

LIS 602 (220) Information Representation and Access

Dates of Semester: June 11 – August 6, 2014
Course to be Conducted Online

COURSE INFORMATION:

This is an online course, but I require asynchronous class discussion via Blackboard to facilitate a sense of community.

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

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 OUTCOMES¹

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.

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

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

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 Bb 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 Blackboard. Details will be supplied with each test, but they test the content covered preceding each test.

Thesaurus Construction and the Metadata Exercise:

I will grade the thesaurus construction and metadata creation assignments comparatively. The criteria 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 below. 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 Bb 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 nine weeks of the semester (i.e., 6 points for a quality post x 9 weeks = 54 points + 6 bonus points = 60 total 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 dis-

discussion posts and other work in Word and then paste it to Blackboard. 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 and Verification: Please refer to Student Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on excused absences. You can request verification for excused absences.

Excused absences include (as defined at the web site above):

- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

Academic Accommodations: If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

Academic Integrity, Cheating and Plagiarism: You are expected to submit your own original work for all assignments in this course. See the home page for the Office of Academic Ombud Services (<http://www.uky.edu/Ombud>) for a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy. Please refer to Student Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on academic integrity.

Classroom Behavior, Decorum and Civility: Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please help me maintain the most courteous environment by using a little peer pressure if necessary.

TECHNOLOGY INFORMATION & RESOURCES

Students must have 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: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)

<http://www.uky.edu/TASC/>; 859-257-8272

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-218-HELP

Library Services

Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

Carla Cantagallo, DL Librarian, (859) 257-0500, ext. 2171, Email: dllservice@email.uky.edu

DL Interlibrary Loan Service:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

General Course Policies: Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <http://cis.uky.edu/lis/sites/default/files/policies.pdf>

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.

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](tel:859-257-1148) for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

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
Topic 1: Overview of the Key Concepts in Information Representation and Access			
1	Jun. 11	Review syllabus and familiarize yourself with organization of the course in Bb Taylor & Joudrey, Chapters 1-2 *Chu, Heting. (2010). Information representation and retrieval: An overview. In <i>Information Representation and Retrieval in the Digital Age</i> . Medford, NJ: ASIS&T Monographs. *Taylor & Joudrey, Chapters 3	1-62
Topic 2: Subject Analysis, Indexing & Abstracting			
2	Jun. 15	Taylor & Joudrey, Chapter 9 & Appendix A	303-332 & 419-427

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].

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.

*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].

*Hammond et al., 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

3 Jun. 22 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, Jun. 28

Test 1 study guide will be distributed

Topic 4: Systems for Categorization and Classification

4 Jun. 29 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.

Let's Do Dewey, <http://161.45.205.120/dewey/index.php>

*Vizine-Goetz, D. 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., Thursday, Jul. 2 and 11:59 p.m., Sunday, Jul. 5

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

5 Jul. 6 Taylor & Joudrey, Chapter 4 89-128

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

*W3C, "RDF Primer." Available at <http://www.w3.org/TR/rdf11-primer/>

*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, Jul. 12

6 Jul. 13 Taylor & Joudrey, Chapter 7 199-220

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].

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

*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

7 Jul. 20 Taylor & Joudrey, Chapter 5 129-146

Furrie (2003). *Understanding MARC Bibliographic*. 7th ed. Library of Congress. Available at: <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 at: <http://www.oclc.org/bibformats/en/>

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

The metadata assignment will be released

Thesaurus construction is due at 11:59 p.m., Sunday, Jul. 27

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

8 Jul. 27 Taylor & Joudrey, Chapter 8 245-285

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

Test 2 review sheet will be provided

Topic 8: Information Retrieval and Information Systems

9 Aug. 3 Taylor & Joudrey, Chapter 6 159-198

Database Basics. Available: http://dotatmac.mcmaster.ca/db_basics/db_01_home.htm

*Rasmussen, Edie M. "Libraries and Bibliographical Systems"
(See Baeza-Yates, R., & Ribeiro-Neto, B. (1999). Chapter 14 (pp. 397-413)) [Z667 .B34 1999].

*Anderson, Paul. What is Web 2.0? Ideas, technologies and implications for education.
p. 4-26. Available: <http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf>

Metadata assignment is due at 11:59 p.m., Thursday, Aug. 6

Test 2 must be taken between 9:00 a.m., Friday, Aug. 7 and 11:59 p.m., Sunday, Aug. 9