

**LIS 602, Sections 202 & 203**  
**Knowledge Organization**  
**Fall 2021**

**Instructor:** Dr. Sarah Barriage

**Office:** 349 Little Library

**Office Hours:** Mondays & Thursdays, 2-4PM ET (<https://uky.zoom.us/my/sarahbarriage>)

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**Course Description**

LIS 602 is one of the four core courses in the MSLS program. Students describe and classify recorded knowledge and learn fundamental principles and practices that facilitate access and retrieval.

**Prerequisites**

None.

**Student Learning Outcomes**

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.

**Required Text, Sources, & Technologies**

There is one required textbook (available **for free** as an e-book through UK Libraries):

[Pomerantz, J. \(2015\). \*Metadata\*. Cambridge, MA: MIT Press.](#)  
ISBN-10: 0262528517; ISBN-13: 978-0262528511

All other readings are available via UK Libraries or the web.

**Course Format**

This is an online course that requires asynchronous class participation. Unless otherwise specified, Canvas will be where we will have course discussions, and will be the nexus for course logistics (where course announcements are made, assignments are to be submitted, and grades will be posted). Because this is a distance learning course, students are expected to log on to the course at least two times a week to participate in discussion boards, access course information, and review lectures. Each week's materials may include items like live capture lectures, PowerPoint slides, lecture notes and links to supplemental materials.

## Assessment & Assignments

Your final grade is determined by your performance on the items listed below. There are six assignments, some with multiple parts, and a participation grade. Full assignment descriptions will be distributed during the semester through Canvas.

- **Principles Papers (3 X 5 points each; 15 points total):** Throughout the semester, students will be required to write 3 essays connecting the real world to course subject matter. Each essay should be 500-1,000 words in length.
- **Crosswalk (10 points):** Students will be given bibliographic records in one format and will be expected to map values and elements to another.
- **Omeka Digital Library (20 points):** Students will select two resources (e.g., images, postcards, etc.) and contribute records to a digital library. Students will be required to provide content for Dublin Core elements and to tag resources.
- **Authority Control (2 X 10 points each; 20 points total):** Students will complete two authority control assignments including: 1) completing a series of exercises based on authority control; and 2) writing an essay approximately 1,250 words in length, discussing the role that controlled vocabularies play in information retrieval.
- **Final Paper Topic Proposal (5 points) & Final Paper (20 points):** Students will select a topic of current interest in knowledge organization and write an essay approximately 2,500 words in length. Topics must be approved by the instructor.
- **Participation (20 points):** Students will participate in weekly online discussions within Canvas. Each week will have a discussion forum where students can discuss issues related to each week's topic as well as any questions, ideas, or thoughts you have regarding the topic, slides, readings, or exercises for that week. To get full credit for class participation, you will need to participate at least twice each week. The week starts on Monday and ends on Sunday at midnight.

## Course Grading

Assignment	Points
Principles Papers	15 (3 X 5 pts each)
Omeka Assignment	20
Authority Control Assignments	20 (2 X 10 pts each)
Crosswalk	10
Final Paper Topic Proposal	5
Final Paper	20
Participation	20
	<b>Total: 110</b>

Grades are based on a percentage scale. There are 110 points available. Grading will not be done on a curve, but on a strict points basis. You can check your grade at any time or email me with any questions regarding grading. At the end of the course, I will convert the points earned into a percentage:

Points	Percentage	Letter Grade
99 - 110	90% - 100%	A
88 - 98	80% - 89%	B
77 - 87	70% - 79%	C
76 and below	Below 70%	E

**Late policy:** Unless the instructor has been notified in advance, late assignments will lose 10% for each day they are late. For example, if an assignment is worth 10 points, and it is one day late, 1 point will be deducted from the assignment's grade.

**Extensions:** Each student will be granted one 7-day extension on any one assignment, no questions asked. Additional extensions may be granted if you contact me in advance and in writing.

**Discussion posts:** The late policy and extensions do not apply to weekly discussion posts. As discussion posts are analogous to attendance in an in-person class, credit is only given for posts that are submitted by the end of the week in which they are due. In the case of extenuating circumstances, discussion posts may be excused in line with the university policy on excused absences (see Course Policies below).

