



The Catholic University of America
School of Library and Information Science

LSC 551 – Organization of Information

Fall 2011 (3 credits)
Mondays 4:10-6:40pm
Marist Hall 208

Sue Yeon Syn

Email: syn@cua.edu
Office: Marist Hall, Room 246
Phone: 202-319-6277
Office Hour: TBA

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.

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. Create 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.

Instruction

Course Materials

➤ Required Textbook

Arlene Taylor and Daniel N. Joudrey. *The Organization of Information*. 3rd ed. 2008, Westport, Conn.: Libraries Unlimited. The textbook is available at the CUA bookstore.

- Additional readings are assigned as necessary for each week's lecture topic. See lecture schedule below.

Expectations and Preparations

- Students are expected to attend every class meeting for the lectures and in-class discussion.
- Students are expected to read the assigned reading materials before the class meeting every week.
- Students are expected to submit each assignment by 11:59pm on the submission date. A late submission will be subject to a 10% penalty of your grading unless the student has the instructor's permission to submit it at a later time.
- Lecture notes/slides will be posted on the Blackboard before the day of each class meeting. You should print a copy for yourself or bring an electronic copy to class for note-taking.
- When sending an email to your instructor, put "[LSC551]" in front of your subject. It will alert your instructor of your message and help your instructor to respond to your questions quickly.

Assignments and Project Submission Instructions

- Any documents you submit should be carefully proofread and formatted professionally.
- Your submission documents should have course name, assignment topic/number, title, name(s), submission date indicated in the first cover page.
- All citations should be included with proper format of citation (APA style). Not indicating sources of information will be considered as plagiarism and will be graded as 0 point (Read Academic Honesty Policy below).
- Your submission should be uploaded through the blackboard with the assignment topic/number indicated in the subject title.
- Late submission will be penalized 10% of grade except it is informed to the instructor before the submission due date.

Course Requirements

Assignments (55%)

Each assignment contributes to your final grade. All assignments are individual exercise (no group work). Please follow the Assignments and Project Submission Instructions. The submission dates are strictly applied. Assignments submitted after the due dates are subject to a 10% penalty, unless permission for late submission from your instructor is obtained before the due date. Detailed description of each assignment will be provided when the assignment is given.

Assignment 1: Organization Exercise (5%)

Assignment 2: Metadata Exercise (15%)

Assignment 3: Thesaurus Exercise (15%)

Assignment 4: Research Paper (20%)

Quizzes (15%)

There will be three quizzes during the term. Each of three quizzes will contribute 5% of your final grade. Quizzes will be taken in the beginning of the lecture on the announced date. Reviews to help you study for quizzes will be provided the week before the quizzes. No make ups are allowed for the quizzes.

Class Participation (10%)

There will be multiple class activities which you need to finish during the class and submit for feedback. The activities all together will contribute 5% of your final grade.

Your readings will be considered as a part of class participation as well. You will be asked to discuss with your classmates using the discussion board on Blackboard. Your discussion based on each week readings will be considered for 5% of your final grade at the end of the term.

Final Project (20%)

The final project is a group project. Once the final project is announced, you will have two weeks to find members for your group. Your group should have 3-4 members. Your group will be asked to a one to two pages proposal on what you are planning to do for the final project. The proposal is to make sure that you are planning the final project in a proper way. Make sure you

communicate with your group members and instructor frequently during the process. On the last date of the term, your group will present the final project product in class. The presentation will provide an opportunity to introduce your project and discuss your product with your classmates. The presentation should be prepared with good materials (slides, and if necessary handouts) for a better discussion in class.

Grading

This course requires four assignments, three quizzes, a final group project, and class activities. Each of these contributes towards your final grade. The individual contributions are as below.

Assignment 1	5%	Quizzes	15%
Assignment 2	15%	Final Project	20%
Assignment 3	15%	Class Participation	10%
Assignment 4	20%		

Final grades will be assigned as follows:

<i>Grade</i>	<i>Points</i>
A	94-100
A-	90-93
B+	86-89
B	82-85
B-	78-81
C	70-77
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>

Policies and Considerations

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>.

