

Catholic University of America, School of Library and Information Science

LSC 551 Organization of Information Spring 2008

Course Meeting	Instructor
Tuesday 3:35-6:05 PM Location: Marist 208	Youngok (Young) Choi Office: Marist Hall #245 Office hours: Monday 12 to 2 pm, and by appointment Office phone: (202)319-6275 E-mail: choiy@cua.edu

Course Description:

This course introduces students to the basic principles of organizing information for facilitating access. It covers the nature, forms, and media of information and knowledge; the nature of user information needs and implications for information organization; terms and concepts related to information organization; principles of information representation, encoding, authority control, and subject analysis; methods of information organization; classification principles, structures, and applications; the use of controlled vocabulary and natural language for subject analysis, standards, and filing systems; and the relationship of information organization to access mechanisms. Traditional and more recent computer techniques, tools, and theories will be studied.

Course Goals:

This course is designed to:

- introduce concepts and challenges specific to information organization
- explore the interconnections between information organization and the retrieval and access of information
- promote reasoned thinking and problem solving skills related to information organization.
- prepare students for work in libraries, information centers, or other organizations that organize large bodies of information.

Course Objectives:

At the end of this course students should be able to:

- Demonstrate an understanding and the concepts of the major traditions and systems in information organization, including cataloging, authority control, controlled vocabularies, indexing and abstracting, and classification (Assessment: Final exam).
- Have an initial level of fluency in current metadata terminology, including the names of major content and encoding schemes (Assessment: MARC encoding quiz).
- Have experience in creating metadata for digital resources (Assessment: Metadata Creation)
- Be able to design and implement a thesaurus (Assessment: Thesaurus building)

- Demonstrate reasoned thinking and problem solving skills related to information organization (Assessment: Research paper and presentation, Article summary)
- Aware of current issues and trends in the organization of information so that the students can apply knowledge to new situations (Assessment: Final exam, Research paper).

Course Materials:

Required Textbooks:

Taylor, Arlene. *Organization of Information*, 2nd edition. 2003. (This is available at the Catholic University Bookstore.)

Supplemental Readings:

When necessary, additional readings will be assigned and listed in the bibliography posted on Blackboard (<http://bb.cua.edu/>).

(Note: Additional suggested books)

Rowley, Jennifer E. and John Farrow. *Organizing Knowledge: An Introduction to Managing Access to Information*. 3rd ed. 2000.

Svenonius, Elaine. *The Intellectual Foundation of Information Organization*. Boston: MIT Press. 2000

Wilson, Patrick. *Two Kinds of Power: an Essay on Bibliographic Control*. University of California Press, 1968.

Grading:

Grades for this course will be based upon the following:

Requirement	Contribution to Grade	Description
MARC and a short quiz	10%	
Metadata exercise	10%	
A thesaurus project	15%	A detailed instruction will be handed in class.
Panel paper and presentation (A panel discussion will be scheduled starting from Week 6. The half of the class time will be dedicated to a panel.	30%	Sing up for a panel you will participate in discussion. Each panel will have 3-4 members. Then, choose one moderator, and discuss your focus in panel discussion. Prepare your discussion (background, problems, issues, trends, and so on). In addition to presentation, you will write your topic in a research paper format and submit an electronic copy of it in two weeks after your presentation. Topics, an instruction of writing and presenting your paper, and a schedule of a panel discussion will be handed in class and posted on BB.
Summary of four articles from reading (A detailed guideline will	10%	Choose an article (except the textbook chapter) from readings during designated weeks' period (week 1 & 2; week 3, 4, 5; week 6 & 7; week 8, 9, & 10; week 11, 12, & 13). Summarize it on your own words (its

be available on BB)		argument, method, findings, implications, your critics, and so on) and hand in your summary in class of the last week of each period.
Class attendance	5%	
Final exam	20%	
Total	100%	

Point totals converted to letter grades:

A: 94 – 100 A-: 90 -93.99
 B+: 86-89.99 B: 82-85.99 B-: 78-81.99
 C: 70-77.99 F: Below 70

NOTE:

1. Detailed information of assignments and projects will be distributed in class or available on Blackboard (<http://bb.cua.edu/>).

