudora for Mac OS

- Macintosh PowerPC or better
- Mac OS System 8.1 or later
- An Internet mail account that uses POP3 protocol with an Internet Service Provider or a network connection
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WHAT IT'S NOT:

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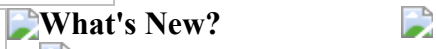



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ATTACHMENT 5D

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HEADING: Human-computer interaction

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150 __ |**a** Human-computer interaction
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450 __ |**a** Human factors in computing systems
450 __ |**a** Interaction, Human-computer
550 __ |**w** g |**a** Human engineering
550 __ |**a** User-centered system design
550 __ |**a** User interfaces (Computer systems)
670 __ |**a** Work cat.: Jones, M.K. Human-computer interaction, 1988.
670 __ |**a** LC data base, 5/19/88.
670 __ |**a** McGraw-Hill encyc. sci. tech., c1987: |**b** Index, 8-543-545.
675 __ |**a** Computer dict.; |**a** Standard glossary of computer terminology; |**a** IAC; |**a** Hennepin
680 __ |**i** Here are entered works on the human factors in computer systems. Works on computer systems operating in a real-time environment are entered under |**a** Interactive computer systems.
681 __ |**i** Note under |**a** Interactive computer systems
906 __ |**t** 0623 |**u** te04 |**v** 1
952 __ |**a** 16 bib. record(s) to be changed
953 __ |**a** fg09 |**b** ta27

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ATTACHMENT 5E

LC control no.: sh 88001679

LCCN Permalink: https://lccn.loc.gov/sh88001679

HEADING: User interfaces (Computer systems)

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040 __ |**a** DLC |**c** DLC |**d** DLC

053 _0 |**a** QA76.9.U83

150 __ |**a** User interfaces (Computer systems)

450 __ |**a** Interfaces, User (Computer systems)

550 __ |**w** g |**a** Human-machine systems

550 __ |**a** Human-computer interaction

670 __ |**a** Work cat.: Technology Assessment and Management Conference. User interfaces, 1988.

670 __ |**a** Standard glossary of computer terminology.

670 __ |**a** LC data base, 03/16/88.

675 __ |**a** Computer dict.; |**a** Thesaurus of computing terms

680 __ |**i** Here are entered works on the point at which a user interacts with a computer system, either directly through a terminal or indirectly through a data processing department. Works on the connections or links between two or more computer systems or devices are entered under |**a** Computer interfaces.

681 __ |**i** Note under |**a** Computer interfaces

906 __ |**t** 9633 |**u** te05 |**v** 0

953 __ |**a** fg09 |**b** sf03

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ATTACHMENT 5F

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LCCN Permalink: https://lccn.loc.gov/sh85029507
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450 __ |**a** Interfaces, Computer
550 __ |**w** g |**a** Computer input-output equipment
550 __ |**w** g |**a** Interface circuits
680 __ |**i** Here are entered works on the connections or links between two or more computer systems or devices. Works on the point at which a user interacts with a computer system, either directly through a terminal or indirectly through a data processing department, are entered under |**a** User interfaces (Computer systems).
681 __ |**i** Note under |**a** User interfaces (Computer systems)
906 __ |**t** 8815 |**u** fk07 |**v** 1
953 __ |**a** xx00 |**b** ta25

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Type of Work: Text
Registration Number / Date: TX0005195331 / 2000-04-07
Title: The humane interface : new directions for designing interactive systems / Jef Raskin.
Imprint: Reading, MA : Addison-Wesley, c2000.
Description: 233 p.
Copyright Claimant: AMC Press
Date of Creation: 1998
Date of Publication: 2000-03-27
Names: Raskin, Jef
AMC Press

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ATTACHMENT 6A

MARC Bibliographic Record

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100 1_ $aBaeza-Yates, R.$q(Ricardo)

245 10 $aModern information retrieval /$cRicardo Baeza-Yates, Berthier Ribeiro-Neto.

264 _1 $aNew York :$bACM Press ;$aHarlow, England :$bAddison-Wesley,$c[1999]

264 _4 $c©1999

300 $axx, 513 pages :$billustrations ;$c24 cm

336 $atext$btxt$2rdacontent

337 $aunmediated$bn$2rdamedia

338 $avolume$bnc$2rdacarrier

504 $aIncludes bibliographical references (pages 455-499) and index.

505 0_ $aIntroduction -- Modeling -- Retrieval evaluation -- Query languages -- Query operations -- Text and multimedia languages and properties -- Text operations -- Indexing and searching -- Parallel and distributed IR -- User interfaces and visualization -- Multimedia IR : models and languages -- Multimedia IR : indexing and searching -- Searching the Web -- Libraries and bibliographical systems -- Digital libraries -- Appendix: Porter's algorithm.

650 _0 $aInformation retrieval.

650 _0 $aInformation storage and retrieval systems.

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650    _4    $aInformation storage and retrieval systems.

700    1_    $aRibeiro-Neto, Berthier,$d1960-

938          $aBaker &
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ATTACHMENT 6B

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BOOK

Modern information retrieval

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260	__	|**a** New York : |**b** ACM Press ; |**a** Harlow, England : |**b** Addison-Wesley, c1999.
300	__	|**a** xx, 513 p. : |**b** ill. ; |**c** 24 cm.
504	__	|**a** Includes bibliographical references (p. 455-499) and index.
650	_0	|**a** Information storage and retrieval systems.
700	1_	|**a** Ribeiro-Neto, Berthier, |**d** 1960-

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	Festschrift	'0' - Not a festschrift
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100 1 Baeza-Yates, R. **$q** (Ricardo)
245 1 0 Modern information retrieval / **$c** Ricardo Baeza-Yates, Berthier Ribeiro-Neto.
260 New York : **$b** ACM Press ; **$a** Harlow, England : **$b** Addison-Wesley, **$c** ©1999.
300 xx, 513 pages : **$b** illustrations ; **$c** 24 cm
336 text **$b** txt **$2** rdacontent
337 unmediated **$b** n **$2** rdamedia
338 volume **$b** nc **$2** rdacarrier
490 0 ACM Press Books
504 Includes bibliographical references (pages 455-499) and index.
520 1 "We live in the information age, where swift access to relevant information in whatever form or mediu m can dictate the success or failure of businesses or individuals. The timely provision of relevant infor mation with minimal noise is critical to modern society and this is what information retrieval (IR) is al l about. It is a dynamic subject, with current changes driven by the expansion of the World Wide Web, the advent of modern and inexpensive graphical user interfaces and the development of reliable and lo w-cast mass storage devices, Modern Information Retrieval discusses all these changes in great detail and can be used for a first course on IR as well as graduate courses on the topic."--Jacket.
505 0 1. Introduction -- 2. Modeling -- 3. Retrieval Evaluation -- 4. Query Languages -- 5. Query Operations -- 6. Text and Multimedia Languages and Properties -- 7. Text Operations -- 8. Indexing and Searching -- 9. Parallel and Distributed IR -- 10. User Interfaces and Visualization -- 11. Multimedia IR: Models and Languages -- 12. Multimedia IR: Indexing and Searching -- 13. Searching the Web -- 14. Libraries and Bibliographical Systems -- 15. Digital Libraries -- App. Porter's Algorithm.
540 Current Copyright Fee: GBP25.00 **$c** 0. **$5** Uk
650 0 Information storage and retrieval systems.
650 2 Information Systems
650 6 Systèmes d'information.
650 7 Recherche documentaire. **$2** eclas
650 7 Systèmes d'information. **$2** eclas
650 7 Informatique documentaire. **$2** eclas
650 7 Information storage and retrieval systems **$2** fast
650 7 Information Retrieval **$2** gnd
650 1 7 Information storage and retrieval. **$2** gtt
650 7 INFORMATION RETRIEVAL. **$2** nasat
650 7 DATA RETRIEVAL. **$2** nasat
650 7 DATA STORAGE. **$2** nasat
650 7 INFORMATION SYSTEMS. **$2** nasat
650 7 MANAGEMENT INFORMATION SYSTEMS. **$2** nasat
700 1 Ribeiro-Neto, Berthier, **$d** 1960-
776 0 8 **$i** Online version: **$a** Baeza-Yates, R. (Ricardo). **$t** Modern information retrieval. **$d** New York : A CM Press ; Harlow, England : Addison-Wesley, ©1999 **$w** (OCoLC)622962240

856 4 1 **$3** Table of contents **$u** http://digitool.hbz-nrw.de:1801/webclient/DeliveryManager?pid=2381157&custom_att_2=simple_viewer
938 Ingram Library Services **$b** INGR **$n** in008479941
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ATTACHMENT 6D

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450 __ |**a** Data storage and retrieval systems
450 __ |**a** Discovery systems, Information
450 __ |**a** Information discovery systems
450 __ |**a** Information processing systems
450 __ |**a** Information retrieval systems
450 __ |**a** Machine data storage and retrieval
450 __ |**a** Mechanized information storage and retrieval systems
550 __ |**w** g |**a** Computer systems
550 __ |**w** g |**a** Electronic information resources
550 __ |**a** Data centers
550 __ |**a** Digital libraries
550 __ |**a** Information organization
550 __ |**a** Information retrieval

680 __ |**i** This heading may be further subdivided by the topic of the system, e.g., |**a** Information storage and retrieval systems--Accounting; Information storage and retrieval systems--Africa

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910 __ |**a** Proposal saved by tc03 on 02/01/2021 at 10:03:31

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210          $aDLIB MAGAZINE

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222    _0    $aD-Lib magazine

245    00    $aD-Lib magazine.

246    3_    $aDigital library magazine

260          $aReston, Va. :$bCorp. for National Research
             Initiatives,$c©1995-