Accommodations for Students with Disabilities

Any student with a disability that will require accommodation under the terms of federal regulations should present a written accommodation request to the instructor by the second week of classes meeting. **The law includes accommodation for learning disabilities, Attention Deficient Disorder and anxiety disorders.** It is also recommended that the student contact the Office of Disability Support Services (202-319-5211) located in suite 207 in the Pryzbyla Center.

To read about the services and policies, please visit the website:

<http://disabilitysupport.cua.edu>

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

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

CUA Writing Center

<http://english.cua.edu/wc/>

111 O'Boyle Hall

Phone: (202) 319-4286

Lecture Schedule

Week	Topics and Readings	Assignments
Week 1 Aug. 29	<ul style="list-style-type: none"> - Overview of the course - Information cycle - Concepts of Data, Information, Knowledge - Purpose and principles of information organization <p><Readings> <i>Chap. 1. Organization of Recorded information</i> Bates, M. (2005). Information and knowledge: an evolutionary framework for information science. <i>Information Research</i>, 10(4). Available at http://informationr.net/ir/10-4/paper239.html Buckland, M.K. (1997). What is a “document”? <i>Journal of the American Society for Information Science</i>, 48(9), 804-809. Available at http://people.ischool.berkeley.edu/~buckland/whatdoc.html Bush, V. (1945). As We May Think. <i>The Atlantic Monthly</i>, http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/3881/</p>	
Week 2 Sep. 12	<ul style="list-style-type: none"> - Tools and systems for organizing and retrieving information <p><Readings> <i>Chap. 2. Retrieval Tools</i> <i>Chap. 3. Development of the Organization of Recorded information in Western Civilization</i> Berners-Lee, T., Hendler, J., and Lassila, O. (2001). The Semantic Web. <i>Scientific American</i>, 284(5). Available at http://www.uazuay.edu.ec/bibliotecas/conectividad/The%20Semantic%20Web.htm Yee, M. M. (2007). Cataloging compared to descriptive bibliography, abstracting and indexing services, and metadata. <i>Cataloging & Classification Quarterly</i>, 44(3/4), 307-327. Strout, R.F. (1956). The Development of the Catalog and Cataloging Codes. <i>Library Quarterly</i>, 26(4), 254-275. Available at http://polaris.gseis.ucla.edu/gleazer/296_readings/Strout.pdf</p>	Assignment 1 Due
Week 3 Sep. 19	<ul style="list-style-type: none"> - Representation of information entities - XML <p><Readings> <i>Chap. 5. Encoding Standards</i> Kim, K. (2003). Recent Work in Cataloging and Classification, 2000-2002. <i>Library Resources Technical Services</i>, 47(3), 96-108. Miksa, S.D. (2006). The Challenges of Change: A Review of Cataloging and Classification Literature, 2003-2004. <i>Library Resources Technical Services</i>, 51(1), 51-68.</p>	

<p>Week 4 Sep. 26</p>	<p>- Metadata: Information Resources Description</p> <p><Readings> <i>Chap. 4. Metadata</i> <i>Chap. 7. Metadata: Description</i> Colye, K. (2005). Understanding Metadata and Its Purpose. <i>Journal of Academic Librarianship</i>, 31(2), 160-163. Available at http://www.kcoyle.net/jal-31-2.html Elings, M. W. and Waibel, G. (2007). Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives and Museums, <i>First Monday</i>, 12(3). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1628/1543 Greenberg, J. (2005). Understanding Metadata and Metadata Schemes. <i>Cataloging & Classification Quarterly</i>, 40(3/4), 17-36. Available at http://www.ils.unc.edu/mrc/pdf/greenberg05understanding.pdf Understanding Metadata, 2004 NISO Press, http://www.niso.org/standards/resources/UnderstandingMetadata.pdf</p>	
<p>Week 5 Oct. 3</p>	<p>- Encoding standards - MARC</p> <p><Readings> Understanding MARC Bibliographic, http://www.loc.gov/marc/umb/ MARC 21 tutorial, http://www.lib.usm.edu/~techserv/pdc/marc21_tutorial_ie/</p>	<p>Assignment 2 Due by Oct. 10</p>
<p>Week 6 Oct. 17</p>	<p>- Authority control</p> <p><Readings> <i>Chap. 8. Metadata: Access and Authority Control</i> Understanding MARC Authority Records, http://www.loc.gov/marc/uma Gorman, M. (2004). Authority Control in the Context of Bibliographic Control in the Electronic Environment. <i>Cataloging & Classification Quarterly</i>, 38(3-4), 11-22. Available at http://polaris.gseis.ucla.edu/gleazer/461_readings/Gorman.pdf Borbinha, J. (2004). Authority Control in the World of Metadata. <i>Cataloging & Classification Quarterly</i>, 38(3-4), 105-116.</p>	
<p>Week 7 Oct. 24</p>	<p>- FRBR - RDA</p> <p><Readings> Hickey, T.B., O'Neill, E.T., and Toves, J. (2002). Experiments with the IFLA Functional Requirements for Bibliographic Records (FRBR). <i>D-</i></p>	