2. Please consult below in the “Participation & conduct” section for late work policy and others.

Academic Honesty Policy:

Please read the policy on relevant information on academic honest found in the University’s Online Student Handbook at: <http://studentlife.cua.edu/studenthandbook.pdf> and on the website for the University’s Policies & Procedures at: <http://policies.cua.edu>. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct while in this class and conversing online, using e-mail, or engaging in any online chat sessions. Failure to abide by such codes of conduct and etiquette may result in withdrawal from the course and a failing grade.

Academic dishonesty is defined in the *Handbook* as “failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating”. Any incidence of plagiarism will result in a grade of F (0 points) on the project or exam in question, and will be reported to the Dean of the School of Library and Information Science for possible further action (including failure in the course).

Plagiarism will not be tolerated. Catholic University of America defines plagiarism to include::

1. "Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise"
2. "Failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or web sites"
3. "Buying completed papers from other to use as one’s own work”,

For more on what constitutes plagiarism and how to avoid it, see the guide on the Purdue Online Writing Lab web site at: http://owl.english.purdue.edu/handouts/research/r_plagiar.html.

Course Outline - This calendar is subject to change depending on class needs.

Date	Topic	Required reading	Assignment
Week 1	• Course Introduction	Ch.1	

(1/15)	<ul style="list-style-type: none"> • Organizing information: Why and how 		
Week 2 (1/22)	<ul style="list-style-type: none"> • Administrative Monday (No class) 		
Week 3 (1/29)	<ul style="list-style-type: none"> • Concepts of Data, Information, Knowledge • Organization and retrieval of information 	Ch. 2	
Week 4 (2/5)	<ul style="list-style-type: none"> • Representation of information entities • Tools and systems for organizing and retrieving information 	Ch. 3 & 5 Yee, Martha M. (2007). Cataloging compared to descriptive bibliography, abstracting and indexing services, and metadata. <i>Cataloging & Classification Quarterly</i> . 44 (3/4): 307-327	Article summary due (Week 1 & 2)
Week 5 (2/12)	<ul style="list-style-type: none"> • Information Resources Description • Encoding Standards (MARC) 	Ch 4 Understanding MARC Bibliographic (http://www.loc.gov/marc/umb/) MARC 21 tutorial (http://www.lib.usm.edu/~techserv/pdc/marc21_tutorial_ie/)	
Week 6 (2/19)	<ul style="list-style-type: none"> • Metadata 	Ch 6 & 7 <u>Understanding Metadata</u> 2004 NISO Press. Available at: http://www.niso.org/standards/resources/UnderstandingMetadata.pdf	Article summary due (Week 3, 4, 5)
Week 7 (2/26)	<ul style="list-style-type: none"> • Authority control 	Ch. 8 (pages 220-238) Understanding MARC Authority Records (http://www.loc.gov/marc/uma)	MARC quiz due
(3/4)	<ul style="list-style-type: none"> • Spring break 		
Week 8 (3/11)	<ul style="list-style-type: none"> • Subject analysis • Subject indexing 	Chapter 9 Mai (2000). Deconstructing the indexing process. <i>Advances in Librarianship</i> . 23. 269-298	Article summary due (Week 6, 7)
Week 9 (3/18)	<ul style="list-style-type: none"> • Subject analysis continued • Controlled vocabularies • Thesaurus • Library subject headings • Social tags/folksonomy 	Chapter 10 "What is a controlled vocabulary?" Karl Fast, Fred Liese, and Mike Steckel (2002) http://www.boxesandarrows.com/view/what_is_a_controlled_vocabulary Thesaurus principles and practices http://www.willpower.demon.co.uk/thespin.htm Spiteri, L.F. (2007). Structure and form of folksonomy tags: The road to the public library catalogue. <i>Webology</i> 4(2). Article 41: Available at http://www.webology.ir/2007/v4n2/a41.html	Metadata exercise due
Week 10 (3/25)	<ul style="list-style-type: none"> • Categorization and classification • Classification: DDC, LCC 	Chapter 11	
Week 11	<ul style="list-style-type: none"> • Cataloging Internet Resources 	Cataloging Electronic Resources [OCLC]	Article summary