### **Program and Course-Level Learning Outcomes**

Program Learning Objectives	Course Objectives	Relevant Assignment
Analyze the major tenets of information practice and apply them in multiple contexts	Demonstrate a clear understanding of the basic principles and practices of information description, organization, access, and retrieval	Principles Papers Final Paper Discussion Board
	Examine and apply subject analysis, indexing, vocabulary control, categorization, and classification in information description and organization	Omeka Digital Library Authority Control
Explain the dependence of information retrieval on the organization of information	Define and explain the nature, attributes, structures, and varieties of information resources and the various tools used to create descriptions and representations	Omeka Digital Library Crosswalk
	Apply methods, techniques, and standards for organizing and retrieving information resources	Crosswalk Authority Control

## **Course Policies**

### ***Absences***

In an online course, there can still be excused absences. If you are ill or have an otherwise excusable absence, I will not deduct points for failure to participate in a given week and/or can extend deadlines for projects and assignments.

Students need to notify the instructor 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 instructor.

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.

Ombud contact information: 859-257-3737

[http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of Student Rights and Responsibilities or on the web at: <http://www.uky.edu/deanofstudents/student-rights-and-responsibilities>

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 instructor 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/universitysenate/> 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 contact me as soon as possible. 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](mailto: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>

### ***Submission of Assignments***

Assignments are to be submitted in Canvas in the assignment folder. Acceptable formats are: doc, docx, pdf, ppt, xls, xlsx, txt, odt, ott, ods, ots, odf, rtf unless otherwise specified. If you must submit an assignment after their published due dates, contact the instructor. Penalties for late submissions will be specified in each assignment's rubric, but generally entails 10% of the possible points being lost each day that the assignment is late. If you have technical difficulties that preclude submitting your assignment on time, please contact the instructor immediately.

### ***Classroom Civility, Diversity, and Inclusivity***

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. In order to provide the rigorous debate and examination of ideas necessary for learning, civility is required, though debate is both a necessary and expected aspect of this course. The College of Information and Communication's mission is: "We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society." Thus, this course embraces diversity, professionalism, and inclusivity, even as it aims to support enlightened truth-seeking. Debate will occur within this framework. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).

Equally, the instructor has the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and civility. The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

## ***Professional Preparation***

In a professional preparation program it is necessary to begin to understand one's ethical duties within the context of the profession. In this course, the ALA Code of Ethics and the ACM Code of Ethics act as guidelines for our professional behavior and students are encouraged to study them:

<http://www.ala.org/tools/ethics>

<https://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct>

## ***Withdrawal Policy***

It is your responsibility to drop a course. Failure to do so will result in receiving an "E". See the Academic Calendar for important dates: <http://www.uky.edu/registrar/fall-2018-semester>

## **Course Resources**

### ***Technology***

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to 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://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) 859-218-4357

<http://www.uky.edu/its/>

### ***Canvas***

We will use the Canvas learning management system to perform some course management and administrative functions. Please visit <https://uk.instructure.com/> to learn about this system and the login requirements. You should be automatically added to the Canvas roll; if this goes as expected, you will not have to sign up manually for the course.

Canvas help is available online through the Canvas Guides:

<https://community.canvaslms.com/community/answers/guides/>

### ***Library Services & Distance Learning Services***

If you have any questions or need assistance with Distance Learning Library Services, please contact the Distance Learning Librarian.

Carla Cantagallo carla@uky.edu 2-2, North Wing, 2nd floor, Young Library Lexington, KY 40506-0456 (859) 218-1240 <http://libraries.uky.edu/DLLS>

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

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

### ***Writing Center***

UK Writing Center offer both face-to-face and online consultation. They also provide e-Tutoring consultation, via which you can send your work as an attachment. I highly encourage use of the Writing Center, even if you are an excellent writer. Details can be found here: <http://ukwrite.wordpress.com/>

### ***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/veterans> for more available resources.

## Course Calendar

Please note: This is a tentative course schedule and is subject to change. Consult Canvas when preparing for class each week.

