LSC 551 - Organization of Information  
Summer Semester 2012  

Monday and Wednesday 5:30-8:30 pm  
May 14 – June 23  
Instructor: Karen King

Course Description
This course introduces students to the theory, principles, standards, and methods of information organization. Through lectures, discussions and hands-on exercises 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.

Course Goals
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.

Course Objectives
At the end of the course students will be able to:  
1. 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.  
2. 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.

3. Understand how information on users' information needs and information seeking behavior is used in organizing information for those users.

4. Understand components of metadata records for information resources.

5. Have the ability to track and assess relevant innovations and interpret and apply research findings for better information organization.

6. Demonstrate an understanding of the principles and applications of controlled vocabularies for information access and retrieval by developing a mini-thesaurus.

7. Demonstrate critical thinking and problem solving abilities in relation to information organization.

**University grades:**

The University grading system is available at [http://policies.cua.edu/academicgrad//gradesfull.cfm#iii](http://policies.cua.edu/academicgrad//gradesfull.cfm#iii) for graduate students. Reports of grades in courses are available at the end of each term on [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu).

Final grades for the course will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>82-85</td>
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<tr>
<td>B-</td>
<td>78-81</td>
</tr>
<tr>
<td>C</td>
<td>70-77</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
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</table>

**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.

**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): 101 O'Boyle Hall, Phone: (202) 319-5018
- CUA Counseling Center: 127 O'Boyle Hall, Phone: (202) 319-5765
- Mullen Library: Phone: (202) 319-5070
- CUA Writing Center: 111 O'Boyle Hall, Phone: (202) 319-4286

**Course Materials:**
*Required Textbooks:*

*Supplemental Text(s) and Readings:*
Selected readings will be assigned.
551 Organization of Information Schedule Summer 2012

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Face to Face</th>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 14</td>
<td>5:30-8:30pm</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Wednesday, May 16</td>
<td>5:30-8:30pm</td>
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<td>*</td>
</tr>
<tr>
<td>Monday, May 21</td>
<td>*</td>
<td>5:30-6:00-8:15pm</td>
<td>*</td>
</tr>
<tr>
<td>Wednesday, May 23</td>
<td>5:30-8:30pm</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Monday, May 28</td>
<td>*</td>
<td>*</td>
<td>2.5 hours flexible</td>
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<tr>
<td>Wednesday, May 30</td>
<td>5:30-8:30pm</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Monday, June 4</td>
<td>*</td>
<td>5:30-6:00-8:15pm</td>
<td>*</td>
</tr>
<tr>
<td>Wednesday, June 6</td>
<td>5:30-8:30pm</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Monday, June 11</td>
<td>*</td>
<td>5:30-6:00-8:15pm</td>
<td>*</td>
</tr>
<tr>
<td>Wednesday, June 13</td>
<td>5:30-8:30pm</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Monday, June 18</td>
<td>*</td>
<td>5:30-6:00-8:15pm</td>
<td>*</td>
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<tr>
<td>Wednesday, June 20</td>
<td>5:30-8:30pm</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Friday, June 22 – Final Due Submit electronically</td>
<td>*</td>
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</table>

*Note:* Instructor reserves the right to make changes to this schedule. Face to face schedule will not change although synchronous classes may be shifted to asynchronous formats.

**Class Meetings**

The class will be a mix of face to face and synchronous/asynchronous formats (see schedule below). The first week both of the classes will be face to face. After the first week the class will only meet face to face on Wednesdays. Monday classes will be synchronous, meaning we will all log onto the class online meeting at the same time. Students will begin logging on at 5:30 in order to test connections and prepare for presentations. The class discussion and presentations will be held from 6:00pm-8:15pm. The only exception is Monday May 28. Given that it is a holiday, class will be asynchronous. Students will accomplish self-paced units on their own time.
**Course Outline** - *Calendar is subject to change depending on class needs.*  
**LSC 551 Summer 2012**

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1     | May 14      | Class Overview and Introduction to Classmates  
Organization of Recorded Information – Chap 1  
Retrieval Tools – Chap 2  
In Class Kindle Exercise  
Discuss Assignments One and Two | All reading are posted on the class Blackboard web site. | Due dates for assignments, project, papers, and exam are posted on the class Blackboard web site. |
| 2     | May 16      | Metadata  
Encoding Standards  
Introduction to WorldCat | | |
| 3     | May 21 Online & Self-paced unit Marc 21 Tutorial | Metadata: Information  
Resources Description | | |
| 4     | May 23      | Subject Analysis  
Subject Indexing  
Controlled Vocabularies  
Thesaurus and Descriptors  
Library Subject Headings  
Assignment Two: Presentations  
Discuss Assignment Three: Thesaurus Project | | |
| 5     | May 28 No meeting due to holiday. Self-paced unit | Historic Overview of the Organization of Information in Western Civilization  
Semantic Web – example of future trend | | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>May 30</td>
<td>Metadata: Access and Authority Control</td>
<td>Discuss Analysis Paper Details- select articles</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss final project</td>
</tr>
<tr>
<td>7</td>
<td>June 4</td>
<td>Online</td>
<td>FRBR</td>
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<td>RDA</td>
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<td></td>
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<td>Change Management Principles</td>
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<tr>
<td>8</td>
<td>June 6</td>
<td></td>
<td>Systems for Categorization – Chapter 11</td>
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<td></td>
<td>Roy Tennant – Discussion</td>
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<tr>
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<td>Discuss article selection with instructor for analysis paper and finalize article selection.</td>
</tr>
<tr>
<td>9</td>
<td>June 11</td>
<td>Online</td>
<td>Knowledge Management</td>
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<td></td>
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<td></td>
<td>Communities of Practice</td>
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<tr>
<td>10</td>
<td>June 13</td>
<td></td>
<td>Trends and Issues: Information Architecture</td>
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<td></td>
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<td></td>
<td>Digital Libraries</td>
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<tr>
<td></td>
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<td></td>
<td>Final Exam Essay Questions Assigned</td>
</tr>
<tr>
<td>11</td>
<td>June 18</td>
<td>Online</td>
<td>Trends and Issues continued: OPAC systems and system design</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Users and new library catalogs and bibliographic systems</td>
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<tr>
<td>12</td>
<td>June 20</td>
<td></td>
<td>Final Project and Presentations</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Class Wrap Up</td>
</tr>
<tr>
<td>Exam</td>
<td>June 22</td>
<td></td>
<td>Final Essay Exam Due</td>
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<tr>
<td></td>
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<td></td>
<td>Electronically by 12 noon</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Class does not meet face to face</td>
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</tbody>
</table>
**Assignment One – Kindle Organization Discussion**

