

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

LSC 551 Organization of Information (2009 Summer)

3 Credit Hours: No Prerequisites

Course meeting information (Pangborn #301, M/W 6:00–9:20 pm)

Instructor and contact information	Office hours
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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 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/>

== 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%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

Requirement	Contribution
A quiz	5%
Metadata creation	10%
A thesaurus project	20%
Paper and presentation	30%
Final exam	20%
Three reflection essays	10%
Class attendance	5%
Total	100%

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

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

Date	Topic	Readings and Assignments
Week 1 (5/18)	<ul style="list-style-type: none"> • Course Introduction • Information cycle • Concepts of Data, Information, Knowledge • Purpose and principles of information organization 	Ch.1 Bates (2005). Information and knowledge: an evolutionary framework for information science. <i>Information Research</i> , 10 (4). http://informationr.net/ir/10-4/paper239.html
(5/20)	<ul style="list-style-type: none"> • Tools and systems for organizing and retrieving information • Representation of information entities • The Basics of metadata 	Ch. 2, 3, & 4 Yee, Martha M. (2007). Cataloging compared to descriptive bibliography, abstracting and indexing services, and metadata. <i>Cataloging & Classification Quarterly</i> . 44 (3/4): 307-327
Week 2 (5/27)	<ul style="list-style-type: none"> • Metadata: Information Resources Description 	Chapter 4 <u>Understanding Metadata</u> 2004 NISO Press. Available at: http://www.niso.org/standards/resources/UnderstandingMetadata.pdf Mary W. Elings and Günter Waibel. "Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives and Museums" <i>First Monday</i> , volume 12, number 3, March 2007. http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1628/1543
Week 3 (6/1)	<ul style="list-style-type: none"> • Encoding Standards • MARC 	Understanding MARC Bibliographic (http://www.loc.gov/marc/umb/) MARC 21 tutorial (http://www.lib.usm.edu/~techserv/pdc/marc21_tutorial_ie/)
(6/3)	<ul style="list-style-type: none"> • Access and Authority control • Subject analysis • Subject indexing 	Ch. 8 & Ch. 9 Understanding MARC Authority Records (http://www.loc.gov/marc/uma) Chapter 9 Mai (2000). Deconstructing the indexing process. <i>Advances in Librarianship</i> . 23. 269-298

Week 4 (6/8)	<ul style="list-style-type: none"> • Controlled vocabularies • Thesaurus and descriptors • Library subject headings • Social tags/folksonomy 	Chapter 10 “What is a controlled vocabulary?” Karl Fast, Fred Liese, and Mike Steckel (2002) http://www.boxesandarrows.com/view/what_is_a_controlled_vocabulary Thesaurus principles and practices http://www.willpower.demon.co.uk/thesprin.htm Spiteri, L.F. (2007). Structure and form of folksonomy tags: The road to the public library catalogue. Webology 4(2). Article 41: Available at http://www.webology.ir/2007/v4n2/a41.html
(6/10)	<ul style="list-style-type: none"> • Thesaurus Design 	“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
Week 5 (6/15)	<ul style="list-style-type: none"> • Categorization and classification • Classification: DDC, LCC 	Ch 11
(6/17)	<ul style="list-style-type: none"> • Filing and display of metadata • OPAC Systems and System design • Users and new library catalogs and bibliographic systems 	Ch 5 Markey, Karen (2007). The Online Library Catalog: Paradise Lost and Paradise Regained? D-Lib Magazine, 13 (1/2) (http://dlib.org/dlib/january07/markey/01markey.html)
Week 6 (6/22)	<ul style="list-style-type: none"> • Information architecture • Digital Libraries • Knowledge management • Paper Presentation (1) 	Dillon, Andrew (2001). IAs in search of an identity? <i>Bulletin of the American Society for Information Science and Technology</i> . June/July 27(5). Available at http://www.asis.org/Bulletin/Jun-01/dillon.html Mischo (2005). Digital libraries: Challenges and influential work. D-Lib Magazine, 11 (7/8). http://www.dlib.org/dlib/july05/mischol/07mischol.html
(6/24)	<ul style="list-style-type: none"> • Trends, issues • Final exam 	Draft report of the Working group on the future of Bibliographic Control. Dec. 2007 http://www.loc.gov/bibliographic-future/news/lcwg-report-draft-11-30-07-final.pdf

Supplementary Readings

1	Beall, J. (2007). Search fatigue. <i>American Libraries</i> . March 2007. 46-50. Svenonius. <i>The Intellectual Foundation of Information Organization</i> . Boston: MIT Press. 2000. pp.1-14. Boeuf (2005). FRBR: Hyper or Cure-All? Introduction. <i>Cataloging & Classification Quarterly</i> . 39(3/4) 1-13
2	Bates (2005). Information and knowledge: an evolutionary framework for information science. <i>Information Research</i> , 10 (4). http://information.net/ir/10-4/paper239.html