310          $aMonthly

336          $atext$btxt$2rdacontent

337          $acomputer$bc$2rdamedia

338          $aonline resource$bcr$2rdacarrier

362    0_    $aJuly 1995-
```

362 1_ $aCeased with Volume 23, number 7/8 (July/August 2017).

500 $aTitle from journal home page (viewed Sept. 7, 1999).

515 $aIssues for Jan. 1999- numbered v. 5, no. 1- ; July/Aug. issues combined, 1996-

520 8_ $aPresents "D-Lib Magazine," a monthly electronic publication related to digital libraries. Includes commentaries and news articles. Offers an archive of back issues and a site search engine. Provides access to working groups, digital library research projects, events calendars, and related technical reports. Notes access terms and conditions and links to mirror sites. Links to the Corporation for National Research Initiatives, the coordinator of the magazine.

538 $aMode of access: World Wide Web.

550 $aProduced by the Corporation for National Research Initiatives for the Information Infrastructure Technology and Applications Task Group of the High Performance Computing and Communications Program.

550 $aEarly issues have subtitle: the magazine of the Digital Library Forum.

555 $aIncludes author index.

588 $aLatest issue consulted: Vol. 23, no. 7/8 (July/August 2017) (viewed Sept. 11, 2017).

650 _0 $aDigital libraries$vPeriodicals.

650 _0 $aElectronic publishing$vPeriodicals.

650 _0 $aLibraries and electronic publishing$vPeriodicals.

650 _0 $aLibrary information networks$vPeriodicals.

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650 _7 $aBibliothèques.$2eclas

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650 02 $aInformation Systems.

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710 2_ $aCorporation for National Research Initiatives.

710 2_ $aD-Lib Forum.

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710    2_    $aFederal High Performance Computing Program
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906          $aJOURNAL
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450 __ |**a** Digital media collections
450 __ |**a** Digital media libraries
450 __ |**a** Digital repositories
450 __ |**a** Electronic libraries
450 __ |**a** Electronic publication collections
450 __ |**a** Electronic publication libraries
450 __ |**a** Electronic text collections
450 __ |**a** Repositories, Digital
450 __ |**a** Virtual libraries
550 __ |**w** g |**a** Libraries
550 __ |**a** Information storage and retrieval systems
550 __ |**a** Web archives
670 __ |**a** Work cat.: 95040028: The National Electronic Library, 1996.

670 __ |**a** 95159026: Proceedings of Digital Libraries ’94, the first annual Conference on the Theory and Practice of Digital Libraries, 1994: |**b** pp. 1-2 (Digital library, electronic library, virtual library all used as synonymous in paper, "does not seem clear in the literature if what is meant by the digital library is a series of ... collections or one ... collection") p. 163 (prevailing view is that digital libraries are archival collections of digital materials to be browsed and queried by information-seeking individuals)

670 __ |**a** MAG3 Sept. 20, 1995: |**b** r "digital libraries".

670 __ |**a** The evolving virtual library, 1995.

670 __ |**a** WWW, Oct. 3, 2000 |**b** (electronic text collections; digital libraries)

670 __ |**a** Rhyno, A. Using open source systems for digital libraries, 2003 |**b** (Digital Library Federation definiton of "digital libraries" quoted in Preface: "organizations that provide the resources, including the specialized staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities.")

670 __ |**a** What is? via TechTarget, viewed Nov. 5, 2018 |**b** (A digital library is a collection of documents in organized electronic form, available on the Internet or on CD-ROM (compact-disk read-only memory) disks. Depending on the specific library, a user may be able to access magazine articles, books, papers, images, sound files, and videos)

670 __ |**a** Techopedia, viewed online Nov. 5, 2018 |**b** (A digital library, unlike other forms of media such as print or microform, is a specialized form of library that encompasses a collection of digital assets. Such digital objects can be in the form of visual material, text, audio or video that are in electronic media forms. As it is a library, it also has features to organize, store and retrieve media or files that make up the collection. Content in a digital library may also be stored locally or accessed by means of networks when stored remotely)

680 __ |**i** Here are entered works on collections of resources in digital formats. Works on collections of discrete items of related data that can be accessed individually, in combination, or as a whole are entered under |**a** Data sets.

906 __ |**t** 1028 |**u** tc03 |**v** 0

910 __ |**a** Proposal saved by td04 on 11/19/2018 at 12:50:18

910 __ |**a** Record saved by td04 on 07/07/2016 at 11:46:01

953 __ |**a** lj07 |**b** td04

906 __ |**t** 1811 |**v** 0

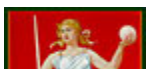
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Press to SEND EMAIL

Help - Search - Search History - Headings List - Start Over



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Library of Congress
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101 Independence Ave, S.E.
Washington, DC 20540

Library of Congress Online Catalog
URL: https://catalog.loc.gov/

Questions, comments, error reports: Contact Us

ATTACHMENT 7C

LC control no.: sh 85099890

LCCN Permalink: https://lccn.loc.gov/sh85099890

HEADING: Periodicals

000 01324cz a2200337n 450

001 4749694

005 20120717060125.0

008 860211 | anannbabn |b ana

010 __ |**a** sh 85099890

035 __ |**a** (DLC)sh 85099890

035 __ |**a** (DLC)6226910

035 __ |**a** (DLC)sp 85099890

035 __ |**a** (DLC)314952

040 __ |**a** DLC |**c** DLC |**d** DLC

053 _0 |**a** AP |**c** General periodicals

053 _0 |**a** PN4700 |**b** PN5650 |**c** History

150 __ |**a** Periodicals

360 __ |**i** subdivision |**a** Periodicals |**i** under specific subjects, e.g. |**a** Engineering--Periodicals; United States--History--Periodicals

450 __ |**a** Journals (Periodicals)

450 __ |**a** Magazines

550 __ |**w** g |**a** Library materials

550 __ |**w** g |**a** Mass media

550 __ |**w** g |**a** Serial publications

550 __ |**a** Newspapers

550 __ |**a** Press

670 __ |**a** UMI business vocab. |**b** (Journals)

680 __ |**i** Here are entered works on the periodicals of the world and, with appropriate subdivisions, works on special aspects or sections of periodicals. Works on periodicals in a specific language, or in a specific country or larger area, are entered under the adjectival form of the language or area, e.g. |**a** Arabic periodicals; Canadian periodicals.

906 __ |**t** 0420 |**u** te03 |**v** 0

910 __ |**a** Proposal saved by tc03 on 05/14/2012 at 17:15:30

953 __ |**a** xx00 |**b** td14

906 __ |**t** 1206 |**v** 0

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ATTACHMENT 7D

LIBRARY OF CONGRESS AUTHORITIES

LC control no.: sh2008119324
LCCN Permalink: https://lccn.loc.gov/sh2008119324
HEADING: Electronic publishing Periodicals

000 00478cz a2200169n 450
001 7521293
005 20110729161257.0
008 080424|| anannbabn |n ana
010 __ |**a** sh2008119324
035 __ |**a** (DLC)398043
035 __ |**a** (DLC)sh2008119324
040 __ |**a** DLC |**b** eng |**c** DLC
150 __ |**a** Electronic publishing |**v** Periodicals
667 __ |**a** Record generated for validation purposes.
670 __ |**a** Work cat.: Computer publishing magazine, [1990-1991]
906 __ |**t** 8888 |**u** te00 |**v** 0
953 __ |**a** te00

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LIBRARY OF CONGRESS AUTHORITIES

LC control no.: sh 85076615
LCCN Permalink: https://lccn.loc.gov/sh85076615
HEADING: Libraries and electronic publishing

000 00449cz a2200169n 450
001 4727317
005 20120326102014.0
008 860211i| anannbabn |a ana
010 __ |**a** sh 85076615
035 __ |**a** (DLC)sh 85076615
035 __ |**a** (DLC)74002
040 __ |**a** DLC |**c** DLC |**d** DLC
150 __ |**a** Libraries and electronic publishing
450 __ |**a** Electronic publishing and libraries
550 __ |**w** g |**a** Electronic publishing
906 __ |**t** 8640 |**u** fk07 |**v** 0
953 __ |**a** xx00 |**b** td14

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ATTACHMENT 7F

LIBRARY OF CONGRESS AUTHORITIES

LC control no.: sh2009129728
LCCN Permalink: https://lccn.loc.gov/sh2009129728
HEADING: Library information networks Periodicals

000 00483cz a2200169n 450
001 8126973
005 20110729162937.0
008 091222|| anannbabn |n ana
010 __ |**a** sh2009129728
035 __ |**a** (DLC)448951
035 __ |**a** (DLC)sh2009129728
040 __ |**a** DLC |**b** eng |**c** DLC
150 __ |**a** Library information networks |**v** Periodicals
667 __ |**a** Record generated for validation purposes.
670 __ |**a** Work cat.: Campus-wide information systems, c1993-
906 __ |**t** 8888 |**u** tc00 |**v** 0
953 __ |**a** tc00

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ATTACHMENT 7G

Bibliographic Record - OCLC Number: 32652099

LDR	Record Status	'c' - Corrected or revised
	Type of Record	'a' - Language material
	Bibliographic Level	's' - Serial
	Type of Control	' ' - No specified type of control
	Encoding Level	' ' - Full level
	Descriptive Cataloging Form	'a' - AACR2
001	32652099	
005	20230203174221.3	
008	Date Entered on File	'950614'
	Type of Date/Publication Status	'd' - Continuing resource ceased publication
	Date1/Beginning Date of Publication	'1995'
	Date2/Ending Date of Publication	'2017'
	Place of Publication, Production, or Execution Code	'vau' - Virginia
	Frequency	'm' - Monthly
	Regularity	'n' - Normalized irregular
	Type of Continuing Resource	'p' - Periodical
	Form of Original Item	's' - Electronic
	Form of Item	'o' - Online
	Nature of Entire Work	' ' - No specified nature of entire work
	Nature of Contents	' '
	Government Publication	' ' - Not a government publication
	Conference Publication	'0' - Not a conference publication
	Original Alphabet or Script of Title	'a' - Basic Roman
	Entry Convention	'0' - Successive entry
	Language Code	'eng' - English
	Modified Record	' ' - Record is not modified
	Cataloging Source Code	'c' - Cooperative cataloging program
006	Form of Material	'm' - Computer file
	Target Audience	' ' - Unknown or unspecified
	Form of Item	'o' - Online
	Type of Computer File	'd' - Document
	Government Publication	' ' - Not a government publication
007	Category of Resource	'c' - Electronic Resource
	Specific Material Designation (c)	'r' - Remote
	Color (c)	'c' - Multicolored
	Dimensions (c)	'n' - Not applicable
	Sound (c)	'u' - Unknown
	Image Bit Depth (c)	'|||'
	File Formats (c)	'|' - No attempt to code
	Quality Assurance Target(s) (c)	'|' - No attempt to code
	Antecedent/Source (c)	'|' - No attempt to code
	Level of Compression (c)	'|' - No attempt to code

Reformatting Quality (c) '|' - No attempt to code

010 sn 95004209

040 NSD **$b** eng **$c** NSD **$d** IUL **$d** OCL **$d** CAS **$d** IUL **$d** NLM **$d** WAU **$d** NSD **$d** N@F **$d** OCLCQ **$d** ORU **$d** OCLCQ **$d** DLC **$d** OCL **$d** OCLCQ **$d** CUS **$d** OCLCQ **$d** OCLCO **$d** OCLCQ **$d** OCLCF **$d** BEDGE **$d** OCLCO **$d** OCLCQ **$d** OCLCO **$d** OCLCQ **$d** CUS **$d** O CLCQ **$d** IOG **$d** OCLCO **$d** OCLCA **$d** OCLCQ **$d** MST **$d** OCLCQ **$d** AU@ **$d** OCLCQ **$d** OCLCA **$d** FIE **$d** OCLCQ **$d** VT2 **$d** S2H **$d** OCLCQ **$d** CGU **$d** OCLCQ

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016 7 SR0084642 **$2** DNLM

019 44317768 **$a** 51394824 **$a** 1117145972

022 0 1082-9873 **$l** 1082-9873 **$2** 1

030 DLMAF7

037 **$b** CNRI, 1895 Preston White Drive, Ste. 100, Reston, VA 22091

042 nsdp **$a** pcc

050 0 0 ZA4080

060 1 0 Z 669

082 1 0 025 **$2** 12

210 0 D-Lib mag.

222 0 D-Lib magazine

245 0 0 D-Lib magazine.

246 3 Digital library magazine

260 Reston, Va. : **$b** Corp. for National Research Initiatives, **$c** ©1995-

310 Monthly

336 text **$b** txt **$2** rdacontent

337 computer **$b** c **$2** rdamedia

338 online resource **$b** cr **$2** rdacarrier

362 0 July 1995-

362 1 Ceased with Volume 23, number 7/8 (July/August 2017).

500 Title from journal home page (viewed Sept. 7, 1999).

515 Issues for Jan. 1999- numbered v. 5, no. 1- ; July/Aug. issues combined, 1996-

520 8 Presents "D-Lib Magazine," a monthly electronic publication related to digital libraries. Includes com mentaries and news articles. Offers an archive of back issues and a site search engine. Provides access to working groups, digital library research projects, events calendars, and related technical reports. Not es access terms and conditions and links to mirror sites. Links to the Corporation for National Researc h Initiatives, the coordinator of the magazine.

538 Mode of access: World Wide Web.

550 Produced by the Corporation for National Research Initiatives for the Information Infrastructure Techn ology and Applications Task Group of the High Performance Computing and Communications Progra m.

550 Early issues have subtitle: the magazine of the Digital Library Forum.

555 Includes author index.

588 Latest issue consulted: Vol. 23, no. 7/8 (July/August 2017) (viewed Sept. 11, 2017).

650 0 Digital libraries **$v** Periodicals.

650 0 Electronic publishing **$v** Periodicals.
650 0 Libraries and electronic publishing **$v** Periodicals.
650 0 Library information networks **$v** Periodicals.
650 0 2 Information Storage and Retrieval.
650 0 2 Information Systems.
650 7 Bibliothèque électronique. **$2** eclas
650 7 Bibliothèques. **$2** eclas
650 7 Innovations technologiques. **$2** eclas
650 7 Mensuels. **$2** eclas
650 7 Edition électronique. **$2** eclas
650 7 Archives électroniques. **$2** eclas
650 7 Digital libraries. **$2** fast **$0** (OCoLC)fst00893704
650 7 Electronic publishing. **$2** fast **$0** (OCoLC)fst00907433
650 7 Libraries and electronic publishing. **$2** fast **$0** (OCoLC)fst00997518
650 7 Library information networks. **$2** fast **$0** (OCoLC)fst00997774
655 2 Periodical.
655 7 Periodicals. **$2** fast **$0** (OCoLC)fst01411641
710 2 Corporation for National Research Initiatives.
710 2 D-Lib Forum.
710 2 Federal High Performance Computing Program (U.S.). **$b** Information Infrastructure Technology and Applications Task Group.
850 DLC
856 4 0 **$u** http://bibpurl.oclc.org/web/1110 **$u** http://www.dlib.org/back.html
029 1 AU@ **$b** 000011781206
029 1 AU@ **$b** 000022716996
029 1 AU@ **$b** 000043820978
029 1 AU@ **$b** 000044935591
029 1 AU@ **$b** 000045720793
029 1 N@F **$b** 133883
029 1 NLM **$b** 9709374
029 1 NZ1 **$b** 16232467
029 1 NZ1 **$b** 2458975
029 1 OCLCS **$b** OP-8443

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D-lib magazine

The Magazine of Digital Library Research

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D-Lib Magazine This Month: July/August 1997

Search the contents of the monthly magazine and reference pages; or

