LIS 602 Information Representation and Access

Dates of Semester: January 11 – April 28, 2017
Course to be Conducted Online

INSTRUCTOR INFORMATION:

Name: Namjoo Choi, Ph.D.
Office location: 339 Little Library Building
Phone number: (859) 257-4113
Email address: namjoo.choi@uky.edu
Office hours: Wednesday, 1:00 p.m. – 5:00 p.m. and by appointment
Virtual office hours: Same as above in Canvas
Preferred Contact Method: Email
Response time: If you email me, you should expect a response within 24 hours. There may be a delay over weekends or holidays.

COURSE DESCRIPTION

This course provides an introduction to principles and practices of information description, organization, access and retrieval by examining the representation of information through metadata records, indexes, and abstracts as well as the operations, standards, tools, systems of categorization, bibliographic systems and methods of organizing and retrieving information sources.

STUDENT LEARNING OUTCOMES[1]

After successful completion of this course, you will be able to:

- Demonstrate a clear understanding of the basic principles and practices of information description, organization, access and retrieval.
- Examine and apply subject analysis, indexing, vocabulary control, categorization, and classification in information description and organization.
- Define and explain the nature, attributes, structures, and varieties of information resources and the various tools used to create descriptions and representations.
- Apply methods, techniques, and standards for organizing and retrieving information resources.

COURSE MATERIALS

Required textbook:

Arlene G. Taylor & Daniel N. Joudrey. (2009). The Organization of Information. 3rd edition. Englewood, Colorado: Libraries Unlimited.

Additional readings: There will be additional readings to the textbook, and they will be made available on the course Canvas site.

[1] Program learning outcomes and their associated course-level learning outcomes are attached at the end of this document as an appendix.

ASSESSMENT & ASSIGNMENTS

Assignments & Grading (total grade = 300 points)

- **Test 1** 45 points (15%)
- **Test 2** 45 points (15%)
- **Thesaurus Construction** 90 points (30%)
- **Metadata Creation** 60 points (20%)
- **Participation on Discussion Boards** 60 points (20%)

Final Grading Scale:

90% and above	(270 – 300) =	A
80% to 89%	(240 – 269) =	B
70% to 79%	(210 – 239) =	C
Below 70%	(0 – 209) =	E

Tests:

The two tests include multiple choice and short answer type questions. These tests are given through Canvas. Details will be supplied with each test, but they test the content covered preceding each test.

Thesaurus Construction and the Metadata Exercise:

The criteria for the thesaurus construction and metadata creation assignments are:

- Substantial content;
- Consistent syntax;
- Exhaustively;
- Insights into the subject/object; and
- Clarity/focus/organization of writing.

The tests, thesaurus construction, and metadata assignment due-dates are in the course schedule at the end of this document. I will make review sheets for each test available at least a week before the test. I will also make a description of thesaurus construction and metadata assignments available well before their due dates. **Late submissions are subject to a penalty of 6 points off per day.**

Participation on Canvas Discussion Boards

It is important to note that class participation is a large portion of your grade because participation is an important component of facilitating learning in this class. Participation points come from a quality post to the discussion board for each of the fifteen weeks of the semester (i.e., 4 points for a quality post x 15 weeks = 60 points). A quality post includes a substantive and thoughtful contribution to each week's discussion board topics, during that week. No credit will be given for posts that occur after the week. A quality post is both substantive (in most instances this means at least one hundred fifty words) and thoughtful ("I agree with the author" is not a credit-worthy response). I encourage you to complete your discussion posts and other work in Word and then paste it to Canvas. If you compose online and there is a technology-related failure, you will likely lose your work. Please note: discussion board topics will be posted every Monday.

ETHICS & POLICIES

Excused Absences: Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
https://ci.uky.edu/sis/sites/default/files/policies.pdf

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.
Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: http://download.uky.edu/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-218-4357

Library Services & Distance Learning Services
http://www.uky.edu/Libraries/DLLS

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit http://www.uky.edu/ukonline/

The School of Information Science has a page with a comprehensive list of technology resources here:
http://ci.uky.edu/sis/students/techtips

MILITARY MEMBERS AND VETERANS

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veteransfor more available resources.

INTEGRATION OF THE SYLLABUS WITH THE THEMES OF DIVERSITY, ASSESSMENT, AND TECHNOLOGY

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course provides students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

COURSE SCHEDULE AND READINGS

There follows an outline of course content by major topical areas for each week of the semester, with course assignments. An asterisk (*) is placed by those optional but recommended readings.

