



**THE CATHOLIC UNIVERSITY OF AMERICA  
SCHOOL OF LIBRARY & INFORMATION SCIENCE**

LSC 551, Sec. 01

**Organization of Information**  
Spring 2009

<b>Credit Hours:</b> 3 <b>Prerequisites:</b> None <b>Classroom:</b> Marist 208 <b>Class time:</b> 4:10 -6:40 p.m. Wed.	<b>Instructor:</b> Dr. Ingrid Hsieh-Yee, Professor <b>Office:</b> 240 Marist Hall <b>Phone:</b> 202-319-6270 <b>E-mail:</b> <a href="mailto:hsiehyee@cua.edu">hsiehyee@cua.edu</a> <b>Office Hours:</b> 3:30 – 4:30 p.m. Tuesday, Library of Congress 2:00 – 4:00 p.m. Wednesday, CUA Campus
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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 new developments about information organization, handouts, lecture notes, discussion notes, exercises, projects and examinations will be posted on Blackboard for LSC551 Section 1. Students will need to enroll in Blackboard to access these course materials.

**Required Text**

Taylor, Arlene G. (2008). *Organization of Information*. 3rd ed. Westport, Conn.: Libraries Unlimited.

## **Additional reading materials**

Readings are specified for each week and students should be prepared to discuss readings in class. Several articles are posted on the Blackboard for LSC 551 (Sec. 01), and URLs of Web documents are provided in the Course Schedule below to facilitate access. Supplementary materials are listed at the end of the syllabus for students to learn more about topics covered in this course.

## **Course Goals**

The course is designed to support SLIS program objectives <http://slis.cua.edu/about/> and develop student competencies in information organization <http://slis.cua.edu/about/Accreditation/documents/SLISCompetenciesAdopted20080326.pdf>. 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

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 approaches for obtaining information on users' information needs and information seeking behavior.
4. Use technologies to create metadata records for information resources.
5. Use technologies and tools to design controlled vocabulary and develop a mini-thesaurus.
6. Exhibit critical thinking and problem solving abilities in relation to information organization.
7. 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:

- It is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use.
- It fosters development of library and information professionals who will assume an assertive role in providing services.
- It emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.
- It responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.
- It responds to the needs of a rapidly changing technological and global society.
- It provides direction for future development of the field.
- It promotes commitment to continuous professional growth.

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%20rev%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

1. **Class participation (11%):** Students are expected to contribute to collaborative learning by actively participating in in-class discussions and practices.
2. **Exercises (24%):** Four pass/fail exercises are designed for students to compare search tools, create metadata, encode metadata records in MARC, and perform authority control.

Exercises are due on the dates specified and will be discussed in class. No late exercises will be accepted.

3. **Two research reports** (10% each): Students will report on a user behavior study and a research article on a critical issue related to information organization in the 21<sup>st</sup> century. Details of these reports will be distributed on Day 1.

4. **Thesaurus construction** (20%): Students will use a software program to create a mini-thesaurus to demonstrate their ability to develop a thesaurus.

5. **Final examination** (25%): The final examination is cumulative and covers all the topics discussed in the semester. The take-home examination will include short essays and a project plan.

## **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>.

### **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>.

### **Additional expectations and policies**

Class attendance is required. If you have to miss a class, you must obtain permission from the instructor first. In case of unexpected situations, you must notify the instructor as soon as possible. For each class missed without permission from the instructor four points will be deducted from the student's course grade.

Students are expected to arrive for class on time.

Active class participation is expected, including participation in discussions and group exercises. Students should complete the readings before each class, actively engage in class activities, treat fellow students with respect, and present themselves in a professional manner. Participation is an important factor in course grading.

Cell phone calls, texting, and email are not allowed during class.

Assignments and examinations should be submitted in methods specified and are due at the times indicated. No late assignments or examinations are accepted. Revision, resubmission, and extra credits are not allowed.

### **Assessment**

<b>Assignment</b>	<b>Points</b>
Class participation	11
4 pass/fail exercises	24 (6 each)
2 research reports	20 (10 each)
Thesaurus construction	20
Final examination	25
Total	100

The University grading system is available at <http://policies.cua.edu/academicgrad/gradesfull.cfm#iii> for graduate students. Students will accumulate total points by completing all the requirements. Course total points will be converted to University grades at the end of the semester.