	<p>Yee, M. M. (1994). What is a work? Part 1: The user and the objects of the catalog. <i>Cataloging & Classification Quarterly</i>, 19(1): 9-28</p> <p>Russell, B. M. (1998). Hidden wisdom and unseen treasure: Revisiting cataloging in Medieval Libraries. <i>Cataloging & Classification Quarterly</i>. 26(3). 21-30.</p> <p>Buckland (1997). What is a document? <i>Journal of the American Society for Information Science</i>, 48(9): 804-809.</p>
3	<p>Gorman (1998). Descriptive cataloging: its past, present and future. In M. Gorman (Ed.), <i>Technical services today and tomorrow</i>. pp. 79-93. Libraries Unlimited.</p> <p>Oddy, P. (1998). Bibliographic standards and the globalization of bibliographic control. In M. Gorman (Ed.). <i>Technical services today and tomorrow</i>, pp. 67-78. Libraries Unlimited.</p> <p>Fox and Wilkerson (1998). Introduction to Archival Description (available online at http://www.getty.edu/research/conducting_research/standards/introarchives/).</p>
4	<p>Moens and Benardino (2003) Assessing Metadata Utilization: An Analysis of MARC Content Designation Use. http://www.unt.edu/wmoen/publications/MARCPaper_Final2003.pdf (Paper presented at the 2003 Dublin Core Conference).</p> <p>Bernstein, J. (2006). From the ubiquitous to the nonexistent: A demographic study of OCLC WorldCat. <i>Library Resources & Technical Services</i>. 50(2). 79-90.</p>
5	<p>Magda El-Sherbini and George Klim (2004). Metadata and cataloging practices. <i>The Electronic Library</i>. 22(3). 238-248.</p> <p>Hodge, G. (2001) Metadata Made Simpler. http://www.niso.org/news/Metadata_simpler.pdf</p> <p>Coyle, Karen. Understanding Metadata and its Purpose. <i>Journal of Academic Librarianship</i> 31:2 (March 2005) 160-163. Preprint available online: http://www.kcoyle.net/jal2_Metadata.html</p>
6	<p>Tillett, B.B. (2004). Authority Control: State of the Art and New Perspectives. <i>Cataloging & Classification Quarterly</i>. 38(3/4):23-41.</p> <p>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</p> <p>Baca, M (2004). Fear of Authority? Authority control and thesaurus building for Art and material culture information. <i>Cataloging & Classification Quarterly</i>. 34 (3/4). 143-151</p>
7	<p>Taylor, A. (1995). On the subject of subjects. <i>The Journal of Academic Librarianship</i>. 21(6). 484-491.</p> <p>Roe, Sandy (1999). Online subject access. <i>Journal of Internet Cataloging</i>. 2(1). 69-78. (PDF on BB)</p>

	<p>Shatford Layne, Sara (1994) Some issues in the indexing of images. <i>JASIST</i>. 45(8): 583-588.</p> <p>Mai, J.-E. (2001). Semiotics and indexing: An analysis of the subject indexing process. <i>Journal of Documentation</i>, 57, 591-622.</p> <p>Leininger, K. (2000). Interindexer consistency in PsychINFO. <i>Journal of Librarianship and Information Science</i> 32: 4-8.</p>
8	<p>Bates, Marcia J. (1988) "How to use controlled vocabulary more effectively in online searching" <i>Online</i> 12 (6): 45-56.</p> <p>Shiri and Revie(2005). Usability and user perceptions of a thesaurus-enhanced search interface. <i>Journal of Documentation</i>, Vol. 61, No. 5. (May 2005), pp. 640-656.</p> <p>Gross, Tina, and Arlene G. Taylor (2005). "What Have We Got to Lose: The Effect of Controlled Vocabulary on Keyword Searching Results." <i>College & Research Libraries</i> 66, No. 3: 212-230.</p> <p>Knowlton, S. A. (2005). Three decades since prejudices and antipathies: A study of changes in the Library of Congress Subject Headings. <i>Cataloging & Classification Quarterly</i>. 40(2). 123-145</p> <p>Drabenstott, Simcox, & Fenton (1999). End-user understanding of subject headings in library catalogs. <i>Library Resources and Technical Services</i>. 43. 140-160.</p>
9	<p>Jacob, E. K. (2004). Classification and categorization: A difference that makes a difference. <i>Library trends</i>, 52(3). 515-540.</p> <p>Jones, K. S. (2005). Some thoughts on classification for retrieval. <i>Journal of Documentation</i>, Vol. 61, No. 5. (May 2005), pp. 571-581.</p> <p>Chan, L. M. (2000). Exploiting LCSH, LCC, and DDC to retrieve networked resources: Issues and challenges. http://www.loc.gov/catdir/bibcontrol/chan_paper.html</p> <p>Kwasnik, B. H. (1999). The role of classification in knowledge representation and discovery. <i>Library Trends</i>. 48(1), 22-47.</p> <p>Uddin & Janecek (2007). The implementation of faceted classification in Web site searching and browsing. <i>Online Information Review</i>, 31(2). 218-233.</p>
10	<p>Borgman (1996). Why are online catalogs still hard to use? <i>JASIS</i>, 47(7). 493-503.</p> <p>Babu and O'Brian (2000). Web OPAC interfaces: an overview. <i>The Electronic Library</i>. 18(50). 316-327</p> <p>Antelman, K., Nynema, E. & Pace, A. (2006). Toward a Twenty-first century library catalog. <i>Information Technology and Libraries</i>. 25(3). 128-139. (http://eprints.rclis.org/archive/00007332/)</p>