(4/1)		<a href="http://www.oclc.org/support/documentati
on/worldcat/cataloging/electronicresource
s/default.htm">http://www.oclc.org/support/documentati on/worldcat/cataloging/electronicresource s/default.htm Guidelines for the Use of Field 856 <a href="http://www.loc.gov/marc/856guide.ht
ml">http://www.loc.gov/marc/856guide.ht ml	due (Week 8, 9, 10)
Week 12 (4/8)	<ul style="list-style-type: none"> • OPAC Systems and System design • Schemes and Protocols for Interoperability 	Ch 5 Z39.50 IR Protocol <a href="http://lcweb.loc.gov/z3950/agency/
Open Archives Initiative">http://lcweb.loc.gov/z3950/agency/ Open Archives Initiative http://www.openarchives.org/	
Week 13 (4/15)	<ul style="list-style-type: none"> • Users and new library catalogs and bibliographic systems 	Markey, Karen (2007). The Online Library Catalog : Paradise Lost and Paradise Regained? D-Lib Magazine, 13 (1/2) (http://dlib.org/dlib/january07/markey/01markey.html)	Thesaurus project due
Week 14 (4/22)	<ul style="list-style-type: none"> • Information architecture • Digital Libraries • Knowledge management 	Dillon, Andrew (2001). IAs in search of an identity? <i>Bulletin of the American Society for Information Science and Technology</i> . June/July 27(5). Available at http://www.asis.org/Bulletin/Jun-01/dillon.html Mischo (2005). Digital libraries: Challenges and influential work. D-Lib Magazine, 11 (7/8). http://www.dlib.org/dlib/july05/mischol/07mischol.html	Article summary due (Week 11, 12, 13)
Week 15 (4/29)	<ul style="list-style-type: none"> • Trends, issues • Review for final 	Coyle, Karen & Hillmann, Diane (2007). Resource Description and Access (RDA) : Cataloging Rules for the 20th Century. D-Lib Magazine, 13 (1/2) http://dlib.org/dlib/january07/coyle/01coyle.html	
Week 16 (5/6)		FINAL EXAM	

Reading list for Article Summary

(Note: most articles are available on online full-text databases via the library or on the Web. For some of articles, I will upload a pdf file on Blackboard. Also, if necessary, I will update the list on BB.)

Date	Reading
Week 1	Beall, J. (2007). Search fatigue. <i>American Libraries</i> . March 2007. 46-50. Svenonius. <i>The Intellectual Foundation of Information Organization</i> . Boston: MIT Press. 2000. pp.1-14. (pdf is available on BB) Boeuf (2005). FRBR: Hyper or Cure-All? Introduction. <i>Cataloging & Classification Quarterly</i> . 39(3/4) 1-13
Week 2	Bates (2005). Information and knowledge: an evolutionary framework for information science. <i>Information Research</i> , 10 (4). http://information.net/ir/10-4/paper239.html

