School of Information Sciences
University of Tennessee
_____
Syllabus

INSC 520-001/002 Information Representation and Organization
Spring 2017
Thursdays, 6:30 PM-9:10 PM EST
Dates of Semester: January 11 – April 28, 2017

Instructor: Dr. Wade Bishop
Office: 442 Communications Building
Availability: Tuesdays 8:00-12:00; or by appointment
Contact: wade.bishop@utk.edu

Graduate Teaching Assistant: Kelly White

Course Description: The structure and organization of intellectual content regardless of format. Emphasis on how content is created, exchanged, and stored so it can be found. Includes standards and best practice for describing and characterizing intellectual content. Required Course.

Course Goals/Objectives: This course is a required course that has been determined by the SIS faculty to contain specialized knowledge appropriate for all information professionals. The course will provide skills that coordinate strongly with those acquired by students in the required class IS 530 and are related to specialized electives as IS 521 and IS 523. Students should:

- Be able to identify the variety of descriptive practice and retrieval tools used in diverse information communities.
- Know about theories concerning categorization, subject vocabularies, and classification.
- Understand descriptive practices used in libraries and other information institutions, including emerging trends in metadata standards.
- Become familiar with the tools and systems used to create and use descriptive records for libraries, both now and in the past.

Required textbook

Taylor, A. G., and Daniel N. Joudrey. (2009). *The Organization of Information*. Westport, CT: Libraries Unlimted; 3rd ed.

Recommended textbooks

Chu, Heting. *Information Representation and Retrieval in the Digital Age*, Medford, NJ: Information Today, 2003 (ISBN: 1-57387-172-9) or 2010 (2nd edition preferred: ISBN-13: 978-1573873932).

Svenonius, Elaine. The Intellectual Foundation of Information Organization. Cambridge, MA: The MIT Press, 2000. ISBN: 0-262-19433-3. (available from the UTK library through EBSCOhost eBook Collection)

Other Useful Web sites:

ANSI/NISO	http://www.niso.org
Cataloger's Reference Shelf:	http://www.itsmarc.com/crs/crs.htm
Cataloging & Metadata Education Report by Ingrid Hsieh-Yee: http://lcweb.loc.gov/catdir/bibcontrol/CatalogingandMetadataEducation.pdf.	
Catalogers Discussion Group:	http://artcataloging.net/cdg/cdgcover.html
UDC	http://www.udcc.org/about.htm
The Dublin Core Metadata Initiative	http://dublincore.org
Dublin Core Metadata Editor	http://www.ukoln.ac.uk/metadata/dcdot/
IFLA Section on Cataloging:	http://www.ifla.org/VII/s13/sc.htm
Library of Congress: Both catalog and authority records http://www.loc.gov/index.html	
Organization for Advancement of Structured Info Standards (OASIS) https://www.oasis-open.org/	
OCLC	http://www.oclc.org
The Open Archives Initiative (OAI)	http://www.openarchives.org/
World Wide Web Consortium:	http://www.w3.org

Learning Environment and Requirements

This is an online course that relies heavily on synchronous learning technology. For most part of the semester, we will meet online using the Zoom (https://tennessee.zoom.us/) platform. Listening to lectures and participating in class activities are essential to effective learning. You should watch the playback if you must miss a class. You are required to complete the assigned readings before class meetings and participate actively in class. We may also have asynchronous class sessions, in which you will listen to pre-recorded lecture at your own chosen time and perform activities assigned by the instructor during the lecture.

This course has high demands for *group work*. Collaboration and group work are part of work practices in all information environments. You are responsible for contacting and responding to other group members in a timely manner and for coordinating efforts with others. If you cannot coordinate your efforts, you are responsible for informing your team members and, if needed, the instructor. I encourage you to use various tools (such as instant messengers, Google plus, and Skype) to meet in real-time with your group members outside class to work together on your group assignments or discuss course materials (for more requirements for group work, see "Exercises" under "Assessment and Evaluation Methods").

It is expected that students have adequate computing skills, including use of word processing, Web browsers, e-mail, PowerPoint, the Canvas (https://utk.instructure.com/) and the Zoom software. You should regularly visit our Canvas course site because class announcements, updates, assignments, and discussion boards will be made available via that avenue. You are required to purchase a headset with microphone to participate actively in the class. It is your responsibility to insure your technology is working.

If you have questions on administrative issues or course content, please email the instructor or post questions on the Canvas discussion board (Q&A Forum). If you encounter technical problems, please post questions on the text chat and receive feedback from Tech Support. For immediate Canvas support: call OIT Helpdesk (865) 974-9900 or notify the DE Support Tech for the class.