	Cherry, Muter, and Szigeti (2006). Bibliographic displays in Web catalogs: Does conformity to design guidelines correlate with user performance? <i>Information Technology and Libraries</i> , 25(3) 154-162.
11	<p>Bates (1989) "The Design of Browsing and Berrypicking Techniques for the Online Search Interface." <i>Online Review</i> 13 (October 1989): 407-424. (available at http://www.gseis.ucla.edu/faculty/bates/berrypicking.html)</p> <p>Kulthau, Carol Collier (1997). Learning in Digital Libraries: An Information Search Process Approach. <i>Library Trends</i> 45(4): 708-724.</p> <p>Connaway, Johnson, and Searing (1997). Online catalogs from the users perspective: The use of focus group interviews. <i>College & Research Libraries</i>. 58(5). 403-420</p> <p>Jansen and Pooch (2000). Web user studies: A review and framework for future work. <i>Journal of the American Society for Information Science and Technology</i>. 52(3). 235-246.</p> <p>Griffiths and Brophy (2005). Student searching behavior and the Web: Use of academic resources and Google. <i>Library Trends</i>. 53(4). 539-554.</p> <p>Sokvitne, Lloyd (2006). "Redesigning the OPAC: Moving outside the ILMS" <i>Australian Academic Research Libraries</i>. 37(4). 246-59.</p> <p>La Barre, Kathryn (2007). "Faceted navigation and browsing features in new OPACs: A more robust solution to problems of information seekers?" <i>Knowledge Organization</i>. 34(2). 78-90.</p> <p>Calhoun, Karen (2006). The Changing nature of the catalog and its integration with other discovery tools. March 17, 2006. 52 pages. http://www.loc.gov/catdir/calhoun-report-final.pdf</p> <p>A critical review of the Calhoun report. April 3, 2006. by Thomas Mann. 24 pages. http://www.guild2910.org/AFSCMECalhounReviewREV.pdf</p> <p>Antelman, K. (2000). Web lists and the decline of the library catalog. <i>Library Computing</i>. 18: 189-195. (Full-text available via ProQuest ABI/INFORM Complete database)</p>
12	<p>Levy, David M (2000) "Digital Libraries and the Problem of Purpose" <i>D-Lib</i> magazine 6(1), available at http://dlib.org/dlib/january00/01levy.html</p> <p>Marcume, D. (2006). The future of cataloging. <i>Library Resources & Technical Services</i>. 50(1) 5-9</p> <p>Levy, David M 1995 "Cataloging in the Digital Order" In <i>Digital Libraries '95, The Second Annual Conference on the Theory and Practice of Digital Libraries</i>, June 11-13, 1995, Austin , Texas. Retrieved 12/4/05 at: http://www.csdl.tamu.edu/DL95/papers/levy/levy.html.</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>

Haya et al (2007). Metalib and Google Scholar: A user study. <i>Online Information Review</i> . 31(3). 365-375.

Rowley, Jennifer E. and John Farrow. *Organizing Knowledge: An Introduction to Managing Access to Information*. 3rd ed. 2000.

Svenonius, Elaine. *The Intellectual Foundation of Information Organization*. Boston: MIT Press. 2000

Wilson, Patrick. *Two Kinds of Power: an Essay on Bibliographic Control*. University of California Press, 1968.

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/>

Hsieh-Yee, Ingrid, Selected Web Resources for Organizing Audiovisual and Electronic Resources. <http://slis.cua.edu/ihy/aver.htm>

IFLA. *Digital Libraries: Metadata Resources*: <http://www.ifla.org/II/metadata.htm>

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>