	<p>Yee, M. M. (1994). What is a work? Part 1: The user and the objects of the catalog. <i>Cataloging & Classification Quarterly</i>, 19(1): 9-28</p> <p>Russell, B. M. (1998). Hidden wisdom and unseen treasure: Revisiting cataloging in Medieval Libraries. <i>Cataloging & Classification Quarterly</i>. 26(3). 21-30.</p> <p>Buckland (1997). What is a document? <i>Journal of the American Society for Information Science</i>, 48(9): 804-809.</p>
Week 3	<p>Gorman (1998). Descriptive cataloging: its past, present and future. In M. Gorman (Ed.), <i>Technical services today and tomorrow</i>. pp. 79-93. Libraries Unlimited.</p> <p>Oddy, P. (1998). Bibliographic standards and the globalization of bibliographic control. In M. Gorman (Ed.). <i>Technical services today and tomorrow</i>, pp. 67-78. Libraries Unlimited.</p> <p>Fox and Wilkerson (1998). Introduction to Archival Description (available online at http://www.getty.edu/research/conducting_research/standards/introarchives/).</p>
Week 4	<p>Moen and Benardino (2003) Assessing Metadata Utilization: An Analysis of MARC Content Designation Use. http://www.unt.edu/wmoen/publications/MARCPaper_Final2003.pdf (Paper presented at the 2003 Dublin Core Conference).</p> <p>Bernstein, J. (2006). From the ubiquitous of the nonexistent: A demographic study of OCLC WorldCat. <i>Library Resources & Technical Services</i>. 50(2). 79-90.</p>
Week 5	<p>Magda El-Sherbini and George Klim (2004). Metadata and cataloging practices. <i>The Electronic Library</i>. 22(3). 238-248.</p> <p>Hodge, G. (2001) Metadata Made Simpler. http://www.niso.org/news/Metadata_simpler.pdf</p> <p>Coyle, Karen. Understanding Metadata and its Purpose. <i>Journal of Academic Librarianship</i> 31:2 (March 2005) 160-163. Preprint available online: http://www.kcoyle.net/jal2_Metadata.html</p>
Week 6	<p>Tillett, B.B. (2004). Authority Control: State of the Art and New Perspectives. <i>Cataloging & Classification Quarterly</i>. 38(3/4):23-41.</p> <p>Gorman, M. (2004). Authority Control in the Context of Bibliographic Control in the Electronic Environment. <i>Cataloging & Classification Quarterly</i>. 38(3/4), 11 – 22</p> <p>Baca, M (2004). Fear of Authority? Authority control and thesaurus building for Art and material culture information. <i>Cataloging & Classification Quarterly</i>. 34 (3/4). 143-151</p>
Week 7	<p>Taylor. A. (1995). On the subject of subjects. <i>The Journal of Academic Librarianship</i>. 21(6). 484-491.</p> <p>Roe, Sandy (1999). Online subject access. <i>Journal of Internet Cataloging</i>. 2(1). 69-78. (PDF on BB)</p> <p>Shatford Layne, Sara (1994) Some issues in the indexing of images. <i>JASIST</i>. 45(8): 583-588.</p> <p>Mai, J.-E. (2001). Semiotics and indexing: An analysis of the subject indexing process. <i>Journal of Documentation</i>, 57, 591-622.</p> <p>Leininger, K. (2000). Interindexer consistency in PsychINFO. <i>Journal of Librarianship and Information Science</i> 32: 4-8.</p>
Week 8	<p>Bates, Marcia J. (1988) "How to use controlled vocabulary more effectively in online searching" <i>Online</i> 12 (6): 45-56.</p> <p>Shiri and Revie(2005). Usability and user perceptions of a thesaurus-enhanced search interface. <i>Journal of Documentation</i>, Vol. 61, No. 5. (May 2005), pp. 640-656.</p> <p>Gross, Tina, and Arlene G. Taylor (2005). "What Have We Got to Lose: The Effect of Controlled Vocabulary on Keyword Searching Results." <i>College & Research Libraries</i> 66, No. 3: 212-230.</p>