Week	Date	Topic & Assigned Readings	Assignments Due
<b>Course Overview</b>			
1	8/23 – 8/29	<p><b>Topic:</b> Course Overview</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Review the syllabus</li> <li>• Familiarize yourself with Canvas and our course site</li> </ul>	Discussion posts
<b>Module 1: Introduction to Knowledge Organization and Metadata</b>			
2	8/30 – 9/5	<p><b>Topic:</b> What is Information? What is a Document? What is Metadata?</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Pomerantz, Chapters 1 &amp; 2</li> <li>• Buckland, M. K. (1997). What is a “document”? <i>Journal of the American Society of Information Science</i>, 48(9), 804-809.</li> <li>• Hjørland, B. (2008). What is knowledge organization (KO)? <i>Knowledge Organization</i>, 35(2/3), 86-101.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• Association for Library Collections &amp; Technical Services Cataloging Competencies Task Force (2017). Core competencies for cataloging and metadata professional librarians. Retrieved from <a href="https://alair.ala.org/handle/11213/7853">https://alair.ala.org/handle/11213/7853</a></li> <li>• Bush, V. (1945). As we may think. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/">https://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/</a></li> </ul>	Discussion posts

Week	Date	Topic & Assigned Readings	Assignments Due
3	9/6 – 9/12	<p><b>Topic:</b> What is Knowledge Organization? What Do We Organize?</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Gilliland, A. J. (2008). Setting the stage. In M. Baca (Ed.), <i>Introduction to metadata</i>. Los Angeles, CA: Getty Research Institute. Retrieved from <a href="http://www.getty.edu/research/publications/electronic_publications/intrometadata/setting.pdf">http://www.getty.edu/research/publications/electronic_publications/intrometadata/setting.pdf</a></li> <li>Rubin, R. (2004). Information organization: Issues and techniques. In <i>Foundations of library and information science</i> (2<sup>nd</sup> ed., pp. 217-257). New York, NY: Neal-Schuman.</li> <li>Broughton, V., Hansson, J., Hjørland, B., &amp; López-Huertas, M.J., (2005). Knowledge organization. In L. Kajberg &amp; L. Lørring (Eds.), <i>European curriculum reflections on library and information science education</i> (pp. 133-148). Copenhagen, Denmark: The Royal School of Library and Information Science. Retrieved from <a href="http://arizona.openrepository.com/arizona/handle/10150/105851">http://arizona.openrepository.com/arizona/handle/10150/105851</a></li> </ul>	Discussion posts
<b>Module 2: Knowledge Organization in OPACs</b>			
4	9/13 – 9/19	<p><b>Topic:</b> Introduction to Knowledge Organization in OPACs</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Wells, D. (2007). What is a library OPAC? <i>The Electronic Library</i>, 25(4), 386-394.</li> <li>Sonawane, C. S. (2017). Library discovery system: An integrated approach to resource discovery. <i>Informatics Studies</i>, 4(3), 27-38.</li> <li>Tillett, B. (2003). What is FRBR? A conceptual model for the bibliographic universe. Retrieved from <a href="http://www.loc.gov/cds/downloads/FRBR.PDF">http://www.loc.gov/cds/downloads/FRBR.PDF</a></li> </ul>	Discussion posts  <b>Principles Paper 1</b>

Week	Date	Topic & Assigned Readings	Assignments Due
		<ul style="list-style-type: none"> <li>• Croissant, C. R. (2012). FRBR and RDA: What they are and how they may affect the future of libraries. <i>Theological Librarianship</i>, 5(2), 6-22. <a href="https://theolib.atla.com/theolib/article/view/234/565">https://theolib.atla.com/theolib/article/view/234/565</a></li> <li>• Riva, P., La Bœuf, P., &amp; Žumer, M. (2017). <i>IFLA Library Reference Model (LRM): A conceptual model for bibliographic information</i>. Den Hague, The Netherlands: International Federation of Library Associations and Institutions. Retrieved from <a href="https://www.ifla.org/publications/node/11412">https://www.ifla.org/publications/node/11412</a></li> </ul>	
5	9/20 – 9/26	<p><b>Topic:</b> Classification</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Chan, L. M., &amp; Salaba, A. (2016). Classification and categorization. In <i>Cataloging and classification: An introduction</i> (4<sup>th</sup> ed., pp. 583-594). Lanham, MD: Rowman &amp; Littlefield.</li> <li>• Stump, S., &amp; Torgerson, R. (2004). The basics of LC and Dewey. <i>Mississippi Libraries</i>, 68(2), 43-45. Retrieved from <a href="http://www.misslib.org/publications/ml/sum04/su-04.pdf">http://www.misslib.org/publications/ml/sum04/su-04.pdf</a></li> <li>• Straight Dope Science Advisory Board. (2006, January 31). What's so great about the Dewey Decimal System? Retrieved from <a href="http://www.straightdope.com/columns/read/2238/whats-so-great-about-the-dewey-decimal-system">http://www.straightdope.com/columns/read/2238/whats-so-great-about-the-dewey-decimal-system</a></li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>• Rafferty, P. (2001). The representation of knowledge in library classification schemes. <i>Knowledge Organization</i>, 28(4), 180-192.</li> </ul>	Discussion posts
6	9/27 – 10/3	<p><b>Topic:</b> Encoding</p> <p><b>Required Readings:</b></p>	Discussion posts  <b>Principles Paper 2</b>

