**The Catholic University of America, School of Library and Information Science**

**LSC 551 Organization of Information (2011 Summer)**

**3 Credit Hours: No Prerequisites**

**Class meeting information** (Pangborn #301, T/TH 5:00–8:20 pm)

<table>
<thead>
<tr>
<th>Instructor and contact information</th>
<th>Office hours</th>
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<tbody>
<tr>
<td>Name: Youngok Choi</td>
<td>Office hours: Tuesday 2-4 pm, and by appointment</td>
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<tr>
<td>Office phone: (202)- 319-6275</td>
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<tr>
<td>E-mail: <a href="mailto:choiy@cua.edu">choiy@cua.edu</a></td>
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**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 Blackboard site.

**Required Text**

Arlene Taylor and Daniel N. Joudrey. *The Organization of Information. 3rd* ed. 2009. Westport, Conn.: Libraries Unlimited. [The textbook is available at the CUA bookstore.]

**Additional readings** are listed in the bibliography section of this syllabus

**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/](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:
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

<table>
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<tr>
<th>Requirement</th>
<th>Contribution</th>
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<tr>
<td>Metadata creation</td>
<td>15%</td>
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<tr>
<td>A thesaurus project</td>
<td>20%</td>
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<tr>
<td>A research paper and presentation</td>
<td>25%</td>
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<tr>
<td>Four reflection summaries</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>15%</td>
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<tr>
<td>Class attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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(Note: A detailed instruction of each assignment will be available in course BB site as well as in class.)

A scale for converting numeric to letter grades

| A: 94 – 100     | A-: 90 –93.99 |
| B+: 86-89.99    | B: 82-85.99   |
| C: 70-77.99     | B-: 78-81.99  |
| F: Below 70     |

University grades: The University grading system is available at http://policies.cua.edu/academicgrad/gradesfull.cfm#iii

Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu

Academic Honesty Policy:

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.

Additional expectations and policies

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.

Campus Resources for student support:
Academic Tutoring and Learning Assistance Service (ATLAS)
http://counseling.cua.edu/atlas/
101 O'Boyle Hall
Phone: (202) 319-5018

CUA Counseling Center
http://counseling.cua.edu/services/
127 O'Boyle Hall
Phone: (202) 319-5765

Mullen Library
http://libraries.cua.edu/welcome.html
Phone: (202) 319-5070

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignment</th>
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</table>
| Week 1 5/17 | • Course Introduction  
• Purpose and principles of information organization  
• Concepts of Data, Information, Knowledge  
<Readings>  
| (5/19)  | • Tools and systems for organizing and retrieving information  
• Representation of information entities  
• FRBR  
<Readings>  
Ch. 2, 3, & 4  
| Week 2 5/24 | • Metadata: Information Resources Description  
<Readings>  
Chapter 7  
| (5/26)  | • Encoding Standards  
• MARC  
<Readings>  
Understanding MARC Bibliographic ([http://www.loc.gov/marc/umb/](http://www.loc.gov/marc/umb/))  
MARC 21 tutorial ([http://www.lib.usm.edu/techserv/pdc/marc21_tutorial_ie/](http://www.lib.usm.edu/techserv/pdc/marc21_tutorial_ie/)) | Metadata Exercise due |
| Week 3 5/31 | • Access and Authority control  
<Readings>  
Ch. 8  
Understanding MARC Authority Records ([http://www.loc.gov/marc/uma](http://www.loc.gov/marc/uma))  
| (6/2)   | • Subject analysis & Subject indexing  
|        | • Controlled vocabularies  
|        | <Readings>  
|        | Ch. 9  
|        | Karl Fast, Fred Liese, and Mike Steckel (2002) “What is a controlled vocabulary?”  
|        | http://www.boxesandarrows.com/view/what_is_a_controlled_vocabulary  
|        | Summary #3 (due by 6/6)  |
| Week 4 | • Social tags/folksonomy  
| (6/7)  | • Thesaurus Design  
|        | <Readings>  
|        | Chapter 10  
|        | Thesaurus principles and practices  
|        | http://www.willpowerinfo.co.uk/thesprin.htm  
|        | “Thesaurus principles and practices”  
|        | http://www.willpower.demon.co.uk/thesprin.htm  
|        | “Thesaurus construction” by Tim Craven at  
|        | http://publish.uwo.ca/~craven/677/thesaur/main00.htm  
| (6/9)  | • Categorization and classification  
|        | • Classification: DDC, LCC  
|        | <Readings>  
|        | Ch 11  
|        | Summary #4 (due by 6/13)  |
| Week 5 | • Filing and display of metadata  
| (6/14) | • OPAC Systems and System design  
|        | • Users and new library catalogs and bibliographic systems  
|        | • A social OPAC/OPAC 2.0  
|        | <Readings>  
|        | Ch 6  
|        | (http://dlib.org/dlib/january07/markey/01markey.html)  
|        | Thesaurus Project Due  |
| (6/16) | • Information architecture  
|        | • Digital Libraries  
|        | • Knowledge management  
|        | • Paper Presentation (1)  
|        | <Readings>  
|        | Dillon, Andrew (2001). IAs in search of an identity? Bulletin of the
Week 6 (6/21)
• Paper presentation (2)
• Trends, issues
<Reading>

(6/23)
• Final exam

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### Supplementary Readings

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<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>
</tr>
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</table>


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


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**Useful Online Resources**

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)


Hsieh-Yee, Ingrid, Selected Web Resources for Organizing Audiovisual and Electronic Resources. [http://slis.cua.edu/ihy/aver.htm](http://slis.cua.edu/ihy/aver.htm)


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

*LC Cataloging Directorate*: [http://lcweb.loc.gov/catdir/catdir.html](http://lcweb.loc.gov/catdir/catdir.html)

UCLA. *Catalogers’ Reference Shelf*: [http://wwwstage.library.ucla.edu/libraries/cataloging/refsh.htm](http://wwwstage.library.ucla.edu/libraries/cataloging/refsh.htm)