INSC 512: Information Organization and Retrieval

INSC 512-Sec001: Information Organization and Retrieval
University of Tennessee, Knoxville
Class Meetings: Tuesday, 6:30 pm EST on ZOOM;
ZOOM Course ID/Link: https://tennessee.zoom.us/j/9798451036

Faculty Contact Information
• Stephen Bales, PhD.
• sbales@utk.edu
• 4225 Cripple Creek Ct, College Station, TX 77845
• 979-583-3252
• https://sis.utk.edu/profile?smid=5376
• Office Hours: By appointment

SIS Office Information
• 450 Communications Bldg.
• 1345 Circle Park Drive
• Knoxville, TN 37996-0341
• SIS Office: 865.974.2148
• Fax (SIS): 865.974.4667

Catalog Description
Required course. Introduction to subject vocabularies and classification systems; theories and methods of information organization and retrieval, including approaches to evaluating information retrieval systems. Practical, ethical, and representational issues related to IR systems implementation.
Additional Information

This course is an introduction to the basic methods, principles, and technologies underlying information organization (IO) and information retrieval (IR) systems with the belief that this knowledge will provide a strong foundation for information professionals to bring information and users together. Topics will include information environments and retrieval tools; basic and advanced search skills; approaches to describing information resources (including metadata and descriptive cataloging); theories and practices of providing subject access (including classification and indexing); issues in IO and IR (including authority control; search interface design and evaluation). Students will also be introduced to the ethical, political, and representational issues related to search, IO, and IR systems.

Student Learning Outcomes

Students who complete this course will be able to:

- **Identify** the variety of descriptive practice and retrieval tools used in diverse information communities (Program Outcomes or PO for short: 1, 3, 4, 6, 7)
- **Be aware of** issues related to diversity and representation in information availability, access, and retrieval (PO: 2, 4, 5)
- **Know about** theories concerning categorization, subject vocabularies, and classification (PO: 1, 8)
- **Discuss and compare** information retrieval system design and evaluation, from both the user perspective and the system perspective (PO: 1, 8)
- **Apply** basic and advanced information search skills (PO: 1, 8)

Course Design

This course is delivered synchronously via ZOOM software. Course content will incorporate lecture, activities, and discussion. You will complete small group, larger group, and individual assignments.

Required Texts

In this course, we do not have a required textbook. Class readings are available on the Canvas course site, are available electronically through the UTK library catalog, or accessible via the open web.
Email
I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred address if you don’t wish to check both accounts.

Instructor Availability
Office hours for the semester will be made by appointment and held either by phone or Zoom meeting. The instructor will respond to student email within 48 hours of receipt.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements
You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The Office of Information Technology (OIT) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv to insure you’re made aware of course-related information. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

Technical Support
Please review the SIS Technology Introduction website for help getting started with the tools you’ll need in the program: https://sis.utk.edu/techintro/
For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the Contact Form, or at the Walk-in HelpDesk.

Course Resources
- Getting Started with Zoom,
- Online@UT Canvas, the
- UT Library, the UT Library's
- Information for Distance Education, and
- UT Research Guides and Subject Librarians
Other Useful Resources for Class:

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSI/NISO</td>
<td><a href="http://www.niso.org">http://www.niso.org</a></td>
</tr>
<tr>
<td>UDC</td>
<td><a href="http://www.udcc.org/about.htm">http://www.udcc.org/about.htm</a></td>
</tr>
<tr>
<td>Dublin Core Metadata DC generator</td>
<td><a href="http://dublincore.org">http://dublincore.org</a></td>
</tr>
<tr>
<td>IFLA Section on Cataloging</td>
<td><a href="http://www.ifla.org/cataloguing">http://www.ifla.org/cataloguing</a></td>
</tr>
<tr>
<td>Library of Congress: both catalog and authority records</td>
<td><a href="http://lcweb.loc.gov">http://lcweb.loc.gov</a></td>
</tr>
<tr>
<td>Organization for Advancement of Structured Info Standards (OASIS)</td>
<td><a href="http://www.oasis-open.org/">http://www.oasis-open.org/</a></td>
</tr>
<tr>
<td>OCLC</td>
<td><a href="http://www.oclc.org">http://www.oclc.org</a></td>
</tr>
<tr>
<td>The Open Archives Initiative (OAI)</td>
<td><a href="http://www.openarchives.org/">http://www.openarchives.org/</a></td>
</tr>
<tr>
<td>World Wide Web Consortium</td>
<td><a href="http://www.w3.org">http://www.w3.org</a></td>
</tr>
</tbody>
</table>

POLICIES

Attendance and Participation
It is assumed that each student be present and 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. A portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. If you have more than one absence, it will affect your class participation grade unless you have contacted me with a valid reason for missing class and provide me with adequate documentation (you will lose 100% of the maximum class participation grade; i.e., 10% of your final grade). If you miss class, you are expected to listen to the class playback via Canvas (although your absence will still be counted against you). If you will be missing a class, let me know.
Inclement Weather
“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at [http://utk.edu](http://utk.edu). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

**ADDITIONAL POLICIES AND POINTS OF INFORMATION**

Disabilities that may Impede Learning
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Civility
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [http://civility.utk.edu/](http://civility.utk.edu/).