Your UTK email address will be used as default for all communications in this course. If you prefer to use your personal email, you should configure forwarding messages from UTK email to your preferred email. If you have not already done so, you should visit the Office of Information Technology (http://oit.utk.edu/) to get familiar with the resources and support.

What you gain from this course will depend on the amount of time and work you invest each week. Therefore, you must dedicate adequate time to complete the required course activities. We expect you to demonstrate active learning, critical thinking, and problem-solving skills, participate in class discussions, and complete the course requirements satisfactorily and on time. This course is structured to be a rewarding learning experience that will provide meaning for you as an informational professional.

Assessment and Evaluation Methods

Assignments and exams should be handed-in electronically on the Canvas course site. Submissions without identity cannot be credited. All assignments are due the day of class by 11:59pm (see Course Schedule for specific due dates).

Total Points: 100 points

- 4 Assignments 50% [Group]

- Final Essay 20% [Individual]

- Contributions and Discussion Board 20% [Individual]

- Attendance and Participation 10% [Individual]

Assignments   50 points   (50%)
The assignments are to be completed by group. Each group consists of 3-4 students self-selected by you (sign-up on Canvas). If you do not self-select your group members by January 19th, the instructor will randomly assign you to a group. Each group will remain the same for all the exercises during the semester and under usual circumstances changing groups is not possible. If the situation does arise where it is impossible for you to work in your group, then you will have to negotiate with other group members to warrant an exchange. Please treat group members with respect and conduct yourself professionally (e.g., frequent and effective communication and adequate contribution). For example, if a group member does not respond to group communication in 48 hours or misses a group meeting without reasonable plans/measures to make up for the absence, the group may decide not to work on the assignment with that disorganized member. Such cases will involve giving disorganized individuals a chance to finish the assignment on his/her own, if s/he explains the circumstances that led to being ostracized from their original group and make a formal request for a makeup opportunity (at least three days before the due date). However, two points will be automatically deducted from the grade if the assignment is finished individually. For each assignment, each student should submit a brief statement about how each group member has contributed to the work. The final grade for each student will depend partly on their contributions. If there are problems in the group, do not wait until the end to tackle the matter: address, negotiate, and resolve the problem right away.

There are four assignments (three of equal value, with the final project worth twice as much) that have to be submitted before a specific date/time via the Canvas. Each assignment will be available about two weeks before its due date. It is to your advantage to start as soon as possible so you will have opportunity to revise your responses before the due date. Late submissions are subject to point deductions (1 point per day). Mark your calendars for due dates.

Final Essay   20 points   (20%)
The essay will be completed individually by each student separately without consulting other students in the class. It will be a take-home essay and will be made available on the designated days via the Canvas class website. You will have several days to complete it.

No excuses for late essay will be accepted unless there is a health-related emergency for which written proof will be required. Make sure your network connection and technology are working to complete and submit your essay on time. The essay are open-book exams, comprising of a combination of demonstrating expertise in a knowledge area and addressing a comprehensive examination-type question. Each relate to different exit requirements for the program and prepare you for both the ePortfolio and comprehensive examination options as well as meet learning outcomes of the course. For part 1 of the final essay, you will articulate and synthesize one of three essential *concepts* and/or *theories* fundamental to 520. For part 2 of the final essay, you will be given a question as appear on comprehensive examination. Questions reflect broad educational experiences and require students to integrate knowledge gained from 520.

Contributions on Discussion Board   20 points   (10%)

You are expected to participate in online discussions on class materials via the Canvas class site (follow guidelines specified on Canvas). Make sure that you post in the correct place assigned based on the guidelines specified on Canvas. Posting in the wrong place may lead to no credit for that task. Also make sure you post during the week of the class. I suggest that you type in a Word document first then copy and paste the content to the discussion board. Here are examples of discussion board tasks.
1. On the designated class discussion board, post one electronic message, sharing new material on a certain class topic with a review (in your own words) of the material you share. The new material can include articles from reputed journals, content on websites from authoritative sources, professional description of information resources, current news items on information organization concepts, etc. Your review should be at least 200 words without counting the bibliographic information and may include discussion of the material posted, reflections on the material posted, strengths and/or weaknesses of the material, relevance of the material to the class topics and/or profession, etc. You are welcome to share more than one new material, but at least one of them must meet the requirements described above.
2. On the designated class discussion board, complete short answer to a question of the week.

