Catholic University of America, School of Library and Information Science

551 Organization of Information -- Spring 2010

No Prerequisites 3 credit hours

Location: Pangborn, room 301
Day and Time: Saturdays: 1:00 - 3:30 pm

Instructor contact information:

<table>
<thead>
<tr>
<th>Joan Lussky, PhD</th>
<th>Office location: Marist Hall Room 243</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:lussky@cua.edu">lussky@cua.edu</a></td>
<td>Office Hours: Thursday 10-11</td>
</tr>
<tr>
<td>Phone (office) 202/319-5855</td>
<td>and by appointment</td>
</tr>
<tr>
<td>Phone (cell) 302/299-7007</td>
<td></td>
</tr>
</tbody>
</table>

Course Description:
This course introduces students to the theory, principles, standards, and methods of information organization. Through lectures, discussions and hands-on practice students learn to provide intellectual and physical access to information objects. Topics covered include information architecture, user information needs and behaviors, tools for information access, principles of information representation, metadata schemas, controlled vocabulary, folksonomy, classification, taxonomy, encoding standards, bibliographic networks, applications of technologies in information organization, and design of information systems to facilitate access and retrieval.

Instructional Methods
Students will learn the theory and practice of information organization from lectures, class discussions, exercises, and projects. Course materials such as handouts, lecture notes, and discussion notes, will be posted on the course site.

READING MATERIAL
Required Text:
ISBN:9781591587002 (pbk.).

Additional readings will be assigned throughout the semester to supplement our textbook (please see bibliography at end of syllabus for some of our additional readings)

REQUIRED TECHNOLOGIES
Capabilities required for course delivery and student participation: Blackboard; CUA library and information system accounts

OTHER TOOLS AND TECHNOLOGIES
DC metadata tools (e.g. DC-Dot’s Dublin Core metadata editor) http://www.ukoln.ac.uk/metadata/dcdot/

== Access ID and password will be given in class ==
OCLC Connection http://connexion.oclc.org
Library of Congress Cataloger’s Desktop http://desktop.loc.gov
Classification Web http://classificationweb.net
COURSE GOALS
The course goals are to
1. Introduce the theory, principles, standards, and methods for information organization.
2. Discuss approaches for understanding users and organizing information to meet their information needs.
3. Examine the relationship between information organization and retrieval and access to information.
4. Demonstrate how technologies can be used to support information organization and facilitate access to information.
5. Promote critical thinking and problem solving abilities for addressing challenges of organizing information in the digital age.

GOALS FOR STUDENT LEARNING
At the end of the course students will be able to:
• Demonstrate an understanding of principles of information organization, standards, methods and important concepts related to information organization, including cataloging, authority control, controlled vocabularies, indexing and abstracting, and classification.
• Articulate the importance of information organization and the roles of metadata in information organization and understand terminology often used to discuss metadata, such as metadata schemas, encoding standards, crosswalks, and interoperability.
• Explain approaches for obtaining information on users’ information needs and information seeking behavior.
• Create metadata records for information resources.
• Demonstrate an understanding of the principles and applications of controlled vocabularies for information access and retrieval by developing a mini-thesaurus.
• Demonstrate critical thinking and problem solving abilities in relation to information organization.
• Have the ability to track and assess relevant innovations and interpret and apply research findings for better information organization.

PROFESSIONAL STANDARDS ADDRESSED
The course addresses the Curriculum standards stated in Section II of the Standards for Accreditation of Master’s Programs in Library & Information Studies, 1992: Specifically, the course focuses on competencies identified in the American Library Association Statement of Core Competences (final version, Aug. 2008). url:
http://www.ala.org/ala/educationcareers/careers/corecomp/ALA%20STATEMENT%20OF%20CORE%20COMPETENCES%20%20Final%20void%20%20August%202008.doc

1. Foundations of the Profession
1A. The ethics, values, and foundational principles of the library and information profession.
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
3. Organization of Recorded Knowledge and Information
3A. The principles involved in the organization and representation of recorded knowledge and information.
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
Course Requirements
Assignments and their weighting in the overall course grade are:

1. Homework assignments (10%) exploration of concepts from the lectures
2. Metadata exercise (15%) create a metadata record using Dublin Core
3. Thesaurus project (15%) build a thesaurus
4. Term Project & presentation (30%) report on a theme from the course
5. Final Exam (20%) review of vocabulary, models, and concepts from class
6. Class Contributions (10%) The class is designed to be highly interactive. Students who contribute the most to our class’s shared pool of knowledge will receive the highest grades in this area.

A scale for converting numeric to letter grades (An instructor will add a scale for letter grades from numeric scores)

A  = 100 - 94
A- = 93 - 90
B+ = 89 - 87
B  = 86 - 84
B- = 83 - 80
C  = 79 - 70
F  = Below 70

EXPECTATIONS AND POLICIES

Academic honesty:
Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from http://policies.cua.edu/academicundergrad/integrityprocedures.cfm): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”
Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at http://policies.cua.edu/academicundergrad/integrity.cfm and http://policies.cua.edu/academicundergrad/integrity.cfm.
Other Policies or Expectations.