Browse back issues of **D-Lib Magazine**.
or **D-Lib Magazine's** stories, editorials, and briefings by title or author.

D-Lib Ready Reference

Working Groups: Meetings, Conferences, and Workshops
The Technology Spotlight
Digital Library Research Projects
Elsewhere on the Net

- Clearinghouses for Digital Library Research
- Calendars of Events
- Technical Reports and Papers

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wya/af
Last revised: July 15, 1997

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D-lib magazine
The Magazine of Digital Library Research

January 1997
ISSN 1082-9873

editorial

From the Editor: *New Year's Resolutions*
To the Editor: *HyperNews*

stories and briefings

Clarifying Search: A User-Interface Framework for Text Searches
Ben Shneiderman
University of Maryland, College Park
Don Byrd
W. Bruce Croft
Center for Intelligent Information Retrieval
University of Massachusetts, Amherst

Ad-Hoc Classification of Electronic Clinical Documents
David B. Aronow
Fangfang Feng
Center for Intelligent Information Retrieval
University of Massachusetts, Amherst

Image Description on the Internet: A Summary of the CNI/OCLC Image Metadata Workshop
September 24 - 25, 1996, Dublin, Ohio
Stuart Weibel
Eric Miller
Office of Research, OCLC Online Computer Library Center, Inc.

JSTOR: An IP Practitioner's Perspective
Sarah E. Sully
JSTOR

clips and pointers

- ***Workshop Summary: UCLA-NSF Workshop on Social Aspects of Digital Libraries***
Christine L. Borgman, University of California, Los Angeles
- ***Point-to-Point***

  - Library of Congress releases experimental web interface
  - California Heritage Image Access Project Demonstration Database
  - Index Morganagus, distributed search of on-line serials in library and information science and technology
  - The Internet Public Library Reading Room Public Online Texts Collection

- Research and Development in the Libraries sector of the Telematics Programme of the European Commission (DGIII)

- ***In Print***

  - The University Of California Digital Library: A Framework For Planning And Strategic Initiatives
  - International Infrastructure Standards Program (IISP) Identified Standards Needed to Implement the Global Information Infrastructure
  - A Framework for Global Electronic Commerce

- ***Goings On***

  - Eighth International ACM Hypertext Conference, April 6-11, 1997, Southampton, UK. Proposals still accepted for short papers, demonstrations, and posters.
  - The Asia Pacific Networking Group (APNG)to hold meetings, January 26-28, 1997 in Hong Kong.
  - First International Conference on Autonomous Agents, Marina del Rey, California, February 5-8, 1997.
  - CD-4: The Dublin Core Metadata Workshop Series, March 3-5, 1997, Canberra, Australia.
  - Third DELOS Workshop, Zurich, Switzerland, March 4-7, 1997. Limited Call for Participation.
  - DRH '97. A conference on application of digital techniques in the humanities, September 14-17, 1997; proposals close April 7, 1997.
  - ICCC/IFIP Conference on Electronic Publishing '97, University of Kent at Canterbury, April 14-16, 1997
  - Australian WWW Technical Conference, May 7-9, 1997, Brisbane.

- ***Pointers in this Column***

TECHNOLOGY SPOTLIGHT

What's New in the Technology Spotlight?
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MAGAZINE

Clarifying Search

A User-Interface Framework for Text Searches

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D-Lib Magazine, January 1997

ISSN 1082-9873

Abstract: Current user interfaces for textual database searching leave much to be desired: individually, they are often confusing, and as a group, they are seriously inconsistent. We propose a four- phase framework for user-interface design: the framework provides common structure and terminology for searching while preserving the distinct features of individual collections and search mechanisms. Users will benefit from faster learning, increased comprehension, and better control, leading to more effective searches and higher satisfaction.

[Note added at the request of the Authors, January 15, 1997. The Library of Congress has recently improved the interface that we were using in Case Study 1 as the "before" example. We are pleased with their improvements, but the advantages of our "after" example are now less striking. We hope others will also improve their interfaces as a result of this article.]

- Introduction
  - The problem
  - Towards a Solution
- The four-phase framework for search
  - Formulation
  - Action
  - Review of results
  - Refinement
- Building Effective User Interfaces

- Case Studies
- Conclusions
- Appendix 1: Definitions
- Appendix 2: Feedback from Web Search Tools
- Appendix 3: Terminology Survey
- Acknowledgements
- References

Introduction

The problem. We believe that an opportunity exists to improve user interfaces for textual database searching dramatically. The ideal user interface is as simple as possible, and it makes key features as clear as possible. But many of the current text-search interfaces -- especially on the World Wide Web -- are neither simple nor clear: they are often needlessly complex, and they very often obscure key features. The result is confusion, frustration, and failure for intermediate and advanced users as well as novices. Zero-hit outcomes occur on 30% of searches at some services, while huge numbers of hits distract users in many other cases. While online search services such as Infoseek, AltaVista, Lycos, WebCrawler, and Open Text are widely used, public and professional concern about the difficulty of finding information is great (Flynn, 1995; Hatlestad, 1996; Somerson, 1996). But we believe that improved designs can lead to a far greater number of positive outcomes. Recent studies appear to confirm that when users are given more information on and control over their searches, their performance and satisfaction increases (Koenemann and Belkin, 1996).

Improved user-interface design is clearly part of the solution; yet design has its own set of challenges. Consider the diversity of the user community a broadly accessible resource like the Web proposes to serve. One of the main sources of diversity, though by no means the only one, is differences in experience among users (Shneiderman, 1992):

> First-time users need an overview to understand the range of services. . .plus buttons to select actions. Intermittent users need an orderly structure, familiar landmarks, reversibility, and safety during exploration. Frequent users demand shortcuts or macros to speed repeated tasks and extensive services to satisfy their varied needs.

Poor user-interface designs can be improved. But even then, as users move from one search service to another, inconsistencies can cause slower performance, uncertainty, mistaken assumptions, and failures to find relevant documents. For example, the search string "Hall effect" could produce (among many other possibilities) a:

- search on the exact string "Hall effect"
- case-insensitive search on the string "hall effect"
- probabilistic search for "Hall" and "effect"
- probabilistic search for "Hall" and "effect", with higher weights if "Hall" and "effect" are in close proximity
- error message indicating missing AND/OR or other operators/delimiters
- Boolean search on "Hall" AND "effect"
- Boolean search on "Hall" OR "effect"

Many existing systems give little or no indication of which interpretation they are using. Nor does the above list hint at all the query-processing transformations in common use: there are also questions of stemming, stop words, relative weights of fields, etc. Finally, in many systems the results are displayed in a relevance ranking whose meaning is a mystery to many users (and sometimes a proprietary secret).

The suggestions given here are designed to be complementary to ongoing research in information retrieval interfaces and visualization. See, for example, Rao et al (1995), Shneiderman (1994), and Van House et al

(1996), as well as various papers in the annual ACM SIGIR proceedings (ACM).

Towards a Solution. Based on experience with many systems (Shneiderman, 1992) as well as recent efforts with the Library of Congress's THOMAS (Croft, Cook and Wilder, 1995) and American Memory projects, we propose a four-phase framework for thinking about text-search user interfaces. We expect the framework to be of interest to information retrieval specialists who are concerned about user interfaces. Note, however, that this paper addresses only interfaces for finding information by searching. Browsing -- of indices, alphabetical lists of terms, news articles, etc. -- may be equally important in some applications, but it has its own set of challenges.

Admittedly, user-interface differences sometimes result from functionality differences: no Boolean system (in the usual sense of the term) can do probabilistic searches. Nonetheless, inconsistencies can and should be reduced greatly, and those that remain can and should be made clear. The basic automobile user interface is something we now take for granted, but it took many strange meanders over several decades to reach this level of standardization (Oliver and Berkebile, 1968; Buxton, 1989); and remaining inconsistencies like left/right variations from country to country still cause serious problems for travelers. As software designers, we should be able to do much better than we are doing now, and thereby to spare our users millions of conceptual fatalities.

In the remainder of this paper, we outline the four phases; make recommendations as to how to implement the phases, based on the user's perspective; and show how two existing systems (one Web-based, one standalone) could be redesigned in accordance with our recommendations. We believe that designers armed with this information will be in a good position to satisfy the needs of all users, both in standalone situations and over networks including the World Wide Web.

The four-phase framework for search

The four-phase search process gives great freedom to designers of specific systems to offer a variety of features in an orderly and consistent framework. The phases are: formulation (what happens before the user starts a search); action (starting the search); review of results (what the user sees resulting from the search); and refinement (what happens after review of results and before the user goes back to formulation with the same information need).

Actually, before performing a search, users must consider their information need and clarify their search goals. But this is just what a computer system cannot help with.

1. Formulation: This is the most complex phase in that it involves decisions of several types, each of which may itself be complex. These decisions include the *sources* of the search, i.e., where to search; which *fields* of documents to search; what actual *text to search for;* and what *variants* of that text to accept. Some systems actually walk the user through each of these decisions in succession, but they cannot always be made in a predetermined order; nor are we convinced they exhaustively cover the query-formulation possibilities.

> **a. Sources:** The first step in performing a search is normally to decide where to search (Marchionini, 1995). This is often a single physical database, but increasingly it is multiple and distributed databases, accessed across a network.
>
> Even if technically and economically feasible, searching all libraries or all collections in a library is frequently not the preferred decision. When users are confident they know where the truly relevant material is, they often prefer to limit the scope of their searches to a specific library (say, NASA, Princeton, or the DIALOG system), a specific collection in a library, or a specific range of documents in a collection.
>
> In most cases, users decide "by inspection" where to search. However, this decision can also be made by an instance of exactly the same procedure as the final search. Specifically, some systems support a process called "collection selection", in which the user's query is run against a special

database that describes the contents of all known databases (Callan et al, 1995). The result, instead of a list of best-matching documents, is a list of best-matching databases. The user can then run their query against one or more databases in the list.

b. Fields: Each document in a collection may have multiple fields (sometimes called attributes, components, or tags). Users may wish to limit their search to specific fields of documents within a collection. For example, users searching on common terms might prefer to retrieve only documents whose title contains that term, or at least to give a higher rank to documents whose title contains that term: see for example the elaborate weighting algorithm used by THOMAS (Croft, Cook, and Wilder, 1995).

Searches may also be restricted by structured fields (year of publication, volume number, language, media type, publisher, etc.). For example, searchers in the Congressional Record may wish to restrict searches to items involving a specific member of Congress.

c. What to search for: There are various ways to express what to search for in full text; the most important are probably (1) unstructured text, (2) text with embedded operators, and (3) text with operators specified separately. Pure unstructured-text interfaces are unusual: most of the popular Web search services (AltaVista, Infoseek, Lycos etc.) and other systems such as INQUERY accept either unstructured text or text with embedded operators. An example of the latter is Infoseek's "city-guide +Boston" (the words "city" and "guide" must appear in close proximity, and the word "Boston" is required). Finally, Open Text's Power Search uses text with separate operators. All three ways can be effective, but only if they are used properly.

A key issue here is that of phrases. In many situations, especially with short queries, searches on meaningful phrases are much more effective than searches on the words of the phrase. Using phrases will generally increase precision at the expense of recall. For example, for someone searching for information on air pollution, the phrase "air pollution" is likely to find fewer irrelevant documents (higher precision) than the pair of words "air" and "pollution" -- though it will tend to overlook relevant documents that refer to "air quality" or "atmospheric pollution" (lower recall). In particular, phrases facilitate searching on names: for example, a search on "James Billington" should not turn up "Jesse James". It should be easy for users to specify, and easy for them to know if they have specified, that a series of words should be considered a phrase.

