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[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.

[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) 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) 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/; 859-257-1300
Library Services
Distance Learning Services
http://www.uky.edu/Libraries/DLLS

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 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
1	Review syllabus and familiarize yourself with organization of the course in Bb	
Topic 1: Overview of the Key Concepts in Information Representation and Access		
2	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 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 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 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

Topic 4: Systems for Categorization and Classification

6 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. Available: http://www.misslib.org/publications/ml/sum04/su-04.pdf

Test 1 review sheet will be provided

7 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://frank.mtsu.edu/~vvesper/dewey2.htm

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

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

8 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/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

9 Taylor & Joudrey, Chapter 7 199-220

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

10 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 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

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

12 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*. Available: http://eprints.rclis.org/archive/00000332/01/tillett_eng.pdf

Topic 8: Information Retrieval and Information Systems

13 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

14 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 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

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.