### Course Schedule (Spring 2009)

Date	Topics	Readings	Due
1/14	Course introduction  Information cycle	Taylor, Chapter 1  <b>Ex. 1 ALADIN vs. Academic Search Premier distributed.</b>	
1/21	<b>No Class. ALISE conference &amp; ALA Mid-Winter Meeting</b>		
1/28	Data, Information, Knowledge  Purposes, principles, and ethics of information organization	Clark, Donald. (2004). "Understanding." <a href="http://www.nwlink.com/~donclark/performance/understanding.html">http://www.nwlink.com/~donclark/performance/understanding.html</a>  Hsieh-Yee, Ingrid. (2006). "Organization of information and cataloging." In Organizing audiovisual and electronic resources for access: A cataloging guide. 2nd ed. Westport, Conn.: Libraries Unlimited. pp. 1-11. (on Blackboard)	
2/4	Tools for information access  Information architecture	Taylor, Chapter 2  Wyllys, Ronald. (2000). "Information Architecture." <a href="http://www.ischool.utexas.edu/~l38613dw/readings/InfoArchitecture.html">http://www.ischool.utexas.edu/~l38613dw/readings/InfoArchitecture.html</a>	<b>Ex. 1</b>
2/11	Metadata: types and functions  Principles of description  Metadata for description Cataloging	Gilliland, Anne J. (2008). "Setting the stage." In Introduction to Metadata. Los Angeles: Getty. <a href="http://www.getty.edu/research/conducting_research/standards/intrometadata/setting.html">http://www.getty.edu/research/conducting_research/standards/intrometadata/setting.html</a>  Chapter 1. An Anglo-American cataloging rules. 2nd ed., 2002 revision, with 2005 update. Chicago: American Library Association, 2005. (Cataloger's Desktop)  <b>Ex. 2. Metadata record creation distributed.</b>	
2/18	Metadata and cataloging  Dublin Core  Data	Taylor Chapter 7  Dublin Core Metadata Element Set. Version 1.1. URL = <a href="http://dublincore.org/documents/dces/">http://dublincore.org/documents/dces/</a>  Furrie, Betty. Understanding MARC	<b>Ex. 2</b>

	encoding: MARC & XML	Bibliographic: Machine-readable cataloging. 7th ed. Washington, D.C.: Library of Congress, 2003. URL = <a href="http://lcweb.loc.gov/marc/umb/">http://lcweb.loc.gov/marc/umb/</a>  <b>Ex. 3. MARC encoding practice distributed.</b>	
2/25	<b>No Class. Administrative Monday. Wed. classes do not meet.</b> <b>Submit Ex. 3 by the Digital Drop-Box on the Blackboard.</b>		<b>Ex. 3</b>
3 / 4	<b>Spring Break</b>		
3/11	Critical issues in information organization  Access points  Authority control	Taylor Chapter 8 and Chapter 4  Each student will submit Paper 1 and present the findings to the class. (See handouts on Day 1 for details.)  <b>Ex. 4. Authority work practice distributed.</b>	<b>Paper 1</b>
3/18	User needs and information behavior	Rosenfeld, Louis, and Peter Morville. (2002). "User needs and behaviors." In Information Architecture for the World Wide Web: Designing Large-Scale Web Sites. pp. 28-35. (on Blackboard)  Each student will submit Paper 2 and present the findings to the class. (See handouts on Day 1 for details.)	<b>Paper 2</b>
3/25	Controlled vocabulary  Thesaurus construction	Taylor, Chapter 10  Cleveland, Donald B., and Ana D. Cleveland. (2001). "Controlled Vocabulary." In Introduction to Indexing and Abstracting. Greenwood Village, Colo.: Libraries Unlimited. pp. 35-47. (on Blackboard)  <b>Thesaurus assignment distributed. Due April 15.</b>	<b>Ex. 4</b>
4/1	Thesaurus discussion & MultiTes demo  LCSH &	MultiTes guidelines	

	thesaurus		
4/8	Subject indexing  Natural language indexing and folksonomy	Cleveland, Donald B., and Ana D. Cleveland. (2001). "The Indexing Process." In Introduction to Indexing and Abstracting. Greenwood Village, Colo.: Libraries Unlimited. pp. 97-107. (on Blackboard)  Taylor, Chapter 10 section on "Natural Language Processing"  Spiteri, Louise F. (2007). "Structure and form of folksonomy tags: The road to the public library catalogue." Webology, 4(2), Article 41. URL = <a href="http://www.webology.ir/2007/v4n2/a41.html">http://www.webology.ir/2007/v4n2/a41.html</a>	
4/15	Classification overview  Taxonomy and classification  DDC structure	Taylor, Chapter 11  Introduction to Dewey Decimal Classification, Edition 22. <a href="http://www.oclc.org/dewey/versions/ddc22print/intro.pdf">http://www.oclc.org/dewey/versions/ddc22print/intro.pdf</a>  <b>Final examination distributed. Due April 29.</b>	<b>Thesaurus project</b>
4/22	Designing information systems	Taylor, Chapters 5 and 12	
4/29	Trends in Information organization: Digital libraries, institutional repositories, and more	Draft Report of the Working Group on the Future of Bibliographic Control. Dec. 2007. <a href="http://www.loc.gov/bibliographic-future/news/lcwg-report-draft-11-30-07-final.pdf">http://www.loc.gov/bibliographic-future/news/lcwg-report-draft-11-30-07-final.pdf</a>  Tillett, Barbara. (2004). What is FRBR?: A Conceptual Model for the Bibliographic Universe. URL = <a href="http://www.loc.gov/cds/downloads/FRBR.PDF">http://www.loc.gov/cds/downloads/FRBR.PDF</a>	<b>Final exam.</b>