Unstructured text, approach (1), is often called "natural language", and indeed, it *looks* like natural language, but this can be extremely misleading. For example, many systems treat "and" and "not" as stop words. In such a system, the query "bees and not honey" means the same thing as just "bees honey": compared to the query "bees", it is *more* likely to retrieve information about honey, not less. Even if the system pays attention to words like "and" and "not", it may parse a complex query differently from the user's intention. Similarly, a user might well assume that semicolons between words will be taken as an indication that the words are not part of a phrase, but AltaVista has exactly the opposite interpretation. The only real solution to this kind of ambiguity is with feedback informing users of how the system interpreted their queries, but it is very difficult to give this kind of feedback in a way that will be clear to nontechnical persons.

In theory, text with embedded operators, approach (2), can be completely unambiguous, including specifying phrases; it can also specify fields. However, our experience has shown consistently that a great many users will have trouble with this approach. One reason is lack of standardization: the syntax and meaning of embedded operators vary considerably from one system to another, so it is easy to get confused. For example, in Alta Vista advanced search and Yahoo!, a "wildcard" (matching anything) is indicated with "*"; in Lycos, it's "$". In Infoseek, Magellan, and Yahoo!, "- " preceding a word means it's forbidden, and "+" preceding a word means it's required; in Lycos, "-" means forbidden, but there seems to be no way to mark a word as required. Another problem is the danger of inadvertent activation: innocently using text that the user thinks of as unstructured, but which contains characters or strings that will be interpreted as embedded operators. For example,

some systems (WebCrawler and INQUERY among them) use parentheses to delimit phrases or other groupings; in such a system, pasting in text containing parentheses might result in prematurely ending a grouping.

Other than embedded operators, the only way we know of to specify phrases unambiguously is with an implementation of approach (3), text with operators specified separately: the program considers the contents of every text-entry box as a phrase, and clearly says so on the screen. Then multiple entry boxes must be provided to allow for multiple phrases. (Of course, a text-entry box must also accept a single word.) If choices of Boolean operations, proximity restrictions or other strategies for combining the boxes are available, then users should be able to express them; regardless of whether any choices are available, users must be told what combining technique is being used. Ideally, users and/or service providers should have control over stop lists (common words, single letters, etc.); at a minimum, users should be warned when they try to search for a stop word.

The basic issue is always this: Does the program interpret the query the way the user intended it, and -- even if it does -- does the user *know* that the program interprets it that way? A significant advantage of approach (3) is that, correctly implemented, it is probably the easiest for users to understand.

It is important to allow searching structured fields (controlled-vocabulary text, dates, etc.) in databases that also contain unstructured text at the same time as text fields are searched. The user-interface issues for specifying "what to search for" in structured fields are the same as for standard database systems.

d. Variants: Users are very often unsure of the exact value of the field they want; indeed, there may not be any single value that is appropriate. As a result, users may want variants to be accepted. In structured fields of text databases, as in traditional databases, this may include a range on a numeric or date field. In unstructured text fields, interfaces may allow user control over:

- capitalization (case sensitivity)
- stemmed versions: searching for "teach" finds words like "teacher", "teaching", "teaches"
- partial matches: searching for "biology" retrieves "sociobiology" and "astrobiology"
- phonetic variants, e.g., from N-grams or soundex-like methods: searching for "Johnson" finds "Jonson", "Jansen", and "Johnston"
- synonyms: searching for "cancer" finds "malignant tumor"
- abbreviations/acronyms: searching for "Digital Equipment Corporation" finds "DEC"
- broader or narrower terms from a thesaurus (searching for "New England" finds "Vermont", "Maine", "Rhode Island", "New Hampshire", "Massachusetts", and "Connecticut", and vice versa).

In addition, this item should include stop words. (Of course, the fact that some words are stopped has nothing to do with variants in the normal sense.)

In all cases, the user interface should make it clear how variants are handled.

2. Action: Searches may be started explicitly or implicitly. The typical usage process in current systems is to have users click on a Search button to initiate the search and then wait for the results. But a very appealing alternative is that of "dynamic queries": there is no Search button but the result set is continuously displayed and updated as phases of the search are changed. See, for example, the commercial system Folio Viewer, or research prototypes like Ahlberg and Shneiderman (1994) or Shneiderman (1994). This approach requires adequate screen space and high bandwidth, plus, for a large database, very rapid processing: whether it is feasible depends very much on the situation. However, when it is practical, the advantages are great: users can broaden, narrow, or refocus their search several times in as many seconds. Designers may also allow users to choose between approaches.

In situations where it is not practical to re-run the query and update results continuously -- for example, when the database and the user are connected by a network with limited bandwidth -- the "query preview" approach is worth considering (Doan et al, 1996). In this approach, changes to the query simply update a display (perhaps just an estimate) of the number of hits. The query is not actually re-run until the user requests the full results, presumably when they are satisfied that the number of hits is neither zero nor so high as to be cumbersome. However, it is not yet clear how such an approach can be applied to full-text information retrieval.

A final comment: users should have an obvious way to stop the search in case they feel it is taking too long. Most if not all popular Web browsers have a Stop button, so this should not be an issue for Web interfaces. In addition, many window systems have a standard way of doing this that does not rely on any visible part of the user interface (henceforth "UI"), but less sophisticated users may not know that or may not remember how to activate it. (One would hope that this function would rarely be needed in dynamic-query systems, whose design response times must be very brief.) If the search interface includes both Search and Stop buttons, they should be close together.

3. Review of results: For some time, information retrieval interfaces have let users specify result set size (for example, a maximum of 100 documents), contents (which fields are displayed), sequencing of documents (alphabetically, chronologically, relevance ranked, . . .), and, occasionally, clustering (by field value, topics, . . .). All of these capabilities can be valuable, but they all simply try to make a list of documents easier to handle. A query against a large database, even a query that is well focused, can produce so many potentially-useful hits as to be overwhelming -- say, several hundred or more. Fortunately, much more can be done to display results in a useful form.

Recent work in information retrieval interfaces, capitalizing on general information-visualization research, has dramatically expanded the limited traditional palette of display techniques. For example, LyberWorld (Hemmje et al, 1994) displays document icons in a circle, with terms around the circumference "pulling" the documents towards themselves; the terms can be moved and the strengths of their pulls varied. Rao et al (1995) describes such techniques as tilebars, perspective walls, cone trees, and document lenses. Swan and Allan (1996) discuss three-dimensional network displays, with the viewpoint adjustable in real time, to support clustering. Finally, "virtual reality" flythroughs of simulated document spaces are being explored intensively. For example, the Web page for Apple Computer's HotSauce says "Download the HotSauce fly-through plug-in to fly through 3D representations of Web space right away."

Search interfaces should also provide helpful messages to explain search results and to support progressive refinement. For example, if a stop word or misspelling is eliminated from a search input window, or stemmed terms, partial matches, or variant capitalizations are included, users should be made aware of these changes to their query. If the two words in a phrase are not found proximally, then feedback might be given about the occurrence of the words individually. If multiple phrases are being sought, then perhaps documents containing all phrases should be shown first and identified, followed by documents containing subsets, but if no documents are found with all phrases, this would be indicated. A fairly elaborate decision tree (perhaps 50 to 100 branches) of search outcomes and messages might be specified.

4. Refinement: One of the most important ways in which current information retrieval technology supports refining searches is relevance feedback. A search interface can support relevance feedback in a variety of ways. Koenemann and Belkin (1996) describe a user test of several ways, and suggests that users should be able to see and manipulate the words relevance feedback adds to their query. (Using the term "relevance feedback" in a user interface is not very satisfying: it is rather unintuitive, and it refers to the system's perspective, not the user's. But, at this point, it is almost completely standard. The only alternatives we have seen are "more like this" and Infoseek's and WebCrawler's "similar pages". Another possibility might be "high relevance".)

Another aspect of refinement is supporting successive queries. As searches are made, the system might keep track in a history buffer to allow review of earlier searches. In any case, progressive refinement should be convenient.

Finally, a system might make search results and the settings of each phase objects that can be saved, sent by e-mail, or used as input to other programs, for example visualization or statistical tools. But these are mostly matters of convenience, not refining the search.

Building Effective User Interfaces

Our goal in this section is to provide designers with general guidelines for effective user interfaces for information retrieval.

User-interface design is a large topic and a growing discipline (Shneiderman, 1992; Preece, 1994; Baecker et al., 1995). Guidelines documents from commercial providers such as Apple, Microsoft, and IBM are widely available and contain hundreds of good suggestions. Short lists of "golden rules" have been provided by several authors; Shneiderman (1992) offers eight rules that can be useful here. Rephrased for the context of information retrieval and the four-phase framework, they are:

1. Strive for consistency. Ensure that terminology, instructions, layout, color, and fonts are used consistently across search user interfaces. For example, changing the search-initiation button label from "search" to "query" or "browse" has been shown to slow user performance and lower satisfaction significantly (Mahajan and Shneiderman, 1996). Based on the user survey described in Appendix 3 and on our experience, we recommend using the terminology we have used above or the alternatives in Table 1.

Table 1. Terminology

Recommended term	Alternative
Sources	"Databases".
What to search for	"Phrases" (if the contents of an input box will be treated as a phrase) or just "Search for".
Action	Nothing, i.e., omit the label entirely.
Search	"Start Search" may be clearer in some contexts, especially on the Web, where a button labeled "Search" might simply jump to a search page.

2. Provide shortcuts for skilled users. An obvious example here is the keyboard equivalents for menu commands that systems like the Mac OS and Microsoft Windows provide: these are particularly helpful because they're self-documenting. As another example, users who already know a term or document identifier should not have to perform a time-consuming search or navigate through a lengthy series of menus and dialogs. (A separate issue is whether long series of menus and dialogs are desirable at all: see below.)

3. Offer informative feedback. This is the point we have emphasized in the discussion of the four-phase framework. The user should be informed about all aspects of the search they are preparing to do: the sources, fields, what is being searched for, and what variants are being allowed. When the search is complete, it should be obvious to the user what happened and why.

For example, why was a given document retrieved? In "conventional" text databases, presumably because words that appear in the query (or variants of them) also appear in the document, and simply highlighting them in a display of the document text is usually sufficient. But in hypertext (i.e., on the Web), a document may have been retrieved partly or entirely because of documents it links to, and things are not so easy. (Unfortunately, this difficulty is compounded by the fact that Web search tools never offer a "custom" display of pages they retrieve, so there is no way to see the retrieved document with query words highlighted.) Another example: when zero-hit or overwhelming-number-of-hit results are produced, users should be given some suggestions as to what to do next. A final example: it is critical to make clear what is being searched for, but many popular search tools do

not. To see this, try the query "and or" -- an extreme case, but one a student of linguistics or logic might conceivably give -- in Infoseek, Lycos, or Yahoo. (See Appendix 2 for details of how this query behaves in a number of Web search tools.)

4. Design for closure. Users should know when they have searched a complete database or have viewed every item in a browse list. Traversing a deep menu tree is disorienting, especially when backtracking and exploration are expected. In most situations, a broader tree with fewer levels is much better, since it allows users to reach their destination in fewer steps. Broad, shallow trees also reduce short-term memory load.