Week	Date	Topic & Assigned Readings	Assignments Due
		<ul style="list-style-type: none"> <li>• Furrie, B. (2003). Understanding MARC bibliographic: Machine-readable cataloging. Parts I-VI. Retrieved from <a href="http://www.loc.gov/marc/umb/">http://www.loc.gov/marc/umb/</a></li> <li>• Guenther, R. S. (2003). MODS: The metadata object description schema. <i>portal: Libraries and the Academy</i>, 3(1), 137-150.</li> <li>• W3Schools. (n.d.) XML tutorial. Retrieved from <a href="http://www.w3schools.com/xml/xml_what.asp">http://www.w3schools.com/xml/xml_what.asp</a></li> <li>• Text Encoding Initiative. (2019, July 16). A gentle introduction to XML. <a href="http://www.tei-c.org/release/doc/tei-p5-doc/en/html/SG.html">http://www.tei-c.org/release/doc/tei-p5-doc/en/html/SG.html</a></li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>• Kroeger, A. (2013). The Road to BIBFRAME: The evolution of the idea of bibliographic transition into a post-MARC future. <i>Cataloging &amp; Classification Quarterly</i>, 51(8), 873-890.</li> </ul>	
<b>Module 3: Knowledge Organization in Digital Libraries</b>			
<b>7</b>	10/4 – 10/10	<p><b>Topic:</b> Introduction to Knowledge Organization in Digital Libraries</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Pomerantz, Chapters 3-5</li> <li>• Schwartz, C. (2000). Digital libraries: An overview. <i>The Journal of Academic Librarianship</i>, 26(6), 385-393.</li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>• Soergel, D. (2009). Digital libraries and knowledge organization. In S. R. Kruk &amp; B. McDaniel (Eds.), <i>Semantic digital libraries</i> (pp. 9-39). Berlin, Germany: Springer.</li> </ul>	Discussion posts  <b>Crosswalk Assignment</b>
<b>8</b>	10/11 –	<b>Topic:</b> Dublin Core	Discussion posts

Week	Date	Topic & Assigned Readings	Assignments Due
	10/17	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Pomerantz, Chapter 6</li> <li>• DCMI User Guide: <a href="http://wiki.dublincore.org/index.php/User_Guide">http://wiki.dublincore.org/index.php/User_Guide</a></li> <li>• Using Dublin Core: The Elements. <a href="http://dublincore.org/documents/usageguide/elements.shtml">http://dublincore.org/documents/usageguide/elements.shtml</a></li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>• Open Access Directory. (2018). Free and open-source repository software. <a href="http://oad.simmons.edu/oadwiki/">http://oad.simmons.edu/oadwiki/</a></li> </ul>	<b>Principles Paper 3</b>
<b>9</b>	10/18 – 10/24	<p><b>Topic:</b> Subject Analysis, Aboutness, and Indexing</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Chan, L. M., &amp; Salaba, A. (2016). Principles of controlled vocabularies and subject analysis. In <i>Cataloging and classification: An introduction</i> (4<sup>th</sup> ed., pp. 465-486). Lanham, MD: Rowman &amp; Littlefield.</li> <li>• Day, R. E. (2015). Representing documents and persons in information systems: Library and information science and citation indexing and analysis. In <i>Indexing it all: The subject in the age of documentation, information, and data</i> (pp. 35-58). Cambridge, MA: MIT Press.</li> <li>• Salo, D. (2009, August 25). The humble index [Blog post]. Retrieved from <a href="http://scienceblogs.com/bookoftrogool/2009/08/25/the-humble-index/">http://scienceblogs.com/bookoftrogool/2009/08/25/the-humble-index/</a></li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>• Gibbs, J. (2015). Standards for indexing: Evolution since 1989. National Information Standards Organization. Retrieved from <a href="https://www.niso.org/niso-io/2015/12/standards-indexing">https://www.niso.org/niso-io/2015/12/standards-indexing</a></li> </ul>	Discussion posts  <b>Omeka Digital Library Assignment</b>
<b>Module 4: Knowledge Organization in Online Databases</b>			

