LIS 602 Information Representation and Access

Dates of Semester: August 26 – December 11, 2015
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 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

COURSE MATERIALS

Required textbook:


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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 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 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](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, please see 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 (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

**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](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](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/](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/; 859-257-1300

**Library Services**
**Distance Learning Services**
http://www.uky.edu/Libraries/DLLS
DL Interlibrary Loan Service:  

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 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins Read</th>
<th>Pages in Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review syllabus and familiarize yourself with organization of the course in Bb</td>
<td></td>
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</tbody>
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**Topic 1: Overview of the Key Concepts in Information Representation and Access**

2 Taylor & Joudrey, Chapters 1-2 1-62  
*Taylor & Joudrey, Chapters 3

**Topic 2: Subject Analysis, Indexing & Abstracting**
Taylor & Joudrey, Chapter 9 & Appendix A 303-332 & 419-427


**Topic 3: Vocabulary Control and Thesaurus Construction**

Taylor & Joudrey, Chapter 10 333-374


The thesaurus construction assignment will be released

Submit your thesaurus construction topic for approval

**Topic 4: Systems for Categorization and Classification**

Taylor & Joudrey, Chapter 11 375-416


Test 1 review sheet will be provided


**Test 1 must be taken**

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

8 Taylor & Joudrey, Chapter 4 89-128


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


Submit your thesaurus hierarchical list for approval

9 Taylor & Joudrey, Chapter 7 199-220


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

11 Taylor & Joudrey, Chapter 5 129-146


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

The metadata assignment will be released

Thesaurus construction is due
**Topic 7: Name Access Points & Name Authority Control: AACR & others**

12   Taylor & Joudrey, Chapter 8 245-285


**Topic 8: Information Retrieval and Information Systems**

13   Taylor & Joudrey, Chapter 6 159-198


**Metadata assignment is due**


**Test 2 review sheet will be provided**


**Test 2 must be taken**
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.