The instructor will not give separate comments or grades on each post. Grading will be based on whether the posts meet the described expectations (e.g., length, substantiality, and meeting deadlines). The purpose of this assignment is to promote information exchanges, develop expertise, and build a community of sharing amongst the student body.

Participation   10 points   (10%)

It is important to note that class participation is ten percent of your grade because participation is an important component of facilitating learning in this class. Participation points come from attending class. It is assumed that each student will miss no more than one session and will speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade. Regular attendance is required and necessary.

The UTK School of Information Sciences (SIS) does not recommend that students attend online classes while driving or riding in motorized vehicles".

Another note of interest: (For students connecting from TN and possibly other states) Texting while driving a vehicle in Tennessee is illegal. http://tn.gov/safety/article/top10tnlaws
Texting While Driving Law (TCA 55-8-199)

Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you must be absent from class, you must:
   • Inform me in advance or as soon as possible after class
   • Submit any work due from the missed class period
   • Watch/listen to the archive of the class you missed
Acceptable reasons for absence from class include:

   • Illness
   • Serious family emergencies
   • Special curricular or job requirements (e.g., field trips, professional conferences) or participation in official university activities such as music performances, athletic competition or debate
   • Military obligation
   • Severe weather conditions
   • Religious holidays
   • Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Other reasons may also be approved.

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

On Evaluation and Grading

Evaluation of your work is based on quality not quantity. Thus, all assignments should be concise, specific, organized, and follow the instructions; they must be turned in by the deadline.

Grading by its very nature is a subjective process, and it is virtually impossible to design exercises that can be objectively quantified with precise numeric scores. Sometimes, mathematical and administrative errors in grading occur; you are entitled to request for a review. Please make your request immediately after the distribution of the assignments, preferably in type-written form to me; after one week, the grades reported to you are final.

Grades

At the end of the course, I will convert the points earned into a percentage:

> 93% and above = A
>
> 85% to 92%   = B+
>
> 79% to 84%   = B
>
> 75% to 78%   = C+
>
> 70% to 74%   = C
>
> 60% to 69%   = D
>
> below 60%   = F

Academic Integrity: "As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity" (Hilltopics Student Handbook, The University of Tennessee, Knoxville, http://hilltopics.utk.edu/academics/). Cheating, plagiarism, providing unauthorized help and other acts of dishonesty violate the rule of academic honesty; the offender will be subject to penalties as set forth in Hilltopics.

Special Needs: If you need course adaptations or accommodations because of a documented disability or if you have an emergency, please contact the Office of Disability Services at 2227 Dunford Hall, Knoxville, or at (865) 974-6087. This will ensure that you receive adequate services to meet your needs.

Policy on Inclement Weather & Unforeseen Circumstances: If the university is officially closed, classes will be canceled. I may revise the schedule after the missed session. Any type of arrangements will be discussed with you in advance and announced in class or via e-mail.

Inclement weather: If the university is closed, classes will be canceled. For online classes, any changes will be announced via Canvas and email. If disasters occur in your location, please notify me when it is safe to do so and make arrangements to view class recordings.

CCI Diversity Statement: (College of Communication and Information Bylaws, Section II-C): The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community (see http://www.cci.utk.edu/diversity-statement for CCI's full Diversity Statement).

