Catholic University of America, School of Library and Information Science

LSC 551 Organization of Information  
Fall 007

<table>
<thead>
<tr>
<th>Course Meeting</th>
<th>Instructor</th>
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| Thursday 1:10-3:40 PM  
Location: Shahan #302 | Youngok (Young) Choi  
Office: Marist Hall #245  
Office hours: Monday 1 to 2 pm, Wednesday 11 am - 12 pm, and by appointment  
Office phone: (202)319-6275  
E-mail: choiy@cua.edu |

Course Description:
This course introduces students to the basic principles of organizing information for facilitating access. It covers the nature, forms, and media of information and knowledge; the nature of user information needs and implications for information organization; terms and concepts related to information organization; principles of information representation, encoding, authority control, and subject analysis; methods of information organization; classification principles, structures, and applications; the use of controlled vocabulary and natural language for subject analysis, standards, and filing systems; and the relationship of information organization to access mechanisms. Traditional and more recent computer techniques, tools, and theories will be studied.

Course Goals:
This course is designed to:

- introduce concepts and challenges specific to information organization
- explore the interconnections between information organization and the retrieval and access of information
- promote reasoned thinking and problem solving skills related to information organization.
- prepare students for work in libraries, information centers, or other organizations that organize large bodies of information.

Course Objectives:
At the end of this course students should be able to evaluate and apply an understanding of:

- Fundamental concepts of information organization and models of information transfer involving humans and systems.
- Basic principles of bibliographic control and access.
- Basic principles of computer based control and retrieval of information.
- Different types and uses of information representations or surrogates.
- Relationships between methods and structures of file organization and techniques of accessing information.
- Characteristics of user information seeking behavior and how these characteristics affect and are affected by systems for organizing and representing information.
- Emerging encoding and metadata standards for information description and access.
The relationship of XML to HTML and the importance of XML in organizing web-based information resources.

Course Materials:

Required Textbooks:

Taylor, Arlene. *Organization of Information*, 2nd edition. 2003. (This is available at the Catholic University Bookstore.)

Supplemental Readings:

When necessary, additional readings will be assigned and listed in the bibliography posted on Blackboard (http://bb.cua.edu/).

(Note: Additional suggested books)


Grading:

*Grades for this course will be based upon the following:*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Contribution to Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>MARC and a short quiz</td>
<td>10%</td>
<td>A detailed instruction will be handed in class.</td>
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<tr>
<td>Metadata exercise</td>
<td>10%</td>
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<tr>
<td>A thesaurus project</td>
<td>15%</td>
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<tr>
<td>Panel paper and presentation</td>
<td>30%</td>
<td>Sing up for a panel you will participate in discussion. Each panel will have 3-5 members. Then, choose one moderator, and discuss your focus in panel discussion. Prepare your discussion (background, problems, issues, trends, and so on). In addition to presentation, you will write your topic in a research paper format and submit an electronic copy of it in two weeks after your presentation. Topics, an instruction of writing and presenting your paper, and a schedule of a panel discussion will be handed in class and posted on BB.</td>
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<tr>
<td>(A panel discussion will be scheduled starting from Week 6. The half of the class time will be dedicated to a panel.)</td>
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<tr>
<td>Summary of five articles from reading</td>
<td>10%</td>
<td>Choose an article (except the textbook chapter) from readings during designated weeks’ period (week 1 &amp; 2; week 3, 4, 5; week 6 &amp; 7; week 8, 9, &amp; 10; week 11, 12, &amp; 13). Summarize it on your own words (its argument, method, findings, implications, your critics, and so on) and hand in your summary in class of the last week of each period.</td>
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<td>(A detailed guideline will be available on BB)</td>
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<tr>
<td>Class attendance</td>
<td>5%</td>
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<td>Final exam</td>
<td>20%</td>
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<td>Total</td>
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Point totals converted to letter grades:
A: 94 – 100  A-: 90 -93
B+: 86-89   B: 82-85   B-: 78-81
C: 70-77     F: Below 70

NOTE:

1. Detailed information of assignments and projects will be distributed in class or available on Blackboard (http://bb.cua.edu/).