Week	Begins	Read	Pages in Textbook
1	Jan. 11	Review syllabus and familiarize yourself with organization of the course in Canvas.	
Topic 1: Overview of the Key Concepts in Information Representation and Access			
Jan. 16 - Monday - Martin Luther King Birthday - Academic Holiday			
2	Jan. 17	Taylor & Joudrey, Chapters 1-2	1-62
		*Bates, M. J. (2006). Fundamental forms of information. *Journal of the American Society for Information Science and Technology, 57*(8), 1033-1045.	
		*Chu, Heting. (2010). Information representation and retrieval: An overview. In *Information Representation and Retrieval in the Digital Age*. Medford, NJ: ASIS&T Monographs.	
		*Taylor & Joudrey, Chapters 3	
Topic 2: Subject Analysis, Indexing & Abstracting			
3	Jan. 23	Taylor & Joudrey, Chapter 9 & Appendix A	303-332 & 419-427
		Cleveland, D. B. & A. D. Cleveland. (1990). The Types of Indexes and Abstracts *and* the Abstracting Process. In their *Introduction to Indexing and Abstracting.* 3rd Ed. (pp. 48-59; 108-120). Englewood, CO: Libraries Unlimited. [Z695.9.C592 1990].	

*Lancaster, F. W. (2003). Indexing Principles. In *Indexing and Abstracting in Theory and Practice.* 3rd ed. Champaign: University of Illinois, Graduate School of Library and Information Science. Ch.2: [Z695.9.L35 2003].

4 Jan. 30 Mathes, Adam. (2004). Folksonomies - Cooperative Classification and Communication through Shared Metadata. Available: http://www.adammathes.com/academic/computer-mediated-communication/folksonomies.html

*Gray, P. H., Parise, S., & Iyer, B. (2011). Innovation impacts of using social bookmarking systems. *MISQ, 35*(3), 629–644.

*Hammond et al. (2005), Social bookmarking tools (I). D-Lib Magazine, Vol. 11, No. 4. Available: http://www.dlib.org/dlib/april05/hammond/04hammond.html

Topic 3: Vocabulary Control and Thesaurus Construction

5 Feb. 6 Taylor & Joudrey, Chapter 10 333-374

Craven, Tim. (1997). *Thesaurus Construction: Welcome to the Introductory Tutorial on Thesaurus Construction*. Last updated on January 25, 2008. Available: http://publish.uwo.ca/~craven/677/thesaur/main00.htm

Lancaster, F. W. (1986). *Vocabulary Control for Information Retrieval*. 2nd ed. Arlington, VA: Information Resources Press. (pp. 35-71). [Z695 .L25 1986].

*NISO (Z39.19). (2005). Guidelines for the Construction, Format, and Management of Monolingual Thesauri. Available: http://www.niso.org/standards (then search for and download: Z39.19 [2005]).

The thesaurus construction assignment will be released.

Submit your thesaurus construction topic for approval by 11:59 p.m., Sunday, Feb. 12.

Topic 4: Systems for Categorization and Classification

6 Feb. 13 Taylor & Joudrey, Chapter 11 375-416

Stump, Sheryl & Rick Torgerson. (2004). The Basics of LC and Dewey. *Mississippi Libraries* Vol. 68, no. 2, pp.43-45, summer 2004.

Test 1 review sheet will be provided.

7 Feb. 20 Chan, Lois M. (2001). Library of Congress Classification in a New Setting: Beyond Shelfmarks. Washington, DC: Library of Congress, CDS. 4pp.

Let's Do Dewey, http://library.mtsu.edu/dewey/

Yi, Kwan. (2007). Automated Text Classification Using Library Classification Schemes: Trends, Issues, and Challenges. *International Cataloguing and Bibliographic Control*, 36 (4):78-82.

*Wang, J. (2009). An extensive study on automated Dewey decimal classification. Journal of the American Society for Information Science and Technology, 60(11), 2269-2286.

*Vizine-Goetz, D. (1999) Using library classification schemes for internet resources. Available: http://staff.oclc.org/~vizine/Intercat/vizine-goetz.htm

Test 1 must be taken between 9:00 a.m., Friday, Feb. 24 and 11:59 p.m., Sunday, Feb. 26.

Topic 5: Information Representation and Formatting: Metadata schemas, ISBD, AACR, DC, MODS, RDA

8 Feb. 27 Taylor & Joudrey, Chapter 4 89-128

*Tillett, Barbara B. (2003). What Is FRBR? A Conceptual Model for the Bibliographic Universe. *Technicalities, 25*(5) (Sep./Oct. 2003). Available: http://www.loc.gov/cds/downloads/FRBR.PDF

*W3C, "RDF Primer." Available at http://www.w3.org/TR/2004/REC-rdf-primer-20040210/

*Weibel, Stuart and Eric Miller. (2000). An Introduction to Dublin Core. http://www.xml.com/pub/a/2000/10/25/dublincore/

Submit your thesaurus hierarchical list for approval by 11:59 p.m., Sunday, Mar. 5.