### Web resources

Dewey decimal classification and relative index. 22nd ed. Dublin, OH : OCLC, 2003. A hard copy is available at the SLIS Computer Lab. This tool is also available through OCLC Connexion at <http://connexion.oclc.org/> (username and password required for access)

IFLA Digital Libraries: Metadata Resource page. URL =  
<http://www.ifla.org/II/metadata.htm>

Library of Congress Subject Headings. 30<sup>th</sup> ed. Washington, D.C.: Library of Congress, Cataloging Distribution Service, 2007. An earlier edition is available at the SLIS. Also available through Classification Web at <http://classificationweb.net/> (username and password required for access)

MARC 21 Concise Format for Bibliographic Data. URL =  
<http://www.loc.gov/marc/bibliographic/ecbdhome.html>

OCLC Bibliographic Formats & Standards. Available on the World Wide Web. URL =  
<http://www.oclc.org/bibformats/>

### **Keeping Current**

ALCTS (Association of Library Collection and Technical Services).  
<http://www.ala.org/ala/alcts/alcts.cfm>

DIGLIB. A discussion list for digital library practitioners, researchers, and designers.  
<http://www.ifla.org/II/lists/diglib.htm>

HangingTogether: a blog on developments that overlap three types of cultural institutions--libraries, archives, and museum. <http://hangingtogether.org/>

LC Cataloging Newslines. <http://www.loc.gov/catdir/lccn/> Send message to:  
[listserv@loc.gov](mailto:listserv@loc.gov) with the message: subscribe lccn [firstname lastname]

### **Supplementary Materials**

Here are reports, tools, guidebooks, and other information resources to help you learn more about cataloging practices and standards. Please consult the ALADIN Catalog at <http://libraries.cua.edu/> to locate them in the Washington Research Library Consortium.

Baca, Murtha, ed. Introduction to Metadata: Pathways to Digital Information. Online ed., Version 2.1. URL =  
[http://www.getty.edu/research/conducting\\_research/standards/intrometadata/](http://www.getty.edu/research/conducting_research/standards/intrometadata/)

Cleveland, Donald B., and Ana D. Cleveland. (2001). Introduction to Indexing and Abstracting. 3rd ed. Greenwood Village, Colo.: Libraries Unlimited.

Hillmann, Diane. (2005). Using Dublin Core. URL =  
<http://dublincore.org/documents/usageguide/>

Hsieh-Yee, Ingrid. (2006). *Organizing Audiovisual and Electronic Resources for Access: A Cataloging Guide*. 2nd ed. Westport, Conn.: Libraries Unlimited.

IFLA. *Functional Requirements for Bibliographic Records. Final Report*. URL = <http://www.ifla.org/VII/s13/frbr/frbr.pdf>

Marchionini, Gary. (1998). *Information Seeking in Electronic Environments*. Cambridge: Cambridge University Press.

Rosenfeld, Louis, and Peter Morville. (2007). *Information Architecture for the World Wide Web: Designing Large-Scale Web sites*. Sebastopol, CA: O'Reilly.

Smith, Gene. "Tagging: Emerging Trends" *ASIST Bulletin*, August/September 2008. URL = [http://www.asis.org/Bulletin/Aug-08/AugSep08\\_smith.html](http://www.asis.org/Bulletin/Aug-08/AugSep08_smith.html)

Svenonius, Elaine. (2001). *The Intellectual Foundation of Information Organization*. Cambridge, Mass.: MIT Press.

Taylor, Arlene G. *Understanding FRBR: What it is and how it will affect our retrieval tools*. Westport, Conn.: Libraries Unlimited, 2007.

*Understanding Metadata*. (2004). Bethesda, MD: NISO. URL = <http://www.niso.org/publications/press/UnderstandingMetadata.pdf>