5. Offer simple error handling. Syntax errors should be prevented where possible; all error messages should be specific, constructive, and no more technical than necessary; and changes to search parameters should be easy to apply. For example, one error message from XINQUERY says "eval_query "" 50 "" inq_eval_query called with zero length query.": nearly incomprehensible to most non-programmers. A far preferable statement would be something like "No search text was given. Enter text and try again."

6. Permit easy reversal of actions. Every action should be reversible so users can go back to a previous state in a session. In our context, the best example is probably keeping a history of queries given and letting users re-issue them. This is particularly valuable if the complete context of each query -- for example, relevance feedback -- is captured as well.

7. Support user control. In a well-designed interface, users initiate action, monitor progress of long searches, and always feel in control. Most users greatly prefer interfaces with no enforced sequence of actions; they should be able to set parameters for a search in whatever order they prefer. Another way to give users a sense of control is to provide a visual overview of an entire database (Ahlberg and Shneiderman, 1994): then visual feedback about search outcomes help users gain a better understanding of their progress.

8. Reduce short-term memory load. Keep a session history, so users can always go back and reuse previous effort. While spreading information over several screens may be graphically appealing, the burden of shifting from one screen to another is large. Studies show that more compact presentations on fewer screens are more effective. Compact presentations do take slightly longer to scan, but much less time than scanning several spread-out presentations. Similarly, in web page design, compact vertical presentations -- reducing the need to scroll -- are highly beneficial.

One additional rule specific to text-search interfaces is worth mentioning, especially because to some extent it contradicts rule 8: Allow plenty of space in text-entry boxes. This is particularly important because longer search text very often gives better recall and/or precision, and so users should be encouraged to use long search strings.

Case Studies: Two User-Interface Redesigns

To clarify both the framework and the user-interface guidelines, we will now give "before" and "after" examples of two text-search interfaces. One is Web-based; the other is a standalone application for a desktop computer.

Case Study 1: Web Interface

The current search page for the Library of Congress's THOMAS system enables users to find text in the Congressional Record by full-text search. It is typical in many ways of search pages currently on the Web. With a modest amount of effort, knowledgeable users should be able to find what they are looking for, but it does leave several features unexplained and could be troubling to first-time users. For example, the page has multiple sets of search and clear buttons that perform the same function and may be confusing. The controls that allow a user to search certain sections are located near the "Word/phrase" box, but are not near the other attribute items such as date range and/or Congressperson. The control for the maximum number of items to return is below the final search button, where it may be overlooked by users scanning from top to bottom. Handling of variants,

such as case-sensitivity and stemming, is not mentioned. The valid date range for the date range selector is not given. Finally, a list of Congresspersons would help users when entering a name.

Guided by the four-phase framework, the revised version uses an HTML table to organize the components. It starts out by clearly stating the Sources of the search, including the valid dates of the 104th Congress. The Fields section, whose elements limit the search, contains radio buttons for selecting a section of the text, a drop-down box for choosing a member of Congress, and a date range selector. The inclusion of a drop-down box eliminates the burden of spelling a Congressperson's name correctly. The date range now specifies valid dates for this search. (It would be better to replace the two boxes with a double box slider to specify the date range, allowing for rapid adjustments to the search.) Variants allowed are described for the user. Three phrases can be entered, one to a box (note, however, that in this example only the first box is functional). The maximum number of results to return can be set in the Results section. This section also provides the user with information on the sort order of the results. Finally, only one set of search/clear buttons appears.

As of this writing, 800x600-pixel displays seem to be about average. On such a display, the current search interface takes up about two screens, so scrolling is necessary to view all elements of the search. The revised interface fits on one 800x600 screen.

Overall, the the functionality of both interfaces is the same. However, we believe that the changes will shorten learning times, improve user effectiveness, reduce errors, increase retention, and raise satisfaction.

Case Study 2: Standalone Interface for a Desktop Computer

XINQUERY (Fig. 1, below) is a front end for CIIR's INQUERY retrieval engine; it runs under X Windows. XINQUERY supports single-database-at-a-time searches.

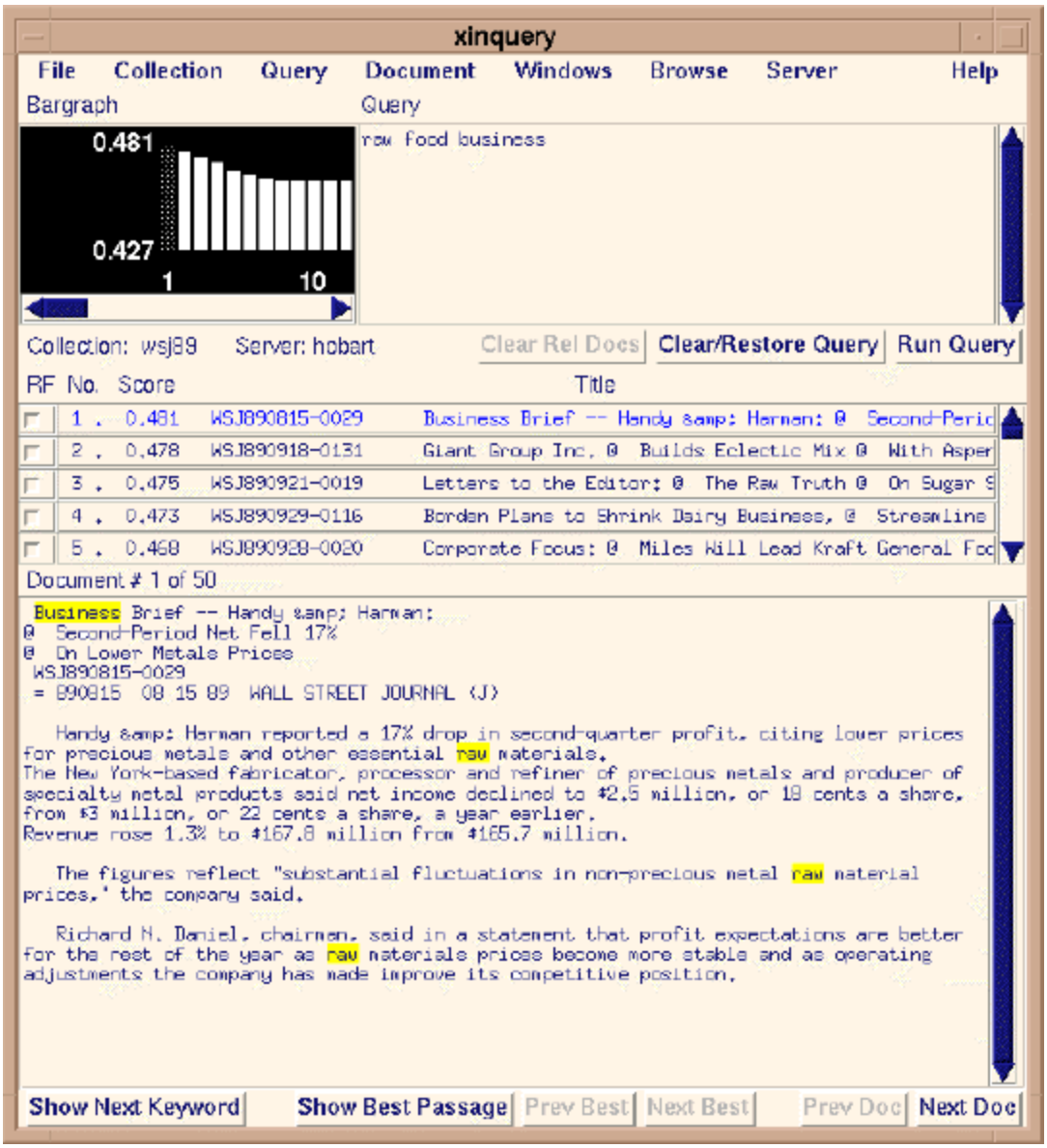


Figure 1. XINQUERY

Note that all major user-interface areas appear within a single window:

- In the upper left, a bar graph showing document-by-document scores for the retrieved documents (the area is blank until a query is run). Each bar in the bar graph corresponds to a document title, and the length of each bar corresponds to the relevance-score number to the left of the title.
- In the upper right, a text-entry area, into which an unstructured or structured query is entered.
- Just below those areas and across the window, an area in which a summary of the results (i.e., list of retrieved documents, with numeric scores estimating their relevance) is displayed. This area is also used to control relevance feedback: note the check boxes under the column heading "RF".
- Further down still and across the window, an area in which the text of one of the retrieved documents may be displayed, with text matching the query highlighted. To display a document, the user double-clicks either a document title or its bar in the bar graph.

In addition, the window displays a number of buttons, all of the instantaneous kind; the name of the database currently being used; and some information about the search results.

But XINQUERY's user interface exhibits many deficiencies (not all visible from these screen shots). To point out some of the more serious:

1. The actual numeric scores given for documents are virtually meaningless, even to experienced INQUERY users. Relative scores shown by the heights of the bars are much more useful, but it is not easy to see the close relationship between bars in the bar graph and documents in the results area.

2. The appearance of the entire UI in one window strongly suggests tight coupling between query display and results; but results are not updated until the user explicitly runs a query. As a consequence, the query and the results shown can easily be "out of sync".

3. The only indications of what variants are in use are incomplete, vaguely worded, and available only through menu commands with unintuitive names.

4. Only one document can be viewed at a time, and not much of that document at a time, since much of the window is occupied by other "widgets".

5. There is a "query history" mechanism to support refining queries, but only for the current session: a user can save only individual queries.

6. Many error messages take the form of a beep when they occur: to find out what the problem is, the user must open a special error-list window. Even then, many of the messages are nearly incomprehensible to a non-programmer. The example we gave before, "eval_query "" 50 "" inq_eval_query called with zero length query", is fairly typical.

7. It is not as obvious as it could be whether relevance feedback is in use.

We began work on a new front end for INQUERY early in 1996. The current version, WInquery, is shown in Fig. 2; it is written in Visual Basic, and runs under Windows 95 and Windows NT.

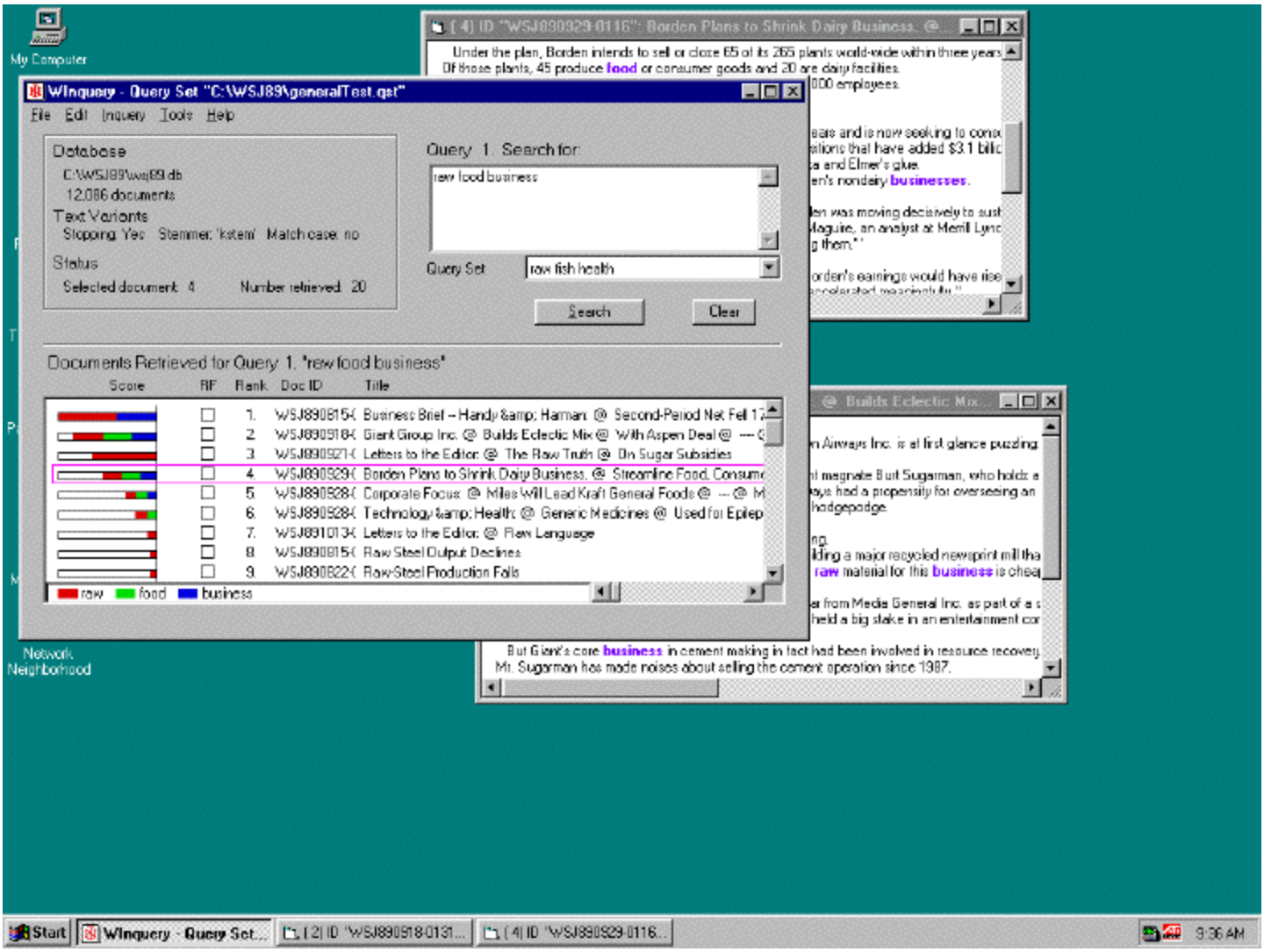


Figure 2. WInquery

The version of WInquery shown is similar to XINQUERY in many ways: it also supports single- database-at-a-time searches, and much of the user interface is similar. However, WInquery addresses many of XINQUERY's problems along the lines of the four-phase framework, though it follows the framework less strictly than the THOMAS redesign. Changes to the XINQUERY trouble spots we listed are as follows:

1. There is no separate bar graph area. Instead, the bar representing each document's score appears horizontally, to the left of the document's title in the summary. The numeric scores are normally hidden, but can be displayed if the user wants them.

2. To reduce the chances of a user incorrectly assuming results displayed correspond to the query displayed in the query-text window, the summary is headed by the query whose results it contains. In addition, query sequence numbers above the query-text window and with the summary-area heading indicate whether the two correspond or not.

3. The status of stemming, stopping, and case sensitivity (which are features of the database and cannot be changed) are shown underneath the database name at all times.

4. Several documents (currently a maximum of four) can be shown at once. Each appears in a separate window, which can be as large or small as desired.

5. Files of queries can be opened, modified, and saved. The history of queries issued in a session can be saved.

6. Error messages are straightforward, and they appear in modal windows when the error occurs. For example, trying to run a query with an empty query-text field simply says "No query given. Type or paste something into the query area and try again." (While this is certainly an improvement for most first-time or intermittent users, note that an expert might find XINQUERY's default beep adequate and might prefer not to be bothered with a modal window. This issue could be addressed in several ways, e.g., with a preference to choose between the two methods.)

7. If relevance feedback was used in evaluating a query, the caption above the summary area says so. If relevance feedback is set for the query that will be evaluated if the "Search" button is pressed, the button's label says "Search with RF".

Aside from addressing XINQUERY's deficiencies, WInquery has the unusual feature of breaking the score bars into colored segments to form a "stacked histogram", where each segment shows the contribution of a word in the query to the document's score, according to the legend shown at the bottom of the window. This is reminiscent of Hearst's tilebars (Rao et al, 1995), but the resemblance is mostly superficial. Tilebars provide information that stacked histograms omit, namely where words are used in each document; stacked histograms give information tilebars omit, namely the documents' relative scores and how much each word contributed to each document's score. (It might appear easy to infer a word's contribution from a tilebar, but this is not so, since most systems assign different words very different weights.) For example, the first document's high ranking came mostly from the word "raw", with a smaller contribution from "business". A user can also change the mapping of words to colors, assigning as many words as they want to a single color. This facility, like tilebars, comes under the rubric of offering informative feedback.

A chart showing each user step and the corresponding system support can clarify a given system's strengths and weaknesses, and so may be useful both in designing and evaluating systems. Table 2 is such a chart for WInquery.

Table 2. Terminology

Phase	System support
1. Formulation:	
a. Sources	Open menu command; current source is displayed at all times
b. Fields	Embedded commands
c. Search for	Edit text box; displayed at all times
d. Variants	No options; treatment is displayed at all times; Show Parsed Query command
2. Action	Start Search button and menu command
3. Review of Results	In Preferences command, set maximum items to retrieve, whether to display numeric scores, whether to show colors for query-term contributions; can change assignment of terms to colors; document display highlights matched words; can display several documents at once
4. Refinement	Relevance Feedback; support for query sets (user can choose and re-issue or modify any query from a query set; the name of the current query set is displayed at all times; query sets can be saved)

Finally, in a complex interface with many options, it might also be useful to break the system support down according to what it does for each category of user -- for example, first-time, intermittent, or frequent.

Conclusions

In summary, the four-phase framework focuses on:

1. Formulation:

a. Sources: specify which libraries and/or collections to search and the search range within them.

b. Fields: each document in a collection may have multiple fields. Users specify which text fields are to be searched. Searches may also be restricted by structured fields.

c. What to search for: users select or type in text, perhaps as one or more phrases. Users may have control over stop lists (common words, single letters, etc.).

d. Variants: searches might allow user control over variant capitalization, stemmed versions, partial matches, phonetic variants from soundex methods, and synonyms, abbreviations, broader, or narrower terms from a thesaurus. In all cases, the user interface should make it clear which variants, if any, are allowed.

2. Action: how does a search get initiated -- explicitly (e.g., with a button), or implicitly (e.g., when some aspect of the query is changed).

3. Review of results: conventional options are, for example, to specify result set size, layout, sequencing (alphabetically, chronologically, relevance ranked, etc.), and contents (which parts and fields are displayed). Less conventional interfaces might employ a wide variety of techniques, including many based on information-visualization research.

4. Refinement: provide feedback on search results with informative messages and clustering of results. For example, enable progressive querying, especially with relevance feedback; history keeping; and extraction of results to files, perhaps for use in e-mail.

The sample Web interface we discussed above requires nothing more advanced than HTML tables and forms, but in some cases, applying the framework successfully over the Web may require more powerful tools such as Java. On the other hand, while we have thought mostly about text situations and both of our sample interfaces are for full-text searching, we suspect our framework will prove appropriate for multimedia as well as text.