CCI Diversity Statement
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.
**Instructor Status as a Title IX Mandatory Reporter**

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

**ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS**

**Academic Integrity**

Students should be familiar and maintain their Academic Integrity described in [https://hilltopics.utk.edu/academics/](https://hilltopics.utk.edu/academics/), p. 15 as: "Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work."

Students should abide by the [Honor Statement](https://hilltopics.utk.edu/student-code-of-conduct/ Section X. Honor Statement) "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."

**Plagiarism**

Statement about plagiarism and penalties, e.g., plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

*Specific examples of plagiarism are:*

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph). Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism.) Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

Assignments and Grading
Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

Preparation of Written Work
- I prefer that you use APA documentation style.
- All sources must be cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.
- All assignments must be word-processed and include your name, date, class number [INSC 512], and page number.
- All assignment documents must include your name in the document file name. All assignments should be submitted as Microsoft Word document or be openable with Microsoft Word. Do not submit assignments as pdfs.

Due Dates and Late Assignments
Assignments should be submitted to the "assignments" area of Canvas and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus and/or calendar (unless otherwise specified on the syllabus and/or calendar).

I will not accept late assignments unless I have been advised in advance and given a good rationale for lateness. Those assignments that are accepted as late assignments will earn reduced credit of at least one grade step (i.e. an A- becomes a B+) and perhaps more than one grade step depending on the tardiness.

Incompletes
Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of
circumstances” and solely at the discretion of the instructor. Plan your semester’s course of study carefully to insure sufficient time to complete the required work.
For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.
### Evaluation

Semester grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points per Credit Hour</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93≤</td>
<td>4</td>
<td>superior performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.99</td>
<td>3.5</td>
<td>better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83-87.99</td>
<td>3</td>
<td>satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>2.7</td>
<td>intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>2.5</td>
<td>less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70-77.99</td>
<td>2</td>
<td>performance well below the standard expected of graduate students.</td>
</tr>
<tr>
<td>F</td>
<td>59.99≥</td>
<td>(no points)</td>
<td>extremely unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>I</td>
<td>(no quality points)</td>
<td>(no quality points)</td>
<td>a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.</td>
</tr>
<tr>
<td>S/NC</td>
<td>(carries credit hours, but no quality points)</td>
<td>(carries credit hours, but no quality points)</td>
<td>S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the Graduate Catalog. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.</td>
</tr>
<tr>
<td>P/NP</td>
<td>(carries credit hours, but no quality points)</td>
<td>(carries credit hours, but no quality points)</td>
<td>P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.</td>
</tr>
<tr>
<td>W</td>
<td>(carries no credit hours or quality points)</td>
<td>(carries no credit hours or quality points)</td>
<td>indicates that the student officially withdrew from the course.</td>
</tr>
</tbody>
</table>

### Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

### MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

Assignments: Descriptions, Due Dates, and Program Outcomes for SLC

This table provides a brief summary of assignment names, due dates, grade distribution, and associated program outcomes. Further information follows below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>10</td>
<td>ongoing</td>
<td></td>
</tr>
<tr>
<td>Topic Presentation [paired assignment]</td>
<td>10</td>
<td>Various / sign up</td>
<td>1, 6, and/or 8, depending on the topic</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>10</td>
<td>Various, TBA</td>
<td>May include 1, 2, 3, 4, and 5</td>
</tr>
<tr>
<td>Three Individual Assignments</td>
<td>15 pts each, 45 in total</td>
<td>Various, see course schedule</td>
<td>See description below</td>
</tr>
<tr>
<td>Group Project [Group]</td>
<td>25</td>
<td>Wednesday 11/27</td>
<td>1, 6, and 8</td>
</tr>
</tbody>
</table>

**TOTAL** 100
**PARTICIPATION (10%)**

Much of the course material will be presented in the readings. You are expected to do the reading assigned for class and come to class prepared to offer your opinions and insights or ask questions. To participate in class, you must be in attendance, so being present (physically and mentally) is pretty important.

If you have more than one absence, it will affect your **class participation grade** unless you have contacted me with a valid reason for missing class and provided proper documentation (you will lose 100% of the maximum class participation grade; i.e., 10% of your final grade). If you miss class, you are expected to listen to the class playback via Canvas (although your absence will still be counted against you). If you will be missing a class, let me know.

**TOPIC PRESENTATION (10%)** [PO: 1, 6, and/or 8, depending on the topic]

Students will pair up and choose a topic related to information organization and presentation and make a presentation during the semester. Each presentation should be about 10 minutes. Details and signup method will be announced in the first class. Both students in the pair will receive the same grade for the assignment.