Course schedule

Date	Topic	Readings	Assignment Due
Week 1 1/12	Introduction	(1) Taylor & Joudrey Chapter 1 (2) Glushko, B. The Discipline of Organizing. Chapter 1 (pages 25-52, skip 1.10)	
Describing and Defining Information			
Week 2 1/19	IO/IR Overview; Metadata definitions	(1) Taylor & Joudrey Chapter 2 & 3 (2) Chu Chapter 1. (3) Hitt, J. (1996, March 10). The theory of supermarkets. *New York Times Magazine*, pp. 56-61, 94, 98 (4) TDO Chapter section 3.3 (5) TDO section 2.8	GROUP SIGN-UP by January 19
Week 3 1/26	Metadata concepts Metadata standards	(1) Taylor & Joudrey Chapter 4. (2) "NISO: Understanding metadata" URL: http://www.niso.org/publications/press/UnderstandingMetadata.pdf (3) TDO Chapter 4 (4) TDO Chapter 5	
Week 4 2/2	Metadata Encoding Metadata Crosswalks	(1) Taylor & Joudrey Chapter 5 and Chapter 7. (2) Chu Chapter 3. (3) TDO Chapter 9	Assignment 1 due by 11:59 PM EST
Week 5 2/9	FRBR: Intellectual works and their manifestations	(1) Tillett, B. (2003). What is FRBR?: A Conceptual Model for the Bibliographic Universe. URL: http://www.loc.gov/cds/downloads/FRBR.PDF (2) IFLA. *Functional Requirements for Bibliographic Records*. (Current Text). Chapter 3, "Entities." pp. 13-30. URL: http://www.ifla.org/en/publications/functional-requirements-for-bibliographic-records	
Week 6 2/16	Cataloging standards: AACR2r & RDA	(1) Chan, L. M.(1994). *Cataloging And Classification: An Introduction* (2nd Ed.). New York: McGraw-Hill. Chapter 1. pp 3-28. (2) Furrie, Betty. Understanding MARC (Machine Readable Cataloging). Current ed. URL: http://lcweb.loc.gov/marc/umb; OR MARC 21 Formats: Contents. Read general introduction and MARC 21 Format for Bibliographic Data. URL: http://www.itsmarc.com/crs/bib0001.htm. (3) Hart, A. (2010). *The RDA Primer: A Guide for the Occasional Cataloger*. Chapter 1, 2, & 5. pp 1-12, 29-34 (4) TDO Chapter 3	
Week 7 2/23	Authority Control	(1) Taylor & Joudrey Chapter 8. (2) Burger, Robert H. 1985. *Authority work: The creation, use, maintenance, and evaluation of authority records and files*. Littleton, CO: Libraries Unlimited. pp 3-20. (3) TDO Chapter section 4.4	
Information Organization Tools and Processes			
Week 8 3/2	Subject Access and Vocabulary Control	(1)Taylor & Joudrey Chapter 9 and 10 (2) National Information Standards Organization. (2005). Controlled Vocabularies – Purpose, Concepts, Principles, and Structure. In *Guidelines for the Construction, Format, and Management of Monolingual Controlled Vocabularies ANSI/NISO Z39.19-2005* (pp. 10-20). Bethesda, MD:	Assignment 2 due by 11:59 PM EST

		NISO Press. (3) TDO Chapter section 9.2.3.2	
Week 9 3/9	Subject access: Indexing and Abstracting	(1) Lancaster, F.W. 2003. *Indexing and Abstracting in Theory and Practice*. 3rd ed. London, UK: Facet Pub. Chapters 1 – 3. (2) Chu Chapter 2. (3) American National Standards Institute. *Guidelines for Abstracts*. ANSI/NISO Z39.14. Bethesda, MD: NISO Press, 1997. URL: http://www.mariapinto.es/ciberabstracts/Articulos/Z39-14.pdf	
Spring Break– 3/13-3/17- **No Class 3/16**			
Week 10 3/23	Classification and Categorization	(1) Chan, L. M. (1994). *Cataloging And Classification: An Introduction* (2nd Ed.). New York: McGraw-Hill. Chapters 11. pp. 259-267. (2) Taylor & Joudrey Chapter 11. (3) Mai, Jens-Erik. (2011). The modernity of classification. *Journal of Documentation, 67*(4), 710-730. (4) TDO Chapter 7 and TDO Chapter 8	
Week 11 3/30	Indexing of Non-textual Material	(1) Layne, S. S. (1994). Some issues in the indexing of images. *Journal of the American Society for Information Science, 45*(8): 583-588. (2) Chu Chapter 4 (3) TDO Chapter section 5.4 "Describing Non-text Resources" p.277-282	Assignment 3 due by 11:59 PM EST
Week 12 4/6	Taxonomy Ontology Semantic Web	(1) Soergel, D. (1999). The rise of ontologies or the reinvention of classification. *Journal of the American Society for Information Science, 50*(12), 1119-1120. (3) Jepsen, T. C. (2009). Just what is an ontology, anyway? IT Professional, 11(5), 22-27. (4)TDO Chapter 6 (5) TDO Chapter section 9.4.3	
Week 13 4/13	System Design; Integrated Library System	(1) Taylor & Joudrey Chapter 6. (2) Allen, B. (1996). Designing systems to meet expressed information needs. In *Information Tasks: Toward a User-Centered Approach to Information System* (pp. 152-182). San Diego, CA: Academic Press. (3) Wang, Y. & Dawes, T. A. (2012). The next generation integrated library system: a promise fulfilled. *Information Technology and Libraries*. 31 (3): 76-84 (4)TDO Chapter 10 & 11	
Week 14 4/20	Review		Assignment 4 due by 11:59 PM EST
Week 15 4/27	Course evaluation; Final exam		Final Essay

			[Exam] 5/2 (8am) – 5/9 (8PM EST)