Finding common ground will be difficult; not finding it would be tragic. While early adopters of technology are willing to push ahead to overcome difficulties, the middle and late adopters will not be so tolerant. In particular, the future of the World Wide Web as a universally acceptable tool may depend on our ability to reduce the frustration and confusion of the masses of users, while enabling them to reliably find what they need.

Appendix 1: Definitions

The following definitions may facilitate discussion.

Inadvertent activation, in human factors, means activating a user-interface feature without intending to. In systems that use both single and double clicking extensively, a common mistake of new users is to double click when they intend to single click: the result is inadvertent activation of the double- click behavior.

An *information need* is the perceived need for information that leads to someone using an information retrieval system in the first place.

Two terms are commonly used in the evaluation of information retrieval systems: precision and recall. *Precision* is the ratio of the number of documents retrieved that "should" have been retrieved -- i.e., the number of retrieved documents that were really relevant to the query -- to the total number of documents retrieved. *Recall* is the ratio of the number of relevant documents retrieved to the number of relevant documents in the database. Each can vary from 0 to 1, and the higher the value, the better.

Morris Hirsch (1996) has given an elegant statement of why these concepts are important:

> If you use *any* text search system, you will soon encounter two language-related problems: (1) low recall: multiple words are used for the same meaning, causing you to miss documents that are of interest; (2) low precision: the same word is used for multiple meanings, causing you to find documents that are not of interest.

Relevance feedback is the process of taking retrieved documents that have been determined to be good examples of what the user wants, and using them to produce an improved query. Determining which retrieved documents are good ones is normally done by the user (for example, clicking a "Similar Pages" button in Infoseek).

Stemming means converting words to their presumed roots. For example, "blacker", "blackest", and "blacks" may all be converted to "black".

Stop words are words that the system ignores, normally because they are assumed to be so common as to carry little information useful for distinguishing relevant documents from non-relevant ones, while burdening the system with much larger index files, data structures, and so on.

A *controlled-vocabulary* field in a database is one that accepts only words or other values from a pre-defined list. The term "controlled vocabulary" can also be applied to entire systems.

Unstructured text or *free text* (as distinguished from structured text or text involving controlled vocabulary) is text in which any word or sequence of words might appear, and no word is "reserved" to carry some special meaning. For example, in a system in which "and" is a Boolean operator, "cats and dogs" would be structured text; in a system in which it is not a Boolean operator, the same series of words might be unstructured text. Unstructured text is often called "natural language", but this can be extremely misleading: see What to Search For for more details.

Appendix 2: Feedback from Web Search Tools for a Difficult Query

The query "and, or" is one a student of linguistics or logic looking for information about conjunction and disjunction might conceivably give, but both words are often used as Boolean operators; when they are not, they are often listed as stop words. For this query, as of early November 1996:

- Yahoo responds "Please use a non-empty search string.": surely more confusing than helpful to almost any user.
- Excite responds "No query terms were found in index." This is more sensible, but excessively technical and again confusing.
- Infoseek responds "Infoseek found no results for your search.": slightly better yet, but still confusing, since it gives no indication of why.
- Lycos says "You searched all sites for: 'and or'. You found 6001 relevant documents from a total of 68,173,788 indexed Web pages: and". So Lycos actually searched for and found documents, but its response is still confusing because it apparently ignored the "or".
- Open Text allows searching for "these words" or "this phrase". Searching for words, it says "Your search would have resulted in exactly 35,348,185 matches on the Open Text Index. Please refine your search." Searching for a phrase, it finds thousands of matches.

- WebCrawler responds clearly with "No documents matching 'and, or'".
- Alta Vista's Simple mode makes clear what it did by saying (the numbers are word counts) "Ignored : or: 46370646; and: 223696255. No documents match the query."
- Alta Vista's Advanced mode (in which "and" and "or" are treated as operators) says "Syntax error(bad query)": a rather technical statement, but probably justified for a mode that is labelled "advanced".

Removing the comma between "and" and "or" had no effect in any case.

Appendix 3: Results of a Survey on Terminology Preferences

We did a survey on "Terminology Preferences for Text-Searching Programs". All of the subjects were adult, native speakers of English with at least a high-school education. Of the 16 subjects, 7 were male and 9 female. Every subject had at least a little experience using computers, but several had absolutely no experience with text searching. On the other end of the scale, none was an expert on computers in general or an expert text searcher.

We showed subjects a "sample search page" that was actually a screen shot of an earlier version of the redesign of THOMAS (Case Study 1, above), but with the labels "Sources", "Fields", "Variants", "Action", and "Search" respectively replaced by "Term 1" thru "Term 5". For each of these, we explained the concept and asked the subjects for their preference. We gave the subjects a list of possibilities, but encouraged them to choose a term of their own or even nothing at all (i.e., leave that label blank).

Below are the questions and the subjects' preferences. No number following a choice means no one preferred it. "(S)" denotes choices suggested by the subjects; the other choices were those we provided. To avoid ambiguity, terms containing nonalphabetic characters appear in quotes.

Term 1 (Sources)

Universe: 2 Databases: 5 Scope: 1 Sources: 7 (S) "Search what?": 1

Term 2 (Fields)

Fields: 9 Attributes: 3 Filters Limits: 3 Restrictions: 1 (S)

Term 3 (Variants)

Text variants: 1 Text matching: 3 Text matching options: 3 Variants: 3 Text handling: 1 Equivalents: 4 (S)"Note:" : 1

Term 4 (Action)

Initiation: 1 Start-up Query: 1 Submit: 1 Run: 3 Action: 6 (S) [leave the box empty]: 4

Term 5 (Search)

Search: 6 Start Search: 7 Run Run Query: 2 (S) Go: 1

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245    10     $aDesigning the user interface :$bstrategies for
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             people control and operate that system. When the
             interface is well designed, it is comprehensible,
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001	36029641	
005	20240829204621.2	
008	Date Entered on File	'961126'
	Type of Date/Publication Status	's' - Single date
	Date1/Beginning Date of Publication	'1998'
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	Place of Publication, Production, or Execution Code	'mau' - Massachusetts
	Illustrations	'af '
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080 518.563.4.S55
082 0 0 004/.01/9 **$2** 21
084 54.59 **$2** bcl
100 1 Shneiderman, Ben.
245 1 0 Designing the user interface : **$b** strategies for effective human-computer-interaction / **$c** Ben Shneid erman.
250 3rd ed.
260 Reading, Mass : **$b** Addison Wesley Longman, **$c** ©1998.
300 xiv, 639 pages, 4 unnumbered pages of plates : **$b** illustrations (some color) ; **$c** 24 cm
336 text **$b** txt **$2** rdacontent
337 unmediated **$b** n **$2** rdamedia
338 volume **$b** nc **$2** rdacarrier
504 Includes bibliographical references and indexes.
530 Also issued online.
505 0 0 **$g** Ch. 1. Human Factors of Interactive Software -- Ch. 2. Theories, Principles, and Guidelines -- Ch. 3. Managing Design Processes -- Ch. 4. Expert Reviews, Usability Testing, Surveys, and Continuing A ssessments -- Ch. 5. Software Tools -- Ch. 6. Direct Manipulation and Virtual Environments -- Ch. 7. Menu Selection, Form Fillin, and Dialog Boxes -- Ch. 8. Command and Natural Languages -- Ch. 9. I nteraction Devices -- Ch. 10. Response Time and Display Rate -- Ch. 11. Presentation Styles: Balancin g Function and Fashion -- Ch. 12. Printed Manuals, Online Help, and Tutorials -- Ch. 13. Multiple-Wi ndow Strategies -- Ch. 14. Computer-Supported Cooperative Work -- Ch. 15. Information Search and Visualization -- Ch. 16. Hypermedia and the World Wide Web -- Afterword: Societal and Individual I mpact of User Interfaces -- **$t** Name Index -- **$t** Subject Index.
520 This is intended primarily for designers, managers, and evaluators of interactive systems. It presents a broad survey of designing, implementing, managing, maintaining, training, and refining the user interf ace of interactive systems.
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650 7 Human-computer interaction. **$2** nli
650 7 User interfaces (Computer systems) **$2** nli
653 0 Human-computer interaction
653 0 User interfaces (Computer systems)
776 0 8 **$i** Online version: **$a** Shneiderman, Ben. **$t** Designing the user interface. **$b** 3rd ed. **$d** Reading, M ass : Addison Wesley Longman, ©1998 **$w** (OCoLC)605039390
856 4 1 **$3** Table of contents **$u** http://www.gbv.de/dms/bowker/toc/9780201694970.pdf
938 Baker & Taylor **$b** BKTY **$c** 85.60 **$d** 85.60 **$i** 0201694972 **$n** 0002943794 **$s** active
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Edition: 3rd ed.
Imprint: Reading, MA : Addison-Wesley, c1998.
Description: 639 p.
Copyright Claimant: Addison Wesley Longman, Inc.
Date of Creation: 1996
Date of Publication: 1997-07-23
Previous Registration: Prev. reg. 1992, TX 3-336-149.
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090    ZA4226|b.G57 2001
100 1  Glossbrenner, Alfred.
245 10 Search engines for the World Wide Web /|cAlfred and Emily
       Glossbrenner.
250    Third edition.
260    Berkeley, Calif. :|bPeachpit Press,|c2001.
300    xii, 348 pages :|billustrations ;|c23 cm.
336    text|btxt|2rdacontent
337    unmediated|bn|2rdamedia
338    volume|bnc|2rdacarrier
490 1  Visual quickstart guide
500    Previous ed.: 1999.
500    Includes index.
650  0 Web search engines.
650  0 World Wide Web|xSubject access.
700 1  Glossbrenner, Emily.
830  0 Visual quickstart guide.
907    .b26060383|b10-07-12|c10-07-12
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082	00	|**a** 025.04 |**2** 21
100	1_	|**a** Glossbrenner, Alfred.
245	10	|**a** Search engines for the World Wide Web / |**c** Alfred and Emily Glossbrenner.
250	__	|**a** 3rd ed.
260	__	|**a** Berkeley, CA : |**b** Peachpit Press, |**c** c2001.
300	__	|**a** xii, 348 p. : |**b** ill. ; |**c** 23 cm.
440	_0	|**a** Visual quickstart guide
500	__	|**a** Includes index.
650	_0	|**a** Web search engines.
650	_0	|**a** Internet searching.
700	1_	|**a** Glossbrenner, Emily.

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001	45900861	
005	20241108110452.1	
008	Date Entered on File	'010919'
	Type of Date/Publication Status	's' - Single date
	Date1/Beginning Date of Publication	'2001'
	Date2/Ending Date of Publication	' '
	Place of Publication, Production, or Execution Code	'cau' - California
	Illustrations	'a '
	Target Audience	' ' - Unknown or unspecified
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010 2001276389

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019 47175352 **$a** 51622711 **$a** 316411524 **$a** 768479941

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050 0 0 ZA4230 **$b** .G57 2001

082 0 0 025.04 **$2** 21

084 54.84 **$2** bcl

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084 ST 200 **$2** rvk

084 ST 205 **$2** rvk

100 1 Glossbrenner, Alfred.

245 1 0 Search engines for the World Wide Web / **$c** Alfred and Emily Glossbrenner.

250 3rd ed.

260 Berkeley, CA : **$b** Peachpit Press, **$c** ©2001.
300 xii, 348 pages : **$b** illustrations ; **$c** 23 cm.
336 text **$b** txt **$2** rdacontent
337 unmediated **$b** n **$2** rdamedia
338 volume **$b** nc **$2** rdacarrier
490 1 Visual quickstart guide
500 Includes index.
520 Demonstrates successful search strategies while analyzing the strengths and weaknesses of Yahoo!, Alt aVista, Excite, Infoseek, Lycos, and Hot-Bot, describing advanced features and query terminology for each.
505 0 0 **$g** Part 1 **$t** Search Basics **$g** 1 -- **$g** Part 2 **$t** The Big Six Search Engines **$g** 51 -- **$g** Part 3 **$t** Other General-Purpose Search Engines **$g** 177 -- **$g** Part 4 **$t** Specialized Search Engines **$g** 229 -- **$g** Appendix **$t** A Search Engines Quick Reference **$g** 289 -- **$g** Appendix B **$t** Internet Domains a nd Country Codes **$g** 311 -- **$g** Appendix C **$t** Usenet Newsgroup Hierarchies **$g** 317 -- **$g** Append ix D **$t** Web Searcher's Toolkit **$g** 321.
650 0 Web search engines.
650 0 Internet searching.
650 6 Moteurs de recherche sur Internet.
650 6 Recherche sur Internet.
650 7 Internet searching. **$2** fast **$0** (OCoLC)fst00977289
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700 1 Glossbrenner, Emily.
758 **$i** has work: **$a** Search engines for the World Wide Web (Text) **$1** https://id.oclc.org/worldcat/entity/E39PCGpH9Yfj7WqrVQDgw8Xy3P **$4** https://id.oclc.org/worldcat/ontology/hasWork
830 0 Visual quickstart guide.
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550 __ |**w** g |**a** Internet searching
550 __ |**w** g |**a** Search engines
550 __ |**a** Web portals
550 __ |**a** World Wide Web |**x** Subject access
670 __ |**a** WWW, Sept. 30, 1997.
670 __ |**a** LC database, Sept. 30, 1997.
670 __ |**a** NetGlos, Sept. 30, 1997 |**b** (search engine)
670 __ |**a** US News & World Report, Oct. 27, 1997: |**b** p. 94 (search agent)
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450 __ |**a** Searching the Internet

450 __ |**a** Web searching

450 __ |**a** World Wide Web searching

550 __ |**w** g |**a** Electronic information resource searching

670 __ |**a** Work cat.: 98040957: Internet power searching, 1999.

670 __ |**a** LC database, Sept. 30, 1998 |**b** (title usage: searching the Internet, Internet searching, Internet searchers)