- Know your NT (CUA network) account information and be able to log on to the CUA network. Contact the Center for Planning and Information Technology at 202/ 319-4357 for assistance.
- Know and use the SLIS technology support. SLIS webpage: [http://slis.cua.edu/tech/guides.cfm](http://slis.cua.edu/tech/guides.cfm)
- Know and use the SLIS resources available. url: [http://slis.cua.edu/people/studentgateway.cfm](http://slis.cua.edu/people/studentgateway.cfm)
- Know how to use the CUA library resources, including the ALADIN online system. Visit the CUAT library homepage at [http://libraries.cua.edu](http://libraries.cua.edu) for assistance.

Email.

- Provide a meaningful subject tag in all your emails about this class.
- Begin each subject line with lsc551, or risk a delayed response or potentially no response.
- I will make every effort to get back to you within 48 hours of receiving your email.

Formatting of your assignments.

- Your name must appear on the first page of every document you hand in.
- Submitted work must have a professional appearance.

Participation & Conduct:

- Attendance is mandatory. Attendance is required, in keeping with university policy. Students may miss up to 3 classes without a penalty. Your participation grade will drop by 10 points for every absence after 3 missed classes.
- Late work. The instructor will not accept late work except by prior arrangement.
- Late arrival. Quietly pick up the handouts at the front of the class, sign-in on the sheet at the front of the class, and take a seat without disturbing the class that is in progress.
- Behave respectfully. Students are expected to behave respectfully while in class. Participation grades will reflect a student’s maturity level and professionalism.
- Participate actively. Participation is essential to being successful in learning and fostering learning in others. Participation should be supported by reading the material before class and making an effort to be thoughtful in your remarks.
- 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 internet access during class. Students are expected to engage in the classroom lecture, discussions and group work. Students reading email or searching the web, other than directed by the professor, during class will be asked to leave that class session.
- No grade discussions in class. Instructor will not discuss grades in class. First consider why the instructor deducted points. If you still disagree, explain your disagreement in an e-mail to the instructor.
Accommodations for students with disabilities
Any student who feels s/he may need an accommodation based on the impact of a
disability should contact the instructor privately to discuss specific needs. Please contact
Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate
reasonable accommodations for students with documented disabilities. To read about the
services and policies, please visit the website: http://disabilitysupport.cua.edu.

Some of the on campus resources and phone numbers can be found at:
http://disabilitysupport.cua.edu/services/supportresources.cfm

A Guide for services and accommodations for students with disabilities can be found at:
http://counsel.cua.edu/ADA/publications/disbro/contents.cfm

Some basic guidelines and links to other information may be found at:
http://counsel.cua.edu/ADA/clicks/

Campus Resources for student support:
CUA Center for Academic Success
http://success.cua.edu

CUA Counseling Center
http://counseling.cua.edu/services/

Mullen Library
http://libraries.cua.edu/welcome.html

Career services resources
http://slis.cua.edu/people/career.cfm
**Syllabus changes**
The instructor reserves the right to make changes to this syllabus as needed. Nothing in this syllabus may be construed as a contract.

**Course Overview:**
- Introduction to course
- What is information? What does it mean to organize it?
- Standard models for describing information entities
- Metadata
- Subject analysis and Classification
- OPACs and users of OPACs
- Digital libraries, information architecture
- Summary and future

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due (TBA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
<td>Assignment/Due Date</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>5</td>
<td>Feb 13</td>
<td>Access, Authority Control, Subject Analysis &amp; Indexing</td>
<td>Chapter 6 - 9</td>
<td>Understanding MARC Authority Records (<a href="http://www.loc.gov/marc/uma">http://www.loc.gov/marc/uma</a>) Mai (2000). Deconstructing the indexing process. Advances in Librarianship. 23. 269-298</td>
</tr>
<tr>
<td>8</td>
<td>March 6</td>
<td>Categorization and Classification</td>
<td>Chapter 11</td>
<td>Thesaurus part 1 due</td>
</tr>
<tr>
<td>9</td>
<td>March 13</td>
<td>NO CLASS CUA SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>March 27</td>
<td>Internet resources</td>
<td></td>
<td>Shatford Layne, Sara 1994 Thesaurus part 2 due</td>
</tr>
<tr>
<td>13</td>
<td>April 3</td>
<td>NO CLASS CUA EASTER BREAK</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Trends, issues, review**


**Org. presentations**

**Org. presentations**

**Org. Project write-ups due**

**Grading:**

Assignments and their weighting in the overall course grade are:

1. **Homework assignments** (10%) exploration of concepts from the lectures
2. **Metadata exercise** (15%) create a metadata record using Dublin Core
3. **Thesaurus project** (15%) build a thesaurus
4. **Term Project & presentation** (30%) report on a theme from the course
5. **Final Exam** (20%) review of vocabulary, models, and concepts from class
6. **Class Contributions** (10%) The class is designed to be highly interactive. Students who contribute the most to our class’s shared pool of knowledge will receive the highest grades in this area.

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

**NOTE:** Late work will not be accepted with the exception of those cases noted above in the “Participation & conduct” section.

**Supplementary Readings**

**week #1**


**week #2**


**week #3**


Fox and Wilkerson (1998). Introduction to Archival Description

http://www.getty.edu/research/conducting_research/standards/introarchives/

Week #4


**Week #5**


**Week #6**


**Week #7**


Roe, Sandy (1999). Online subject access. Journal of Internet Cataloging. 2(1). 69-78


**Week #8**


**Week #9**


**Week #10**


Week #11


Week #12


Related Bibliography:


Useful Online Resources
Online Dictionary for library and information science http://lu.com/odlis/odlis_t.cfm

Association for Library Collections & Technical Services (an ALA division): 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