	<p><i>Lib Magazine</i>, 8(9). http://www.dlib.org/dlib/september02/hickey/09hickey.html</p> <p>Bennett, R., Lavoie, B.F., and O'Neill, E.T. (2003). The concept of a work in WorldCat: an application of FRBR. <i>Library Collections, Acquisitions, and Technical Services</i>, 27(1), 45-59. http://www.oclc.org/research/publications/archive/2003/lavoie_frbr.pdf</p> <p>Tillett, B. (2003). What Is FRBR?: A Conceptual Model for the Bibliographic Universe. http://www.loc.gov/cds/downloads/FRBR.PDF</p> <p>Chapman, A. (2006). RDA: A New International Standard. <i>Ariadne</i>, 49. http://www.ariadne.ac.uk/issue49/chapman/</p> <p>Coyle, K. and Hillmann, D. (2007). Resource Description and Access (RDA): Cataloging Rules for the 20th Century. <i>D-Lib Magazine</i>, 13(1/2). http://www.dlib.org/dlib/january07/coyle/01coyle.html</p>	
<p>Week 8 Oct. 31</p>	<ul style="list-style-type: none"> - Subject analysis - Subject indexing <p><Readings> <i>Chap. 9. Subject Analysis</i></p> <p>Mai, J. (2000). Deconstructing the indexing process. <i>Advances in Librarianship</i>, 23. pp. 269-298. Available at http://individual.utoronto.ca/jemai/Papers/2000_Deconstructing.pdf</p> <p>Taylor, A.G. (1995). On the Subject of Subjects. <i>Journal of Academic Librarianship</i>, 21(6), 484-491. Available at http://www.pitt.edu/~agtaylor/articles/taylor_subjectofsubjects.pdf</p> <p>Layne, S.S. (1994). Some Issues in the Indexing of Images. <i>Journal of the American Society for Information Science</i>, 45(8), 584-588. Available at http://polaris.gseis.ucla.edu/gleazer/462_readings/Layne_1994.pdf</p> <p>Svenonius, E. (1994). Access to Nonbook Materials: The Limits of Subject Indexing for Visual and Aural Languages. <i>Journal of the American Society for Information Science</i>, 45(8), 600-606. Available at http://polaris.gseis.ucla.edu/gleazer/462_readings/Svenonius_1994.pdf</p>	<p>Report your group members for final project</p>
<p>Week 9 Nov. 7</p>	<ul style="list-style-type: none"> - Controlled vocabularies - Thesaurus and descriptors - Library subject headings <p><Readings> <i>Chap. 10. Systems for Vocabulary Control</i></p> <p>Bates, M. J. (1988). How to use controlled vocabulary more effectively in online searching. <i>Online</i>, 12(6), 45-56.</p> <p>Gross, T. and Taylor, A.G. (2005). What Have We Got to Lose? The</p>	