680 __ |**i** Here are entered works on using various Internet tools and search engines effectively to find information. Works on using the Internet to conduct research are entered under |**a** Internet research. |**i** Works on computer network resources available for research in various fields are entered under |**a** Computer network resources.

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Type of Work: Text
Registration Number / Date: TX0005324805 / 2001-06-04
Title: Search engines for the World Wide Web : visual quickstart guide / Alfred and Emily Glossbrenner.
Edition: 3rd ed.
Imprint: Berkeley: Peachpit Press, c2001.
Description: 348 p.
Copyright Claimant: Alfred Glossbrenner & Emily Glossbrenner
Date of Creation: 2000
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Search Engines for the World Wide Web, 3rd Edition: Visual QuickStart Guide

By Alfred Glossbrenner and Emily Glossbrenner

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050 00 HF5548.4.L692|bP35 1993
245 00 PC Learning Labs teaches Lotus Notes 3.0 /|b[curriculum
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260    Emeryville, Calif. :|bZiff-Davis Press,|cc1993
300    xxix, 345 p. :|bill. ;|c24 cm. +|e1 computer disk (3 1/2
       in.)
500    System requirements for computer disk: IBM-compatible PC
       with 80286 or higher microprocessor (386 recommended);
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       hard disk with 2MB free space; EGA, VGA or SVGA graphics
       card and monitor; mouse or compatible tracking device
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500    Includes index
590    LIBRARY DOES NOT HAVE THE COMPUTER DISK (MISSING WHEN
       CATALOGED)
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005	20241119181945.5	
008	Date Entered on File	'940113'
	Type of Date/Publication Status	's' - Single date
	Date1/Beginning Date of Publication	'1993'
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	Place of Publication, Production, or Execution Code	'cau' - California
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670 __ |**a** Computer select, August 1993: |**b** software product spec. (Lotus Notes for Windows)

670 __ |**a** Lotus Notes certification, 1997

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150 __ |**a** Database management
450 __ |**w** nne |**a** Data base management
450 __ |**a** Data services (Database management)
450 __ |**a** Database management services
450 __ |**a** DBMS (Computer science)
450 __ |**a** Generalized data management systems
450 __ |**a** Services, Database management
450 __ |**a** Systems, Database management
450 __ |**a** Systems, Generalized database management
550 __ |**w** g |**a** Electronic data processing
670 __ |**a** UMI business vocab. |**b** (DBMS use Data base management systems)
906 __ |**t** 9415 |**u** te05 |**v** 0
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008 860227|| anannbabn |a ana

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035 __ |**a** (DLC)28482

040 __ |**a** DLC |**c** DLC |**d** DLC

150 __ |**a** Computer programs

360 __ |**i** subdivision |**a** Computer programs |**i** under topical headings; and uniform titles of individual computer programs

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Copyright Claimant: Ziff Davis Press
Date of Creation: 1993
Date of Publication: 1993-11-02
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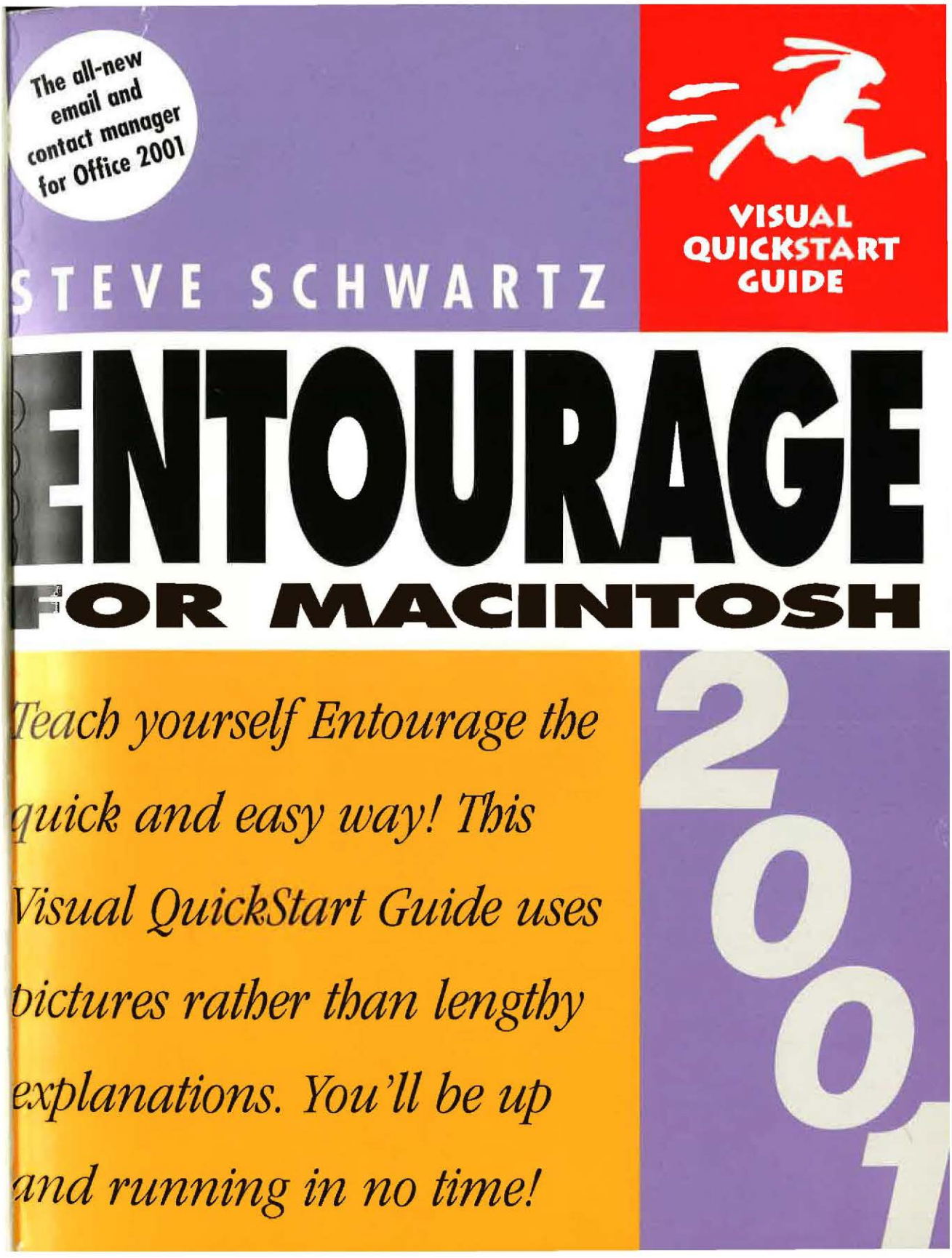
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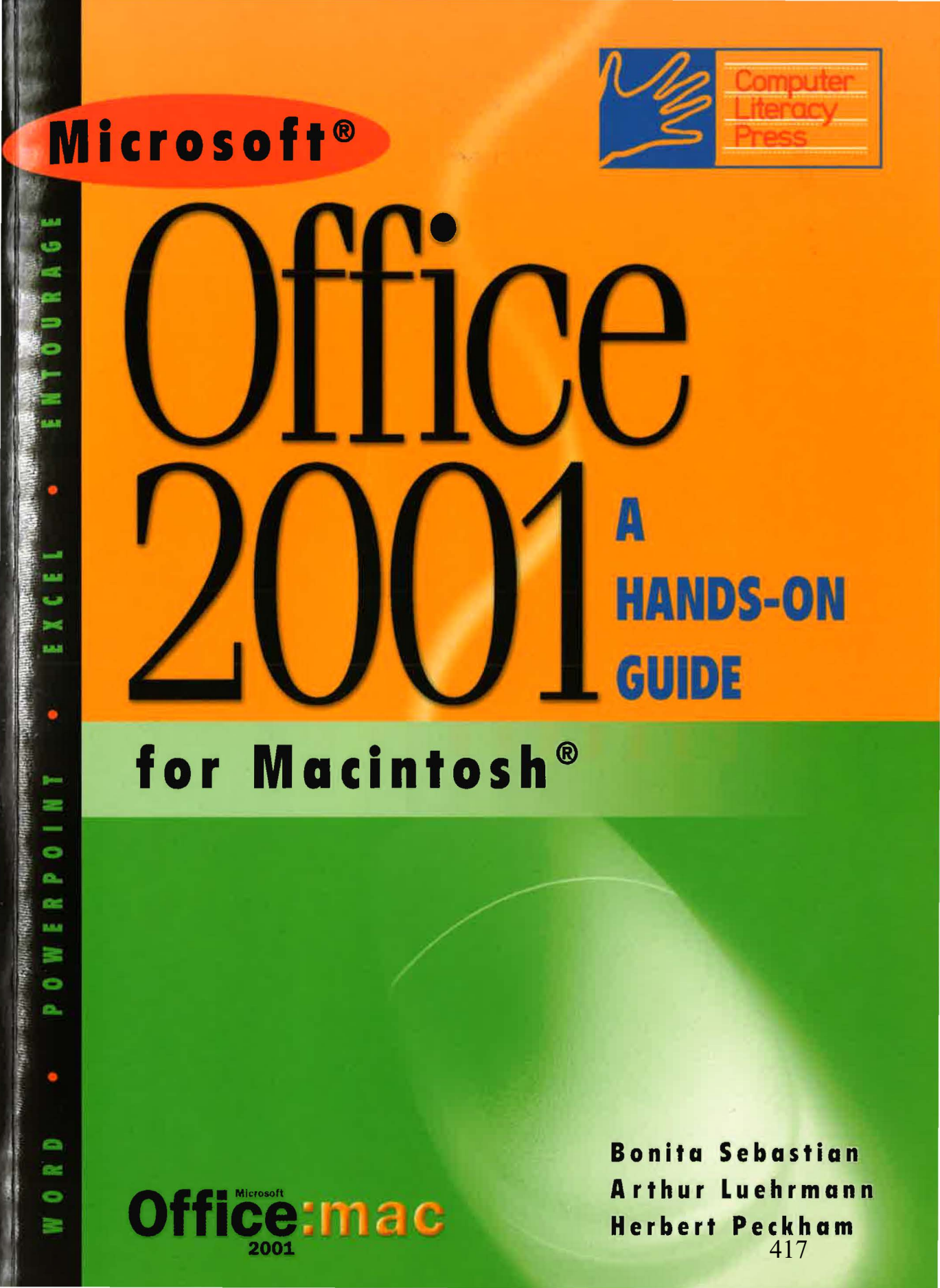
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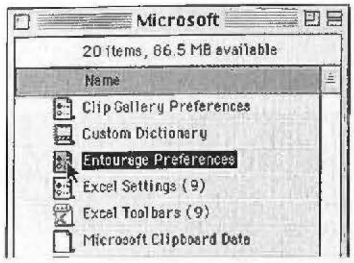
Personal Data



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Set preferences

Microsoft Entourage combines e-mail, address book, calendar, and other functions. You'll begin by setting preferences.



1 ***Delete file with current Entourage preferences settings***

Start computer.

Double-click hard disk icon at upper-right corner of desktop.

By double-clicking icons, open these nested folders: **System Folder**, then **Preferences**, then **Microsoft**.

Figure at left shows part of Microsoft *folder in* List *view.*

From last folder, drag **Entourage Preferences** to **Trash** icon.

On **Special** menu, choose **Empty Trash**.

Previous preference settings are erased.

Close all windows.

2 ***Start Microsoft Entourage***

Start program (see page 7, but choose **Microsoft Entourage**).

Program opens with default values for all preference settings.

If **Entourage Setup Assistant** dialog box appears, close it.

You'll use similar dialog box later to set up e-mail account.

3 ***Make preference changes expected in this book***

On **Edit** menu, choose **Preferences**, then **General**.

In dialog box, click **Address Book** tab. Enter your area code in text box.

Click **Spelling** tab. Deselect **Check spelling as you type**.

Click **OK** to accept changes.

4 ***Disable AutoCorrect feature***

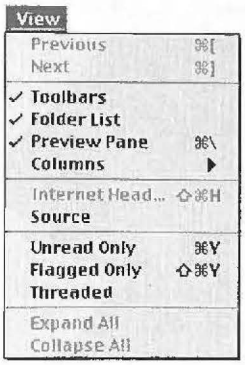
On **Tools** menu, choose **AutoCorrect**.

On **AutoCorrect** tab, deselect all options.

On **AutoFormat As You Type** tab, deselect first two options.

Click **OK** to accept changes.

When you quit Microsoft Entourage, it will create new Entourage Preferences *file with default settings plus your few changes.*



5 ***Set View menu options***

On **View** menu, make sure **Toolbars**, **Folder List**, and **Preview Pane** are checked and other items are not.

6 ***If necessary, enlarge window to size in figure on next page***

Complete previous activity before going on.

Explore windows

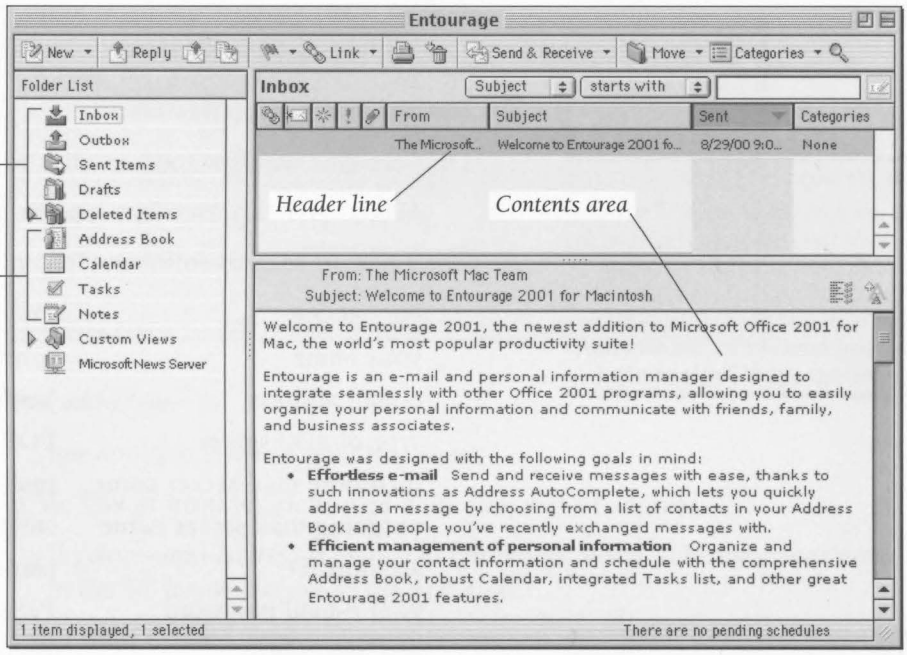
Each different function of Entourage can be reached through the main window or opened in separate windows.

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1 View main (Entourage) window

With any of first five folder icons selected in left pane, Entourage *window handles e-mail functions.*

With **Inbox** selected in left pane, click header line (if present) in upper pane to see contents in lower pane.



2 See address book

In left pane, click **Address Book**. Notice changes in two right panes.

Click item in upper pane to see contents in lower pane.

On **Window** menu, choose **Address Book**. Notice same two panes now enlarged in separate window in front of **Entourage** window.

Close **Address Book** window.

Tip

To get more space at the right without opening a separate window, drag the vertical split bar left.

3 See calendar

In left pane, click **Calendar**. Notice panes at right.

Open separate **Calendar** window.

You may have to click Inbox *or other icon in left pane before choosing* Calendar *on* Window *menu.*

Close **Calendar** window.

4 See other windows

Use method in step 2 to explore views of **Tasks** and **Notes** functions.

Create e-mail account

If you're running Entourage for the first time, you'll need to enter information provided by your Internet service provider (ISP).

1 Check for existing account

On **Tools** menu, choose **Accounts**. In new window, click **Mail** tab.

If **Mail** tab already lists one or more accounts, close **Accounts** window. Skip remaining steps on this page.

If you've been using another e-mail program, choose **Import** on **File** menu. Follow instructions to bring account and other data into Entourage. Skip remaining steps on this page.

2 Use assistant to set up new account

On **Accounts** window toolbar, click New (new account).

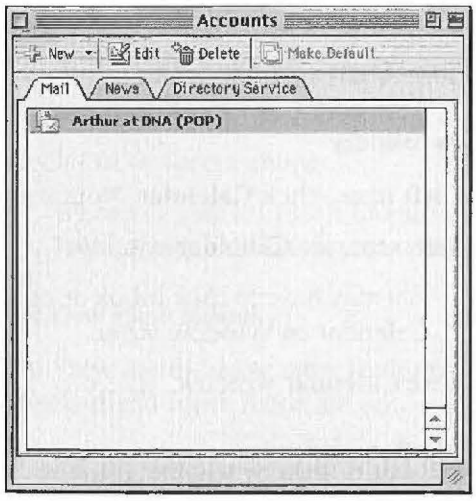
Accounts Setup Assistant *appears. It has five pages.*

Use assistant to enter following information (provided to you by your ISP).

Information	*Typical example*
your name	John Smith
e-mail address	jsmith@myisp.com
type of mail server	POP or IMAP
incoming mail server name	mail.myisp.com
outgoing mail server name	smtp.myisp.com
account ID	jsmith
your e-mail password	PaSsWoRd
save password?	yes
Entourage name for account	John at My ISP
Include in schedule	yes

When all information is entered, click **Finish**.

Entourage name of account appears in Accounts *window.*



3 Close Accounts window

By the way

If you don't yet have an ISP, you can use the Internet Setup Assistant *to locate one and sign up for service. Quit Entourage, run the assistant (an alias is in the* Assistants *folder on your hard drive), and then start Entourage again. Begin at step 1.*

Tip

If you need to make future changes to account data, select the account in the list in the Accounts *window and click the* Edit *button.*

By the way

If you'll be using a modem to dial up a connection to your ISP, you must set up the modem properly and provide the telephone number, your log-in name, and your password. Use the Modem *and either* PPP *or* Remote Access *control panels.*

Complete previous activity before going on.

Send e-mail

You'll use the Entourage program to send an e-mail message over the Internet.

1 Start message

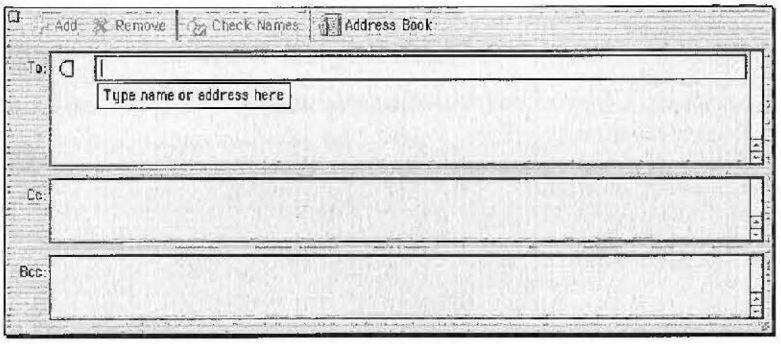
Make sure **Inbox** is selected in left pane of **Entourage** window.

At left of toolbar, click [New].

Two windows appear in front of Entourage *window. Front window is where you enter e-mail address of person you're sending message to.*

By the way

This window links the e-mail and address book functions of Entourage. You can use the window to add someone to the address book or to look up the e-mail address of someone already there.



2 Type addressee info

For now, you'll send e-mail to yourself.

In **To:** box of front window, type your own e-mail address.

If your e-mail address is known to Entourage, it will substitute your name in the To: *box when you do the next step.*

Tip

You can type several addresses in each box. Separate the addresses with a comma.

If you want to send copy to someone else, tap [TAB] twice, and type person's e-mail address in **Cc:** box.

Tap [RETURN] to complete entry and close front window. Notice same data now in **To:** and **Cc:** boxes at top of **Untitled** message window.

3 Type subject and message

In **Subject:** box, type brief topic. Tap [TAB]. Look at title bar.

Title bar of message window changes to subject of message.

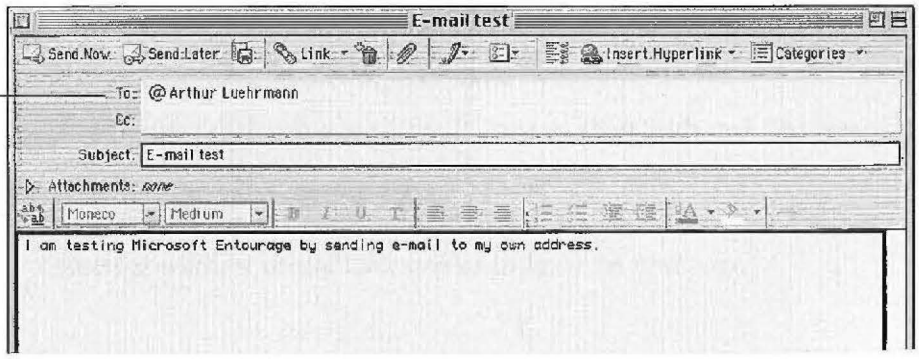
Tip

Think of your subject text as a headline that will make the purpose of your e-mail clear to the reader.

In message area below, type your message.

Message window should look similar to figure below. (Large box may appear below Attachments. *Triangle to left shows or hides box.)*

Your name or e-mail address here



Send e-mail *continued*

4 Make Progress window visible

On **Window** menu, choose **Progress**. Drag window below message window.

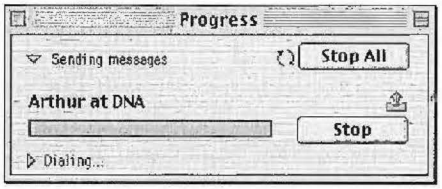
You may have to raise bottom of message window to make room.

5 Send message

Click message window. On toolbar, click Send Now.

Watch **Progress** window.

Progress window shows activity. Connections to Internet vary. You may be asked for your account name and password.



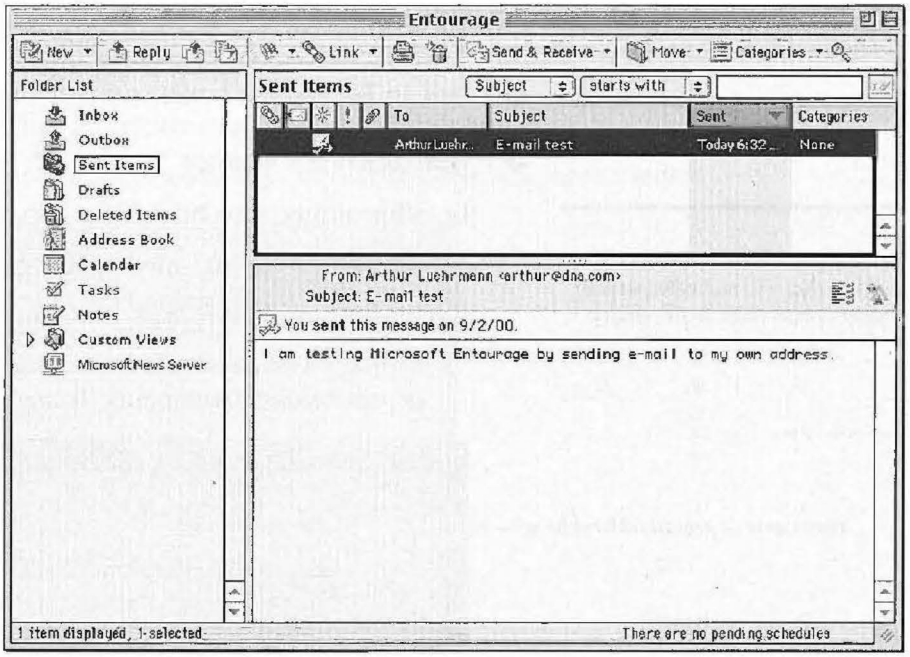
After connection is complete, e-mail is sent, and message window closes.

6 See items sent

In left pane of **Entourage** window, click **Sent Items**.

Header for item you sent is listed in top pane at right.

Click header to see message in bottom pane.



Tip

If you have several messages to send, use the Send Later *button for each message. When all are done, click the* Send & Receive *button on the toolbar of the* Entourage *window to send the whole group (and get any waiting messages).*

Complete previous activity before going on.

Read e-mail & reply

Entourage allows you to receive and view any e-mail that has been sent to you.

1 Get e-mail

On toolbar of **Entourage** window, click Send & Receive.

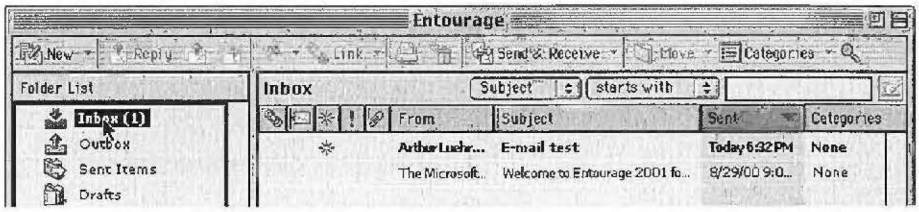
Button sends any unsent messages before getting any sent to you.

2 View contents of inbox

After e-mail is received, click **Inbox** in left pane.

In top pane, notice header for message you received (and possibly others).

Blue star to left and bold type means you haven't read message yet.



Tip

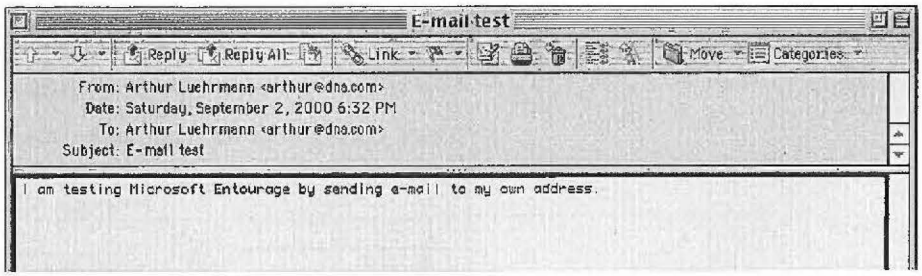
If the message you sent doesn't show up, repeat step 1. Sometimes receipt of e-mail can be almost immediate; however, delivery can take minutes or longer, depending on network activity.

3 Read message

In top pane at right, click item you just got. Read message in bottom pane.

Double-click same item to open message in separate window.

Data at top shows sender, date, recipient, and subject. Message is below.



By the way

When you click or double-click an item in the inbox, the message remains in the inbox but is marked as having been read by you. (The blue symbol before the item header disappears.)

4 Create reply to message

On toolbar of message window, click Reply.

New message window appears for you to type your reply.

Look at title bar and top part of new message window.

Top part is automatically filled out for you. (You can edit items.)

Look at bottom pane of message window.

Message you're replying to normally appears there with each line preceded by angle bracket (>).

Type your reply.

Message window should look similar to figure on next page.

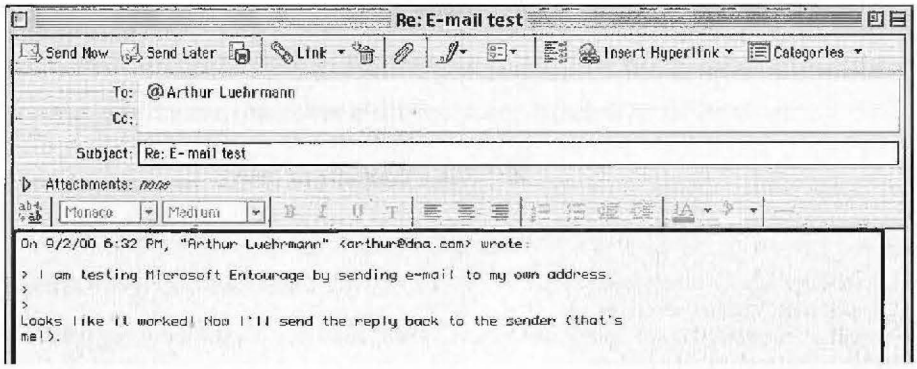
Tip

Click Reply All *if you want to send a reply to the sender and everyone else the message was sent to.*

Tip

It's good practice when replying to e-mail to include all or at least the important parts of the message you're replying to.

Read e-mail & reply *continued*



5 *Send reply*

On toolbar, click Send Now.

After reply is sent, notice yellow bar just below toolbar.

Close original message window.

In top pane of **Entourage** window, notice symbol to left of header.

Curved arrow means you've read and replied to message.

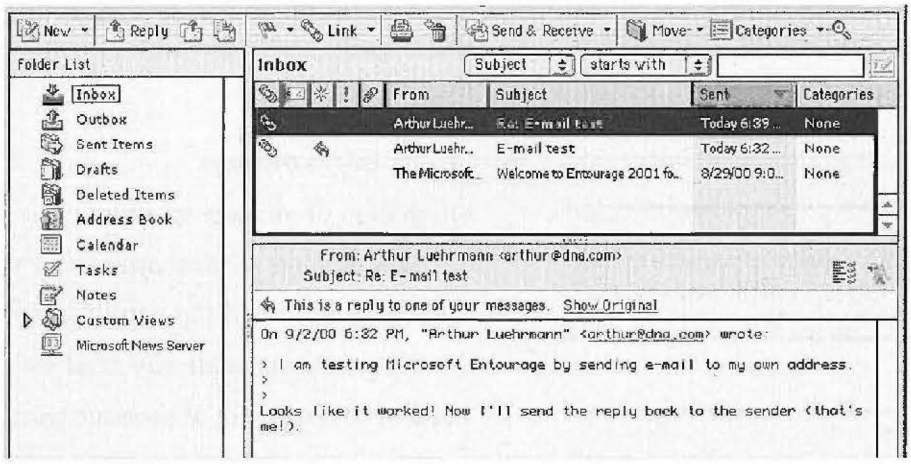


6 *Get reply just sent to yourself*

On Entourage toolbar, click Send & Receive.

With **Inbox** highlighted at left, click new header in top pane.

Notice contents of message in bottom pane.



7 *Quit Entourage*

On **File** menu, choose **Quit**.

If you're using dial-up connection to Internet, disconnect now.

To disconnect, use PPP *or* Remote Access *control panel.*

Attach file to e-mail

You can attach Microsoft Word documents, spreadsheets, pictures, music, or any other type of file when you send e-mail. **PD / 179**

1 Start Entourage

2 Create new message

On toolbar, click New. Address message to yourself. Tap RETURN.

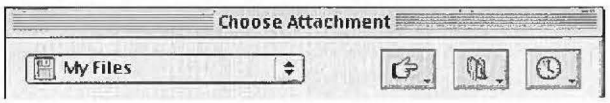
In **Subject:** text box, type `File attachment test.`

3 Attach file to message

On **Entourage** toolbar, click (add attachments).

File navigation dialog box appears. It works like one for Open *command.*

Navigate to your **My Files** disk or folder with files you've created earlier.



In scrolling list of files you've created, double-click one you will attach.

Name of file appears after Attachments *label, just below* Subject.

If necessary, click triangle to left of **Attachments** to see box below it.

Tip

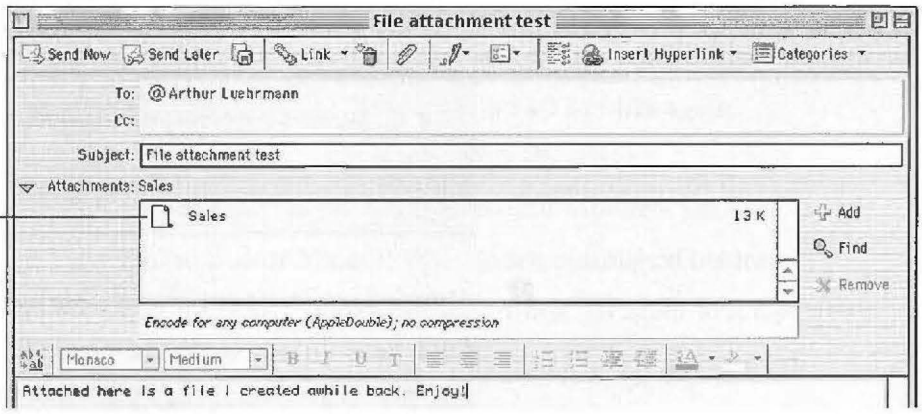