	<p>Knowlton, S. A. (2005). Three decades since prejudices and antipathies: A study of changes in the Library of Congress Subject Headings. <i>Cataloging & Classification Quarterly</i>. 40(2). 123-145</p> <p>Drabenstott, Simcox, & Fenton (1999). End-user understanding of subject headings in library catalogs. <i>Library Resources and Technical Services</i>. 43. 140-160.</p>
Week 9	<p>Jacob, E. K. (2004). Classification and categorization: A difference that makes a difference. <i>Library trends</i>, 52(3). 515-540.</p> <p>Jones, K. S. (2005). Some thoughts on classification for retrieval. <i>Journal of Documentation</i>, Vol. 61, No. 5. (May 2005), pp. 571-581.</p> <p>Chan, L. M. (2000). Exploiting LCSH, LCC, and DDC to retrieve networked resources: Issues and challenges. http://www.loc.gov/catdir/bibcontrol/chan_paper.html</p> <p>Kwasnik, B. H. (1999). The role of classification in knowledge representation and discovery. <i>Library Trends</i>. 48(1), 22-47.</p> <p>Uddin & Janecek (2007). The implementation of faceted classification in Web site searching and browsing. <i>Online Information Review</i>, 31(2). 218-233.</p>
Week 10	<p>"Cataloging Internet Resources," edited by Nancy Olson: http://www.oclc.org/oclc/man/9256cat/toc.htm</p> <p>Morgan, E. L. (1996). Possible solutions for incorporating digital information mediums into traditional library cataloging services. <i>Cataloging & Classification Quarterly</i>. 22(34). 143-170 (available at http://infomotions.com/musings/cataloging)</p> <p>Connaway, Lavoie, and O'Neill (2005). Mining for digital resources: Identifying and characterizing digital materials in WorldCat. Proceedings of the ACRL 12th National Conference April 7-10, 2005. pp. 244-150 Available at http://www.ala.org/ala/acrl/acrlvents/connaway-et-al05.pdf, or http://www.oclc.org/research/publications/archive/2005/connaway-acrl.pdf</p> <p>Zins, C. (2002). Models for classifying Internet resources. <i>Knowledge Organization</i>, 29 (1), 20-28</p>
Week 11	<p>Borgman (1996). Why are online catalogs still hard to use? <i>JASIS</i>, 47(7). 493-503.</p> <p>Babu and O'Brian (2000). Web OPAC interfaces: an overview. <i>The Electronic Library</i>. 18(50). 316-327</p> <p>Antelman, K., Nynema, E. & Pace, A. (2006). Toward a Twenty-first century library catalog. <i>Information Technology and Libraries</i>. 25(3). 128-139. (http://eprints.rclis.org/archive/00007332/)</p> <p>Cherry, Muter, and Szigeti (2006). Bibliographic displays in Web catalogs: Does conformity to design guidelines correlate with user performance? <i>Information Technology and Libraries</i>, 25(3) 154-162.</p>
Week 12	<p>Bates (1989) "The Design of Browsing and Berrypicking Techniques for the Online Search Interface." <i>Online Review</i> 13 (October 1989): 407-424. (available at http://www.gseis.ucla.edu/faculty/bates/berrypicking.html)</p> <p>Kulthau, Carol Collier (1997). Learning in Digital Libraries: An Information Search Process Approach. <i>Library Trends</i> 45(4): 708-724.</p> <p>Connaway, Johnson, and Searing (1997). Online catalogs from the users perspective: The use of focus group interviews. <i>College & Research Libraries</i>. 58(5). 403-420</p> <p>Jansen and Pooch (2000). Web user studies: A review and framework for future work. <i>Journal of the American Society for Information Science and Technology</i>. 52(3). 235-246.</p> <p>Griffiths and Brophy (2005). Student searching behavior and the Web: Use of academic resources and Google. <i>Library Trends</i>. 53(4). 539-554.</p>

	<p>Sokvitne, Lloyd (2006). "Redesigning the OPAC: Moving outside the ILMS" <i>Australian Academic Research Libraries</i>. 37(4). 246-59.</p> <p>La Barre, Kathryn (2007). "Faceted navigation and browsing features in new OPACs: A more robust solution to problems of information seekers?" <i>Knowledge Organization</i>. 34(2). 78-90.</p> <p>Calhoun, Karen (2006). The Changing nature of the catalog and its integration with other discovery tools. March 17, 2006. 52 pages. http://www.loc.gov/catdir/calhoun-report-final.pdf</p> <p>A critical review of the Calhoun report. April 3, 2006. by Thomas Mann. 24 pages. http://www.guild2910.org/AFSCMECalhounReviewREV.pdf</p> <p>Antelman, K. (2000). Web lists and the decline of the library catalog. <i>Library Computing</i>. 18: 189-195. (Full-text available via ProQuest ABI/INFORM Complete database)</p>
Week 13	<p>Levy, David M (2000) "Digital Libraries and the Problem of Purpose" D-Lib magazine 6(1), available at http://dlib.org/dlib/january00/01levy.html</p> <p>Marcume, D. (2006). The future of cataloging. <i>Library Resources & Technical Services</i>. 50(1) 5-9</p> <p>Levy, David M 1995 "Cataloging in the Digital Order" In Digital Libraries '95, The Second Annual Conference on the Theory and Practice of Digital Libraries, June 11-13, 1995, Austin , Texas. Retrieved 12/4/05 at: http://www.csd.tamu.edu/DL95/papers/levy/levy.html.</p> <p>Dempsey, L. (2006). Libraries and the long tail: Some thoughts about libraries in a network age. D-Lib Magazine. 12(4). http://www.dlib.org/dlib/april06/dempsey/04dempsey.html</p> <p>Haya et al (2007). Metalib and Google Scholar: A user study. <i>Online Information Review</i>. 31(3). 365-375.</p>