	<p>Effect of Controlled Vocabulary on Keyword Searching Results. <i>College & Research Libraries</i>, 66(3), 212-230.</p> <p>Harper, C. A., & Tillett, B. B. (2007). Library of Congress controlled vocabularies and their application to the Semantic Web. <i>Cataloging & Classification Quarterly</i>, 43(3), 47–68.</p> <p>Liese, F., Fast, K., and Steckel, M. (2002). “What is a controlled vocabulary?” http://www.boxesandarrows.com/view/what_is_a_controlled_vocabulary</p>	
<p>Week 10 Nov. 14</p>	<p>- Thesaurus design - Social Tags/Folksonomy</p> <p><Readings> Thesaurus principles and practices, http://www.willpowerinfo.co.uk/thesprin.htm Thesaurus construction, http://publish.uwo.ca/~craven/677/thesaur/main00.htm Shirky, C. (2005). Ontology is Overrated: Categories, Links, and Tags. http://www.shirky.com/writings/ontology_overrated.html Spiteri, L.F. (2007). Structure and form of folksonomy tags: The road to the public library catalogue. <i>Webology</i>, 4(2). http://www.webology.ir/2007/v4n2/a41.html</p>	<p>Final Project Proposal Due</p>
<p>Week 11 Nov. 21</p>	<p>- Categorization and classification - Classification: DDC, LCC</p> <p><Readings> <i>Chap. 11. Systems for Categorization</i> Stump, S. and Torgerson, R. (2004). The Basics of LC and Dewey. <i>Mississippi Libraries</i>, 68(2):43-45. http://www.misslib.org/publications/ml/sum04/su-04.pdf Jones, K.S. (2005). Some Thoughts on Classification for Retrieval. <i>Journal of Documentation</i>, 61(5), 571-581. Jacob, E.K. (2004). Classification and Categorization: A Difference that Makes a Difference. <i>Library Trends</i>, 52(3), 515-540. Uddin, M.N. and Janecek, P. (2007). The implementation of faceted classification in web site searching and browsing. <i>Online Information Review</i>, 31(2), 218-233.</p>	
<p>Week 12 Nov. 28</p>	<p>- OPAC systems and system design - Users and new library catalogs and bibliographic systems</p> <p><Readings> <i>Chap. 5. Encoding Standards</i> <i>Chap. 6. Systems and System Design</i></p>	<p>Assignment 3 Due</p>

	<p>Borgman, C.L. (1996). Why Are Online Catalogs Still Hard to Use? <i>Journal of the American Society for Information Science</i>, 47(7), 493-503.</p> <p>Markey, K. (2007). The Online Library Catalog: Paradise Lost and Paradise Regained? <i>D-Lib Magazine</i>, 13 (1/2). http://dlib.org/dlib/january07/markey/01markey.html</p> <p>Antelman, K., Nynema, E. and Pace, A. K. (2006). Toward a Twenty-First Century Library Catalog. <i>Information Technology and Libraries</i>, 25(3), 128-139. http://www.ala.org/ala/mgrps/divs/lita/publications/ital/25/3/antelman.pdf</p> <p>Babu, B.R. and O'Brian, A. (2000). Web OPAC Interface: An Overview. <i>The Electronic Library</i>, 18(5), 316-330.</p>	
<p>Week 13 Dec. 5</p>	<ul style="list-style-type: none"> - Information architecture - Digital libraries - Knowledge management - Trends, issues - Review <p><Readings></p> <p>Dempsey, L. (2006). Libraries and the long tail: Some thoughts about libraries in a network age. <i>D-Lib Magazine</i>. 12(4). http://www.dlib.org/dlib/april06/dempsey/04dempsey.html</p> <p>Marcume, D. (2006). The future of cataloging. <i>Library Resources & Technical Services</i>. 50(1) 5-9</p> <p>Levy, D.M. (2000). Digital Libraries and the Problem of Purpose. <i>D-Lib Magazine</i>, 6(1). http://www.dlib.org/dlib/january00/01levy.html</p> <p>Connaway, L.S., Wilcox, D., and Searning, S.E. (1997). Online Catalogs form the Users' Perspective: The Use of Focus Group Interviews. <i>College & Research Libraries</i>, 58(5), 403-420. http://crl.acrl.org/content/58/5/403.full.pdf+html</p> <p>Bates, M.J. (1989). The Design of Browsing and Berrypicking Techniques for the Online Search Interface. <i>Online Information Review</i>, 13(5), 407-424. Available at http://gseis.ucla.edu/faculty/bates/berrypicking.html</p>	<p>Assignment 4 Due</p>
<p>Week 14 Dec. 12</p>	<p>Final Project</p> <ul style="list-style-type: none"> ➤ Final Project Presentation during the class meeting ➤ Final Project Paper due by Dec. 14 	