You can attach more than one file to a message. Keep in mind, however, that attachments make your message larger, and some e-mail systems have limits on the size of messages they can receive.

By the way

If you attach the wrong file, you can remove it from the Attachments *box. Click the file name or icon to select it. At the right, click* Remove.

4 Add message, and send

Type message similar to one at bottom of figure below.



Attached file

Tip

Here's another way to attach a file: drag it from the desktop or a Finder window into the Attachments *box.*

On toolbar, click Send Now button. Wait for message to be sent.

5 Get message

Click Send & Receive button. Wait for message to be received.

With **Inbox** highlighted, notice paper-clip icon at left of new header.

Paper clip means message has file attached.



In top pane, click line with new header. Look at bottom pane.

Window should look similar to top figure on next page.

Attach file to e-mail *continued*

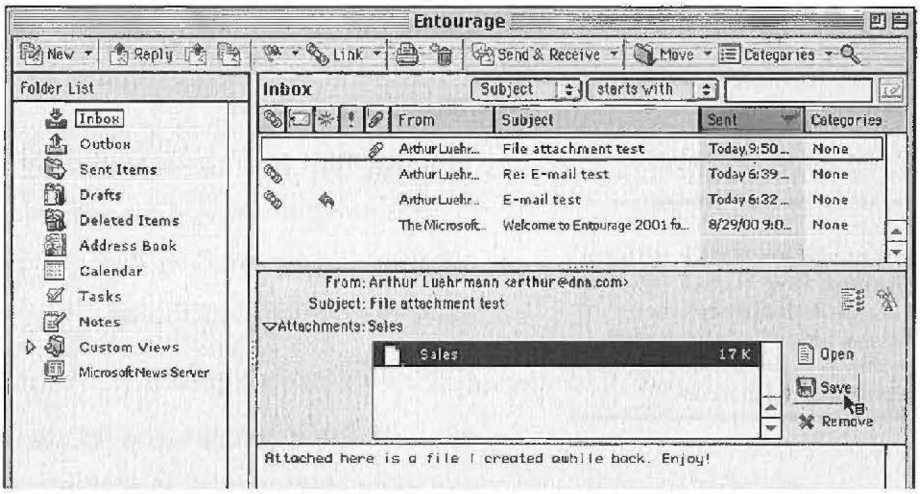
6 Save copy of attached file

In **Attachments** scroll box, click name of attached file.

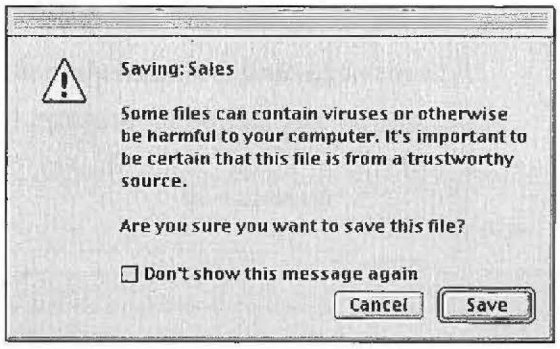
At right, click **Save** button, as in figure below.

Tip

You can also drag the file from the Attachments box to the desktop or into any Finder window. The result is to put a copy of the file where you dragged it.

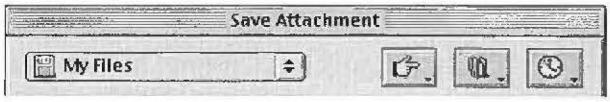


7 Pay attention to warning advice that appears



8 Assuming you trust yourself, complete operation

Click **Save**. In new dialog box, navigate to your **My Files** disk or folder.



In **Name** text box, click to right of file name. Type `(received)`.

Click **Save**.

Copy of attached file is saved on your floppy disk or in your folder.

9 Quit Entourage; disconnect from Internet if necessary

Manage messages

In just a few weeks of e-mail use, your inbox and sent-files folder can become packed. Entourage can help.

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1 ***Start Entourage***

2 ***Delete messages you no longer want***

In left pane, click **Sent Items**. In top pane, notice headers for sent e-mail.

Click first header. On toolbar, click (delete). Repeat for second header.

3 ***View deleted items, and restore one***

In left pane, click **Deleted Items**. In top pane, notice headers.

Deleted items are still available. Here's how to get one back.

Press and drag first header from top pane to **Sent Items** in left pane.

Click **Sent Items** to see item restored. Then delete it again.

4 ***Permanently erase deleted items***

In left pane, click **Deleted Items**. In top pane, click any header.

On **Edit** menu, choose **Select All**. On toolbar, click .

Message warns that items will be permanently erased.

Click **Delete** to approve erasure.

5 ***Manage inbox items***

In left pane, click **Inbox**. On **View** menu, choose **Unread Only**.

Command is useful when inbox has lots of old e-mail you don't want to see.

Use same command (now checked) to see all headers again.

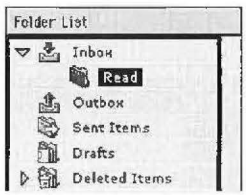
Click first header in list. On toolbar, click (flag).

Flagging reminds you that you need to deal with item later.

On **View** menu, choose **Flagged Only** to see unfinished business.

Choose same command (now checked). Click again to remove flag.

6 ***Create new folder for storing messages you want to keep; then delete it***



Click **Inbox** in left pane. On **File** menu, choose **New**, then **Subfolder**.

Type `Read` and tap RETURN. Click **Inbox**. Click first header at right.

With SHIFT held down, click last header of messages you've read.

Press and drag selection to **Read** subfolder. Click **Read** subfolder.

Selected items disappear from inbox but are still available.

Select and drag items to **Inbox** to put them back where they were.

With **Read** selected at left, click .

7 ***Quit Entourage***

Add contacts

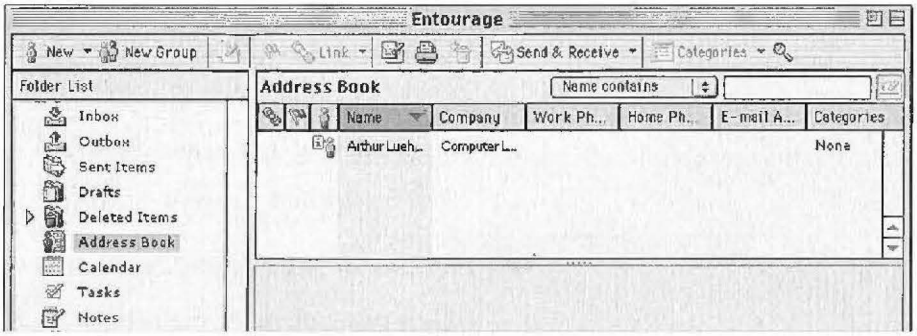
Putting e-mail addresses (plus names, phone numbers, and more) in the address book makes sending e-mail simpler.

1 Start Entourage

2 View address book

In left panel, click **Address Book**. Look at top and bottom panes at right.

Normally, you see at least one header line at top (for person who installed Microsoft Office—notice "i" on icon to left of name).



Tip

You can quickly add to the address book the name and e-mail address of someone who sent you mail. Open the message; then, on the Tools *menu, choose* Add to Address Book.

3 View data categories available for any contact

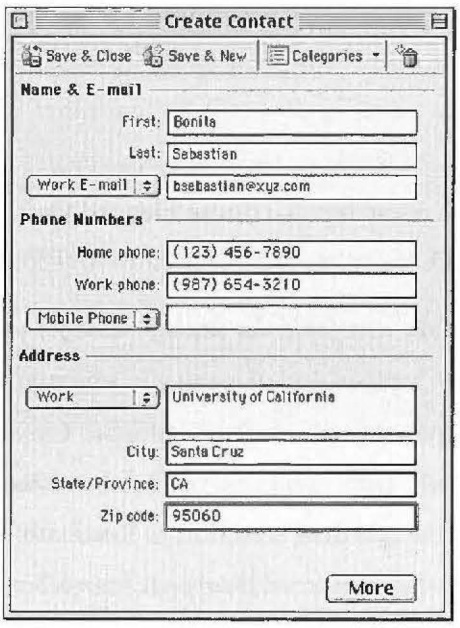
Double-click any header in top pane. Click each tab in window that appears. Then close window.

Tip

Open the Address Book *window for a contact if you need to make changes in the person's data.*

4 Add new contacts

On **Entourage** toolbar, click [New]. Type relevant data for someone.



By the way

The Create Contact *dialog box lets you enter basic information. If you click* More, *you go to the window you saw in step 3, where you can enter additional information.*

When finished, click [Save & Close]. Click new contact header in top pane.

You've added new person to address book.

Add other contacts to address book (make up data, if necessary).

Tip

If you have several contacts to add, click Save & New *button after each one except the last.*

Complete previous activity before going on.

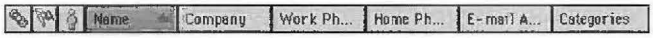
Organize contacts

As your address book grows, you'll need ways to find the person you're looking for.

1 Sort address book by data fields

Make sure you're at Entourage window with **Address Book** selected at left.

In top pane, notice field names above contact headers.



Click **Company** to sort list on this data field. Click it again to reverse sort.

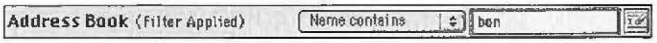
Sorting on company name would be useful for finding employee whose name you'd forgotten.

Click **Name** to sort list on last name.

Scrolling through sorted lists is one way of finding contacts.

2 Search for contacts

Click text box at upper right. Type part of name of person you're looking for.



List of headers shows only contacts matching what you typed.

To right of text box, click (clear) to bring back all contacts.

Click to right of **Name contains** to see pop-up menu with other options.

3 Categorize contacts



You can identify contacts as family, friends, work-related, and so on.

Click any header.

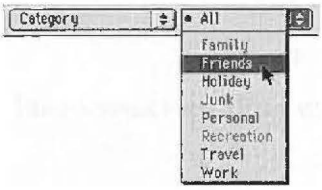
On toolbar, click arrow at right of Categories to see pop-up menu.

Top items on menu let you create and modify categories. Bottom ones are for choosing category to apply.

On menu, choose appropriate category for person. Look at **Category** column.

Category is applied to whatever contact (or contacts) you selected. You can also reach same pop-up menu by clicking category field of any header.

4 Search by category



At upper right, click to right of **Name contains**. Choose **Category**.

Click to right of **All** to see pop-up menu. Choose category you just applied.

Only contacts in chosen category are listed in top pane.

Return pop-up menus to **All** and **Name contains**.

Create e-mail group

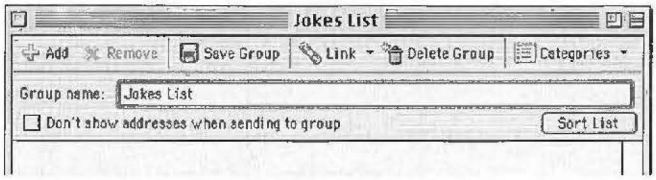
After adding contacts to the address book, you can create groups that you often send the same kind of e-mail to, such as jokes.

1 Create new e-mail group

Make sure you're at **Entourage** window with **Address Book** selected at left.

On toolbar, click [New Group]. Type **Jokes List** as name of group.

Window allows you to add or remove contacts.



Notice check box option below text box.

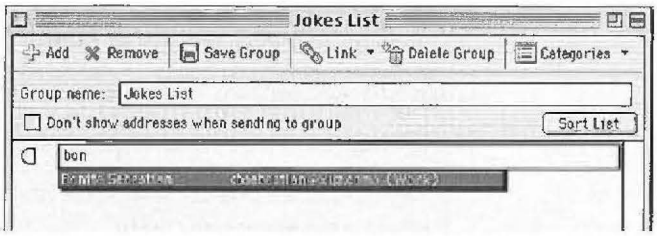
When selected, option prevents everyone's name and e-mail address from appearing on messages you send—useful if list is very large.

2 Add members to group

On **Jokes List** toolbar, click [Add].

In new text box, begin typing name of person in address book. Stop when one or more names appear below text box.

Entourage shows any matches of contact names with your typing.



If only one name appears, tap [TAB]. Otherwise, click one you want.

Use same method to add more members to group.

By the way

You can add the same person to more than one group. A group is just a set of pointers to contacts, which remain in the address book as separate entries.

3 Save group

On **Jokes List** toolbar, click [Save Group]. Close **Jokes List** window.

In top pane of Entourage window, notice group icon to left of **Jokes List**.



Because group has name in address book, you can easily send same e-mail to all members.

4 Quit Entourage

Complete previous activity before going on.

E-mail your contacts

Once you have added people and groups to your address book, sending e-mail is a snap.

1 ***Start Entourage***

2 ***Create new message***

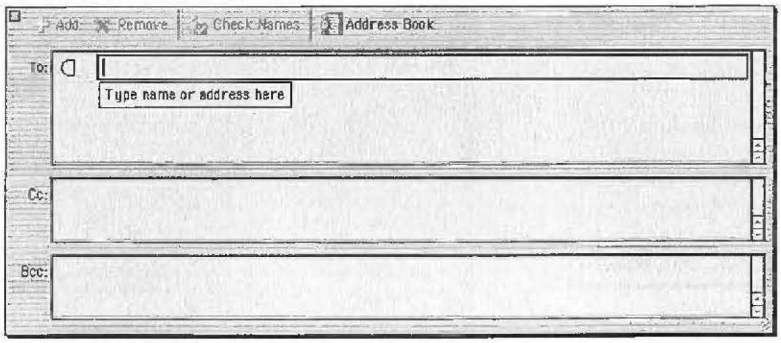
Make sure **Inbox** is selected in left pane of **Entourage** window.

At left of toolbar, click New.

As usual, two windows appear in front of Entourage *window. Front window is where you enter e-mail address.*

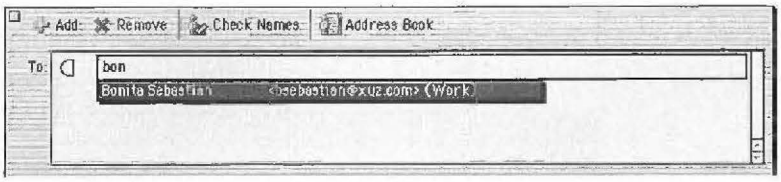
By the way

This window links the e-mail and address book functions of Entourage. You can use the window to add someone to the address book or to look up the e-mail address of someone already there.



3 ***Enter address of contact from address book***

In **To:** text box, begin typing name of person (or group) in address book. Stop when one or more names appear below text box.



If only one name appears, tap TAB. Otherwise, click one you want.

If e-mail is to go to others, use same method to get names and addresses.

When finished, tap RETURN.

Address information appears in top part of message window, which is ready for you to type subject, add note, and possibly add attachments. Instead, you'll delete whole message.

4 ***Delete message without sending***

On message window toolbar, click (delete).

When asked to confirm action, click **Delete**.

5 ***Quit Entourage***

View calendar

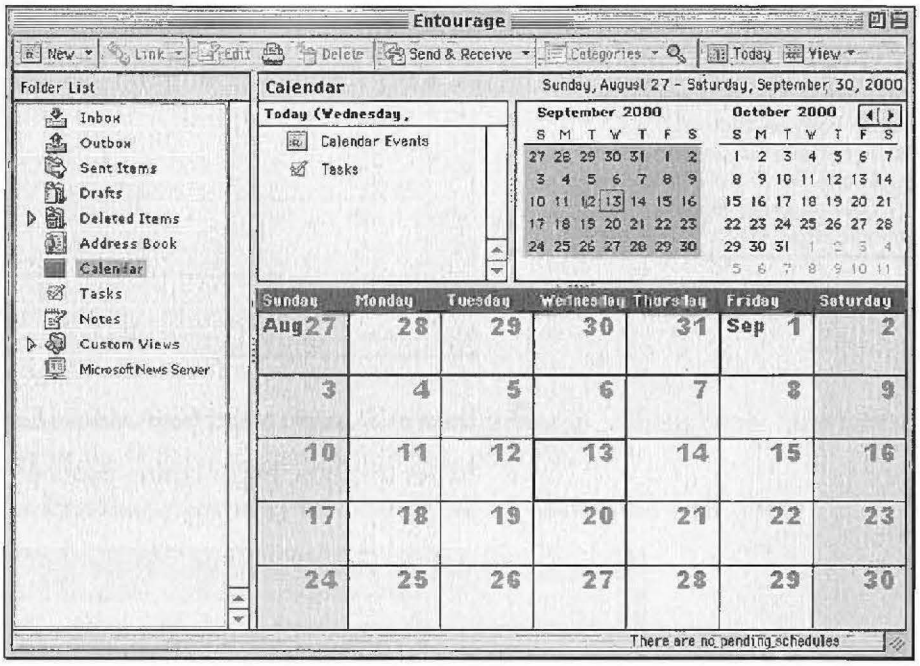
The third major function of Entourage is a calendar that you can use to keep track of events and appointments.

1 Start Entourage

2 View calendar

In left pane, click **Calendar**. If window doesn't show full month, click View on toolbar, and choose **Month**.

Two panes are at top now. Highlighted dates on miniature at upper right appear in bottom pane. Today's date is outlined in both panes.



Tip

To make more room for the calendar, drag the long vertical pane border to the left. As with all Microsoft Office applications, you can drag pane borders to make some panes bigger, others smaller.

3 See other months

At top of upper-right pane, click either button ( ) to change month. Then click any date on miniature.

On toolbar, click Today to return to current month.

4 See other views



On toolbar, click triangle on View to see pop-up menu of options.

On menu, choose **Week**. Notice rows are now hours of day.

Miniature calendar highlights week that appear in bottom pane.

Click different week on miniature to change week.

Explore **Work Week**, **Day**, and **List** views. On miniature, choose different weeks and days.

Click Today. Change back to **Month** view.

Bug alert!

Because of a bug in the first release of Office 2001, you may need to click an icon other than Calendar *in the left pane before using the* Window *menu. After closing the window, click* Calendar *again.*

5 See calendar in separate window (but see note at left)

On Window menu, choose **Calendar**. Close window when ready to go on.

Complete previous activity before going on.

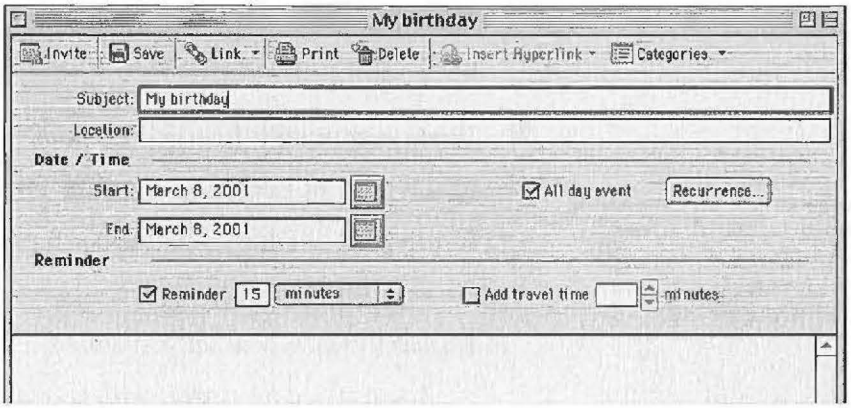
Enter event

The calendar is blank now. To use it effectively, you must enter any events you want to keep track of.

1 Open event window for desired date

Use button above miniature calendar to view month with your next birthday. Then double-click date to open event window.

In **Subject** text box, type `My birthday` and tap TAB.



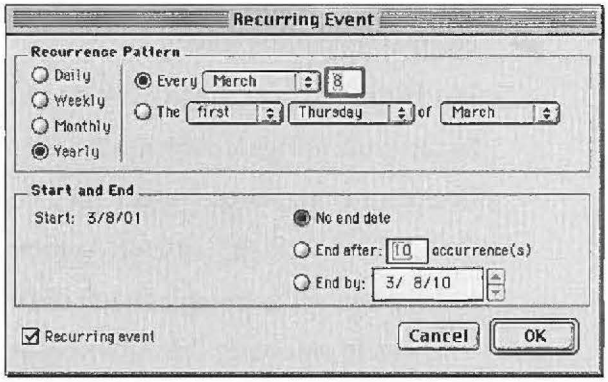


Notice **Start** and **End** dates are one you double-clicked. Click buttons to right of dates to see how to change either. Then close miniature calendar.

View **Reminder** pop-up menu to see options for giving advance notice of event.

2 Set up recurring event

Click **Recurrence** button. In new dialog box, click each radio button at left, and look at options at right. End with **Yearly**.



Click **OK**. Notice text under **Recurrence** button.

3 Finish event, save it, and view it on calendar



Click in large text area at bottom of window. Type `Another one!`.

On toolbar of event window, click Save. Then close window.

Locate event on calendar. Notice icons (reminder, recurrent event).

Put pointer on event (or click it) to see all subject text.

Restore Entourage

If others will be using this book and this computer, the data you have entered may be confusing. You'll now delete your data.

1 ***Delete calendar event***

Make sure Entourage window is open and **Calendar** is selected at left.

If necessary, move to date of your next birthday.

Click event on calendar. On toolbar, click Delete. Approve deletion of all future occurrences.

Click Today. Make sure view is set to **Month**.

2 ***Delete your contacts from address book***

In left pane of Entourage window, click **Address Book**.

In top pane at right, click header for any contact you added.

On toolbar, click (delete). Approve deletion.

Repeat for each contact you added.

You can't delete contact with special icon at left: .

Warning!
If others are using this computer, be sure to delete only the items you have added. Leave the rest.

3 ***Delete your e-mail messages from inbox***

In left pane of Entourage window, click **Inbox**.

Use method in step 2 to delete messages you have received. Leave others.

4 ***Delete e-mail messages that you have sent***

In left pane of Entourage window, click **Sent Items**.

Delete messages you have sent. Leave others.

5 ***Empty Deleted Items folder***

In left pane of Entourage window, click **Deleted Items**.

In top pane at right, click header for any item.

On Edit menu, choose **Select All**.

On toolbar, click (delete). Approve permanent deletion.

In left pane, click triangle to left of **Deleted Items**.

Folders previously deleted will appear indented under Deleted Items.

Click any such folder. On toolbar, click (delete). Approve deletion.

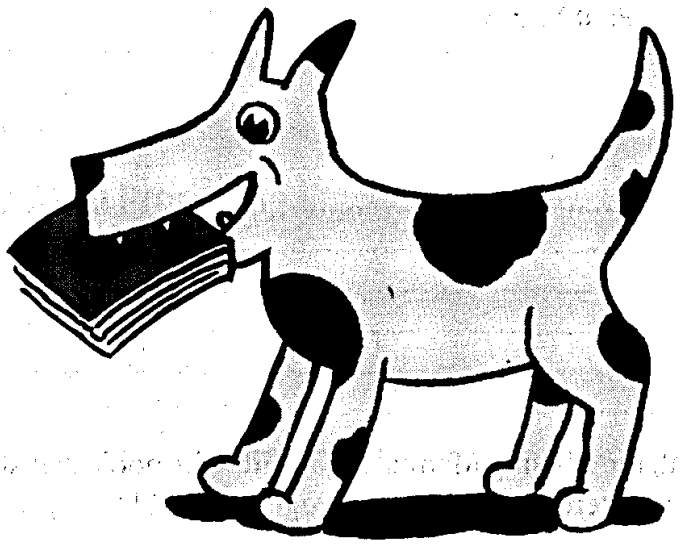
6 ***End these Microsoft Office 2001 activities***

Quit Microsoft Entourage and shut down computer (see page 12, step 7).

EXHIBIT 1006A

Office 2001 *for* Macintosh

THE MISSING MANUAL



Nan Barber & David Reynolds

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O'REILLY®

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by Nan Barber and David Reynolds

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