9 Mar. 6 Taylor & Joudrey, Chapter 7 199-243

*NISO (Z39.85). (2007). Dublin Core Metadata Element Set. Available: http://www.ftb.ca.gov/aboutFTB/Projects/ITSP/Dublin_Core.pdf

Mar. 13-18 - Monday through Saturday - Spring Vacation - Academic Holidays

10 Mar. 20 Gorman, M. (1998). Descriptive cataloguing: Its past, present, and future. IN Michael Gorman et al., Technical Services Today and Tomorrow. Englewood, CA: Libraries Unlimited, pp. 79-95, [Z688.5.T43 1998].

*Guenther, Rebecca S. (2003). MODS: The Metadata Object Description Schema, *Portal: Libraries and the Academy 3*, no. 1:139.

Topic 6: Encoding Standards for Document Representation, MARC, RDF/XML

11 Mar. 27 Taylor & Joudrey, Chapter 5 129-146

Furrie (2003). *Understanding MARC Bibliographic*. 7th ed. Library of Congress. Available: http://www.loc.gov/marc/umb/um01to06.html; http://www.loc.gov/marc/umb/um07to10.html; http://www.loc.gov/marc/umb/um11to12.html.

*Bibliographic Formats and Standards. (2004). 4th ed. Dublin, Ohio: OCLC Online Computer Library Center. Available: http://www.oclc.org/bibformats/en/

*W3C, "XML Tutorial." Available at http://www.w3schools.com/xml/xml_whatis.asp

The metadata assignment will be released.

Thesaurus construction is due at 11:59 p.m., Sunday, Apr. 2.

Topic 7: Name Access Points & Name Authority Control: AACR & others

12 Apr. 3 Taylor & Joudrey, Chapter 8 245-285

*****Tillett, Barbara B. (2003). "Authority Control: State of the Art and New Perspectives." In *Pro ceedings of International Conference [on] Authority Control: Definition and International Expe riences, Florence, Italy, 12-23 February 2003*.

Topic 8: Information Retrieval and Information Systems

13	Apr. 10	Taylor & Joudrey, Chapter 6	159-198
		*Rasmussen, Edie M. "Libraries and Bibliographical Systems" (See Baeza-Yates, R., & Ribeiro-Neto, B. (1999). Chapter 14 (pp. 397-413)) [Z667 .B34 1999].	
		Metadata assignment is due at 11:59 p.m., Sunday, Apr. 16.	
14	Apr. 17	Bates, M.J. (1989). The design of browsing and berry-picking techniques for the online search interface. *Online Review, 13*(5), pp. 407-424.	
		Database Basics. Available: http://dotatmac.mcmaster.ca/db_basics/db_01_home.htm	
		Test 2 review sheet will be provided.	
15	Apr. 24	Anderson, Paul. What is Web 2.0? Ideas, technologies and implications for education. p. 4-26. Avalable: http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf	
		Brin, S. & L. Page. The anatomy of a large-scale hypertextual web search engine. Section 4.3 & 4.4. Available: http://www-db.stanford.edu/pub/papers/google.pdf	
		Test 2 must be taken between 9:00 a.m., Friday, Apr. 28 and 11:59 p.m., Sunday, Apr. 30.	

APPENDIX. PROGRAM AND COURSE-LEVEL LEARNING OUTCOMES

Artifact: Thesaurus Construction

3.1 Students will describe and apply appropriate methods of accessing information in all formats, physical and digital.
- 3.1.1 Students will define the scope of the topic of the thesaurus and its users.
- 3.1.2 Students will describe the user guide of the thesaurus.

3.3 Students will describe and apply standards for classifying information in physical and digital formats.
- 3.3.1 Students will develop term relationships in describing and organizing a target information resource in the hierarchical structure.

3.4 Students will describe and apply appropriate models and methods of information retrieval.
- 3.4.1 Students will identify reciprocal entries in describing and organizing a target information resource in the alphabetical structure.

9.1 Students will communicate effectively in writing.
- 9.1.1 Students will explain each part of the introduction section of the thesaurus in writing.

Artifact: Metadata Creation

3.3 Students will describe and apply appropriate methods and standards for describing information in physical and digital formats, with special emphasis given to the application of metadata standards.
- 3.3.1 Working from a MARC record, students will create metadata records using MODS, DC for the course textbook.

4.1 Students will examine and assess various information technologies and describe how they can be used to meet system and user needs.
- 4.1.1 Students will discuss the similarities and differences across MODS, MARC, and DC.
- 4.1.2 Students will explain reasons for the differences in MODS, MARC, and DC.

9.1 Students will communicate effectively in writing.
- 9.1.1 Students will describe the similarities and difference in metadata standards in writing.