2. Please consult below in the “Participation & conduct” section for late work policy and others.

Academic Honesty Policy:

Please read the policy on relevant information on academic honest found in the University’s Online Student Handbook at: http://studentlife.cua.edu/studenthandbook.pdf and on the website for the University’s Policies & Procedures at: http://policies.cua.edu. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct while in this class and conversing online, using e-mail, or engaging in any online chat sessions. Failure to abide by such codes of conduct and etiquette may result in withdrawal from the course and a failing grade.

Academic dishonesty is defined in the Handbook as “failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating”. Any incidence of plagiarism will result in a grade of F (0 points) on the project or exam in question, and will be reported to the Dean of the School of Library and Information Science for possible further action (including failure in the course).

Plagiarism will not be tolerated. Catholic University of America defines plagiarism to include:

1. "Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise"
2. "Failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or web sites"
3. "Buying completed papers from other to use as one’s own work",

For more on what constitutes plagiarism and how to avoid it, see the guide on the Purdue Online Writing Lab web site at: http://owl.english.purdue.edu/handouts/research/r_plagiar.html.

Course Outline - This calendar is subject to change depending on class needs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Course Introduction&lt;br&gt;• Organizing information: Why and how</td>
<td>Ch.1</td>
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<td>(8/30)</td>
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<tr>
<td>Week 2</td>
<td>• Concepts of Data, Information, Knowledge&lt;br&gt;• Organization and retrieval of information</td>
<td>Ch. 2&lt;br&gt;How Much Information? Available at <a href="http://www2.sims.berkeley.edu/research/projects/how-much-info-2003/execsum.htm">http://www2.sims.berkeley.edu/research/projects/how-much-info-2003/execsum.htm</a></td>
<td>Article summary due (Week 1 &amp;2)</td>
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<tr>
<td>(9/6)</td>
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<tr>
<td>Week 3</td>
<td>• Representation of information entities&lt;br&gt;• Tools and systems for organizing and retrieving information</td>
<td>Ch. 3 &amp; 5</td>
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<tr>
<td>(9/13)</td>
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| Week 4  
(9/20) | • Information Resources Description  
• Encoding Standards (MARC) | Ch 4 |  |
|---|---|---|---|
| Week 5  
(9/27) | • Metadata | Ch 6 & 7 | Article summary due (Week 3, 4, 5) |
| Week 6  
(10/4) | • Authority control | Ch. 8 (pages 220-238) | MARC quiz due |
| Week 7  
(10/11) | • Subject analysis  
• Controlled vocabularies  
• Thesaurus | Chapter 9  
"What is a controlled vocabulary?" Karl Fast, Fred Liese, and Mike Steckel (2002)  
http://www.boxsandarrows.com/view/what_is_a_controlled_vocabulary_  
Thesaurus principles and practices  
http://www.willpower.demon.co.uk/thesprin.htm | Article summary due (Week 6, 7) |
| Week 8  
(10/18) | • Subject analysis continued  
• Library subject headings  
• Indexing | Chapter 10  
ISO standard on indexing  
http://www.collectionscanada.ca/iso/ tc46e9/standard/5963e.htm | Metadata exercise due |
| Week 9  
(10/25) | • Categorization and classification  
• Classification: DDC, LCC | Chapter 11  
http://www.dlib.org/dlib/november06/ peterson/11peterson.html |  |
| Week 10  
(11/1)  
Cataloging Internet Resources | Cataloging Electronic Resources [OCLC]  
http://www.oclc.org/support/documentation/worldcat/cataloging/electronicresources/default.htm  
Guidelines for the Use of Field 856  
http://www.loc.gov/marc/856guide.html | Article summary due (Week 8, 9, 10) |  |
| Week 11  
(11/8)  
OPAC Systems and System design  
• Schemes and Protocols for Interoperability | Ch 5  
Z39.50 IR Protocol  
http://lcweb.loc.gov/z3950/agency/  
Open Archives Initiative  
http://www.openarchives.org/ |  |
| Week 12  
(11/15) | • Users and new library catalogs and bibliographic systems | Thesaurus project due |  |
| Week 13  
(11/22) |  
Thanksgiving Break |  |  |
| Week 14  
(11/29) | • Information architecture  
• Digital Libraries  
http://www.asis.org/Bulletin/Jun- | Article summary due (Week 11, 12, 13) |
Week 15 (12/6)

- Trends, issues
- Semantic Web
- Review for final


Week 16 (12/13)

FINAL EXAM

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**Reading list for Article Summary**

(Note: most articles are available on online full-text databases via the library or on the Web. For some of articles, I will upload a pdf file on Blackboard. Also, if necessary, I will update the list on BB.)