Week	Date	Topic & Assigned Readings	Assignments Due
10	10/25 – 10/31	<p><b>Topic:</b> Controlled Vocabularies</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Taylor, A., &amp; Joudrey, D.N. (2009). Systems for vocabulary control. In <i>The organization of information</i> (3<sup>rd</sup> ed., pp. 333-373). Westport, CT: Libraries Unlimited.</li> <li>• Leise, F. (2002). What is a controlled vocabulary? Retrieved from <a href="http://boxesandarrows.com/what-is-a-controlled-vocabulary/">http://boxesandarrows.com/what-is-a-controlled-vocabulary/</a></li> <li>• Leise, F. (2003). Creating a controlled vocabulary. Retrieved from <a href="http://boxesandarrows.com/creating-a-controlled-vocabulary/">http://boxesandarrows.com/creating-a-controlled-vocabulary/</a></li> </ul>	<p>Discussion posts</p> <p><b>Final Paper Topic Proposal</b></p>
11	11/1 – 11/7	<p><b>Topic:</b> Relationships and Hierarchies</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Library of Congress Subject Headings: <a href="http://id.loc.gov/authorities/subjects.html">http://id.loc.gov/authorities/subjects.html</a></li> <li>• Introduction to Medical Subject Headings (MeSH): <a href="https://www.nlm.nih.gov/mesh/introduction.html">https://www.nlm.nih.gov/mesh/introduction.html</a></li> <li>• About the Art &amp; Architecture Thesaurus: <a href="http://www.getty.edu/research/tools/vocabularies/aat/about.html">http://www.getty.edu/research/tools/vocabularies/aat/about.html</a></li> </ul>	<p>Discussion posts</p> <p><b>Principles Paper 4</b></p>
12	11/8 – 11/14	<p><b>Topic:</b> Subjects and Relationships</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Drabinski, E. (2013). Queering the catalog: Queer theory and the politics of correction. <i>The Library Quarterly</i>, 83(2), 94-111.</li> <li>• Olson, H. A. (2001). The power to name: Representation in library catalogs. <i>Signs: Journal of Women in Culture and Society</i>, 26(3), 639-668.</li> </ul>	<p>Discussion posts</p> <p><b>Authority Control Assignments</b></p>

Week	Date	Topic & Assigned Readings	Assignments Due
		<ul style="list-style-type: none"> <li>Baron, J. (Producer/Director), Cornejo Casares, O. R. (Producer), Padilla, M. (Producer), &amp; Broadley, S. (Director). (2019). <i>Change the subject</i> [Documentary film]. United States: Dartmouth College.</li> </ul>	
<b>Module 5: Knowledge Organization and the World Wide Web</b>			
<b>13</b>	11/15 – 11/21	<p><b>Topic:</b> Linked Data and the Semantic Web</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Pomerantz, Chapters 7-8</li> <li>Berners-Lee, T. (2009). The next web [Video]. Retrieved from <a href="https://www.ted.com/talks/tim_berniers_lee_on_the_next_web">https://www.ted.com/talks/tim_berniers_lee_on_the_next_web</a></li> <li>Hjørland, B. (2012). Is classification necessary after Google? <i>Journal of Documentation</i>, 68(3), 299-317.</li> <li>Slavic, A. (2011). Classification revisited: A web of knowledge. In A. Foster &amp; P. Rafferty (Eds.), <i>Innovations in information retrieval: Perspectives for theory and practice</i> (pp. 23-48). London, England: Facet.</li> </ul>	Discussion posts
<b>14</b>	11/22 – 11/28	<b><i>Thanksgiving Break</i></b>	Discussion posts
<b>15</b>	11/29 – 12/5	<p><b>Topic:</b> Search Engines</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Brin, S., &amp; Page, L. (2012). The anatomy of a large-scale hypertextual web search engine. Retrieved from <a href="http://infolab.stanford.edu/~backrub/google.html">http://infolab.stanford.edu/~backrub/google.html</a></li> </ul>	Discussion posts  <b>Final Paper</b>

Week	Date	Topic & Assigned Readings	Assignments Due
		<ul style="list-style-type: none"> <li data-bbox="495 282 1591 386">Tewell, E. (2016). Toward the resistant reading of information: Google, resistant spectatorship, and critical information literacy. <i>portal: Libraries and the Academy</i>, 16(2), 289-310.</li> </ul>	
16	12/6 - 12/12	<i>Course Wrap-Up</i>	Discussion posts