Useful Online Resources

(This list is in progress. When you find relevant resources, please share with me. I will post them in our course site.)

Online Dictionary for library and information science http://lu.com/odlis/odlis_t.cfm

Association for Library Collections & Technical Services (an ALA division):
<http://www.ala.org/ALCTSTemplate.cfm?Section=alcts>

Carlyle, Allyson. *Core Readings in Library Cataloging and Classification*:
http://www.ischool.washington.edu/acarlyle/core_readings.html

Cataloger's Reference Shelf: <http://www.itsmarc.com/crs/>

Hsieh-Yee, Ingrid, Selected Web Resources for Organizing Audiovisual and Electronic Resources. <http://slis.cua.edu/ihy/aver.htm>

IFLA. *Digital Libraries: Metadata Resources*: <http://www.ifla.org/II/metadata.htm>

International Society for Knowledge Organization (ISKO) homepage:
<http://www.ceit.sk/wwwisis/isko.htm>

LC Cataloging Directorate: <http://lcweb.loc.gov/catdir/catdir.html>

UCLA. *Catalogers' Reference Shelf*:
<http://wwwstage.library.ucla.edu/libraries/cataloging/refs.htm>

Course Polices and Procedures:

Formatting of your assignments.

- For hard copy work securely fasten together any papers that are more than 1 page.
- Place your name and the assignment number on the first page.
- Minimum margins are 1 ¼" left and 1" top, bottom, and 1 ¼" right.
- Use double-spaced line spacing, or space and a half, not single-spaced.
- Submitted work must have a professional appearance and not be handwritten.
- *Any* work submitted with numerous ungrammaticalities will be penalized.

Participation & Conduct:

- *Attendance is mandatory.* Attendance is required, in keeping with university policy. Students may miss up to 1 class without a penalty. Your participation grade will drop by 1 point for every absence after 1 missed class.
- *Late work.* Assignments are due at the start of class. Assignments turned in after the due time without prior approval will be penalized 10% for each 24-hour period that it is late. Assignments that are over 3 days late will NOT be accepted unless arrangements have been made with me. I encourage you to consult with me any special circumstances that will affect your ability to perform your assignments or turn in your assignments on time.
- *Makeup work.* If a student has a legitimate reason, such as a family emergency, the instructors might allow a student to do makeup work. The amount and nature of the work is up to the instructors' discretion. It will be graded at term's end.
- *Arrive on time.* Chronic lateness can negatively affect class participation grades.
- *Behave respectfully.* Students are expected to behave respectfully while in class. Participation grades will reflect a student's maturity level and professionalism, and whether the student actively participates in class discussions.
- *No phone calls during class.* Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session.
- *No grade discussions in class.* Instructors will not discuss grades in class. First consider why the instructors deducted points. If you still disagree, explain your disagreement in an e-mail to the instructors.

ADA Accommodation:

Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor by the second class meeting . It is strongly recommended that the student contact the Office of Disability Support Services , Suite 207, Pryzbyla Center (202-319-5211; email cuadisabilityservices@cu.edu, web <http://disabilitysupport.cu.edu/>). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

Syllabus changes:

- The instructors reserve the right to make changes to this syllabus if circumstances warrant such change. All changes will be provided to students in writing.