This assignment will be discussed in Class on May 14

**Assignment Two - Organization of Information**  
**Description and Needs of a Library or Community**  
**Short Paper and Presentation**

This assignment will be a two page paper and five minute presentation describing the organization of information for a library or community of users. Visit a library, archive, information center or other institution and discuss the organization of information with the librarian or information professional. Discover the typical information needs of the community members. Learn about the systems and standards that are used to organize information for the users. Discover the retrieval tools that are developed by the library staff and how they are used by the library users.

**Assignment Three – Short Thesaurus**

Details of this project will be discussed in class on May 23

**Analysis of Articles and Review Paper/Presentation**

The assignment is to write an analysis paper that reviews two articles from a professional or peer reviewed journal on a selected topic, trend, challenge, or solution concerning the organization of information. One of the articles will be selected by the instructor. The second article will be selected by the student with the approval of the instructor.

The paper should summarize each of the articles’ main points, compare and contrast information that is presented in the articles, discuss how the articles relate to each other in their discussion of the topic, and explain the significance of this topic to the organization of information for librarians or information professionals. Students are encouraged to reflect knowledge that they have gained through class lectures, readings and class discussions.

The article review should be a minimum of 4 pages long (max 7). Include separate pages that list the bibliographic citations for the two articles and any other sources that were used to write the paper. You may use the Turabian style manual, APA (American Psychological Association) or MLA (Modern Language Association), or any other standard as long as the citations are consistent and complete.
**Organization Project**

**Final Project and Presentation**

The emphasis of this project is the process of institutional analysis, planning, development, and intellectual preparation for organizing information for a library, information center, non-profit organization, or community of users.

**Final Essay Exam**

The final essay questions will allow the student to reflect the knowledge gained through the semester from the class readings, exercises, discussions, papers and projects. The final exam will be a take home exam.

Questions will be given to the class on June 13.

Exam is due on June 22 by noon. Submit exam to the class Blackboard drop box.

All class materials, assignments, resources, and syllabus will be available on the Blackboard class website.

Assignments that are due electronically should be submitted to the Blackboard class dropbox.

**Class Attendance, Participation and Short Essay Quiz Evaluation Questions**

The instructor will focus on creating an interactive classroom environment therefore attending each class and being prepared for class discussion is very important.

If you must miss a class or part of a class, class participation points will be forfeited for the class.

The grading of your class participation will be based on the following:

- Is the student prepared for class?
- Is the student willing to engage in class discussions?
- Is the student a good listener?
- Does the student make points that are relevant to the class discussion?
- Are the comments linked to the comments of other class members?

Class evaluation questions are short quiz formatted or short essay questions that may be given at the beginning of a class that evaluate the students’ knowledge of the assigned readings for that class.
Grading

Grades for this course will be based upon the following:

Assignment 1: Kindle Assignment (50 points) (5%)
Assignment 2: Organization of Information Paper (100 points) (10%)
Assignment 3: Thesaurus (150 points) (15%)
Analysis Paper and presentation (150 points) (15%)
Final project and presentation (200 points) (20%)
Final Essay Exam (200 points) (20%)
Class attendance, participation, and quiz. (150 points) (15%)

(15 points may be earned for each class with the exception of the last class)

Total points for course (1000 points) (100%)

General Guidelines for Graded Work

Out of class assignments should be typed. Citations may be done in any form as long as the format is consistent and complete. Papers and projects will be collected at the beginning of the class on the due day.

Late assignments will be assessed a half letter grade penalty for each day that they are late. Assignments that are later than one week will not be accepted. Please note that due to the requirement of the CUA registrar office, there is not an option to receive any assignments/exams later than Friday June 22.

Please contact me if you have any questions about the assigned work and due dates.

Formatting Guidelines for projects, papers, and assignments:

- Securely fasten multi page assignments that are handed in.
- Place your name and the assignment description 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.
Syllabus changes:

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

Contact Information

If you have any questions or concerns about the class or assignments, please feel free to contact me by phone, e-mail, or in person. I am available to meet with you before or after class. If you would like to set up an appointment to meet, e-mail or call me a couple of days in advance to set up the meeting.

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