<table>
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<tr>
<th>Date</th>
<th>Reading</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td></td>
<td>Fox and Wilkerson (1998). Introduction to Archival Description (available online at <a href="http://www.getty.edu/research/conducting_research/standards/introarchives/">http://www.getty.edu/research/conducting_research/standards/introarchives/</a>).</td>
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<tr>
<td>Roe, Sandy (1999). Online subject access. Journal of Internet Cataloging. 2(1). 69-78. (PDF on BB)</td>
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<tr>
<td>Week</td>
<td>Name</td>
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**Week 12**


**Week 13**


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**Useful Online Resources**

(This list is in progress. When you find relevant resources, please share with me. I will post them in our course site.)

Online Dictionary for library and information science [http://lu.com/odlis/odlis_t.cfm](http://lu.com/odlis/odlis_t.cfm)

Association for Library Collections & Technical Services (an ALA division): [http://www.ala.org/ALCTSTemplate.cfm?Section=alcts](http://www.ala.org/ALCTSTemplate.cfm?Section=alcts)
Carlyle, Allyson. *Core Readings in Library Cataloging and Classification*:  
http://www.ischool.washington.edu/acarlyle/core_readings.html

*Cataloger's Reference Shelf*: http://www.itsmarc.com/crs/


International Society for Knowledge Organization (ISKO) homepage: http://www.ceit.sk/wwwisis/isko.htm

*LC Cataloging Directorate*: http://lcweb.loc.gov/catdir/catdir.html

UCLA. *Catalogers' Reference Shelf*:  
http://wwwstage.library.ucla.edu/libraries/cataloging/refs.htm

**Course Polices and Procedures:**

**Formatting of your assignments.**
- For hard copy work securely fasten together any papers that are more than 1 page.
- Place your name and the assignment number on the first page.
- Minimum margins are 1 ¼” left and 1” top, bottom, and 1 ¼” right.
- Use double-spaced line spacing, or space and a half, not single-spaced.
- Submitted work must have a professional appearance and not be handwritten.
- *Any* work submitted with numerous ungrammaticalities will be penalized.

**Participation & Conduct:**

- *Attendance is mandatory.* Attendance is required, in keeping with university policy. Students may miss up to 1 class without a penalty. Your participation grade will drop by 1 point for every absence after 1 missed class.

- *Late work.* Assignments are due at the start of class. Assignments turned in after the due time without prior approval will be penalized 10% for each 24-hour period that it is late. Assignments that are over 3 days late will NOT be accepted unless arrangements have been made with me. I encourage you to consult with me any special circumstances that will affect your ability to perform your assignments or turn in your assignments on time.

- *Makeup work.* If a student has a legitimate reason, such as a family emergency, the instructors might allow a student to do makeup work. The amount and nature of the work is up to the instructors’ discretion. It will be graded at term’s end.

- *Arrive on time.* Chronic lateness can negatively affect class participation grades.
• **Behave respectfully.** Students are expected to behave respectfully while in class. Participation grades will reflect a student’s maturity level and professionalism, and whether the student actively participates in class discussions.

• **No phone calls during class.** Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session.

• **No grade discussions in class.** Instructors will not discuss grades in class. First consider why the instructors deducted points. If you still disagree, explain your disagreement in an e-mail to the instructors.

**ADA Accommodation:**

Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor by the second class meeting. It is strongly recommended that the student contact the Office of Disability Support Services, Suite 207, Pryzbyla Center (202-319-5211; email [cua-disabilityservices@cua.edu](mailto:cua-disabilityservices@cua.edu), web [http://disabilitysupport.cua.edu/](http://disabilitysupport.cua.edu/)). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

**Syllabus changes:**

• The instructors reserve the right to make changes to this syllabus if circumstances warrant such change. All changes will be provided to students in writing.