**ONLINE DISCUSSIONS (10%)** [PO: may include 1, 2, 3, 4, and 5.]

You are expected to participate in online discussions on class materials via the Canvas class website (follow guidelines specified on Canvas). The following are the specific kinds of posts you should make individually during the semester:

- On the designated electronic discussion board, post a personal introduction and answer the questions listed (post due by June 5, end of day).
- On the designated electronic discussion board, post AT LEAST ONE electronic message during the semester sharing new materials on class topics with a review (in your own words) of the shared materials. At least ONE electronic message should be made before July 31, end of day. Your post (at least 150 words without counting the bibliographic information) may include discussion of materials posted, strengths and/or weaknesses of the materials, relevance of the materials to the class topics and/or profession, etc. Make sure the post is made before the deadline and the word count expectation is met, otherwise the post will not be counted for your grade. New materials for discussing can include articles from reputable journals, content on websites from authoritative sources, professional description of information resources, current news items on information organization concepts, etc. All posts must add significant contributions to the topics covered in class.
- On the designated electronic discussion board, share AT LEAST ONE responses during the semester to new materials posted by other students (submit threads to other students’ posts made under point 2). The electronic responses should be made before July 31, end of day. Your responses (at least 150 words) may include your reactions to each other’s shared materials, pros/cons to arguments presented, etc. Your responses should be more substantial than mere agreement or disagreement with your
colleague via sharing your rationale and critical insight. Make sure the post is made before the deadline and the word count expectation is met, otherwise the post will not be counted for your grade.

- You may be asked during specific classes during the semester to make additional posts about activities mentioned during the particular class. This is to insure that you are attentive and listening to all class content during the semester.

**INDIVIDUAL ASSIGNMENTS (45%)**

There will be three individual assignments that must be submitted before a specific date/time via Canvas. The detailed instructions and rubrics will be posted on the canvas site.

Assignment 1: Reflections on Searching (Essay). Two parts, due on two different dates. This writing assignment asks you to reflect on your information searching experience before taking this class and then compare that experience with the more advanced searching skills you will learn in this course. The purpose of this assignment is to give you an opportunity to summarize and review your knowledge on information search and reflect on how you can use this knowledge to improve your searching abilities. [PO: 1, 7, & 8]

Assignment 2: Information Description Exercise. This assignment includes questions and exercises on information resources description (metadata, cataloging, etc.). The purpose is to help you review and practice what you learn in class and gain a deeper understanding of course materials. [PO: 1 & 6]

Assignment 3: IRS Evaluation Reading Reflection (Essay). This writing assignment asks you to reflect on the what you have learned and read about IRS evaluation. The purpose of this assignment is to give you an opportunity to summarize and review knowledge on IRS evaluation and demonstrate you have achieved the learning outcomes regarding evaluation issues. [PO: 1, 3, & 8]

**GROUP ASSIGNMENTS: MINI CLASSIFICATION SYSTEM (25%) [PO: 1, 6, & 8]**

In this assignment, each group (3-5 students) will develop a mini classification scheme in an area of your own choice, mimicking the structure of Dewey Decimal Classification (DDC). Instructions and rubrics will be posted on the canvas site. Also see “Group Work Policy” in section V.

**DISCLAIMER**
Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.

COURSE SCHEDULE/OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION

TDO=The Discipline of Organizing—Glushko
TOI=The Organization of Information—Joudrey and Taylor
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
</table>
| Week 6 | 7/7 | Naming Authority Control | READ BEFORE CLASS | (1) TDO. Chapter section 4.4 "Naming resources"  
https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter4.pdf  
(2) TOI. Chapter 8 “Access and authority control”  
(3) Sandberg, Jane, & Jin, Qiang. (2016). How should catalogers provide authority control for journal article authors? Name identifiers in the linked data world. Cataloging & Classification Quarterly, 54 (8), 537-552.  
https://doi.org/10.1080/01639374.2016.123842 |
|---|---|---|---|---|
| Week 7 | 7/14 | Categorization & Classification | READ BEFORE CLASS | (1) TOI chapter 11 “Systems for categorization”  
| Week 8 | 7/21 | Subject Analysis Controlled Vocabularies | READ BEFORE CLASS | TOI Chapter 10 “Systems for vocabulary control” |
https://www.taylorfrancis.com/books/e/9780203757635/chapters/10.1081/E-ELIS3-120044374 (14 pgs)  
<p>| | | | | Form groups, topics for Group Project Assignment 2 (due end of day 7/10); Discussion Board (due end of day 7/31) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>New Developments in IO/IR; IRS Review &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>READ BEFORE CLASS</td>
</tr>
<tr>
<td></td>
<td>SKIM BEFORE CLASS</td>
</tr>
<tr>
<td></td>
<td>Assignment 3 (due end of day 7/8); Group Project (due end of day 7/8)</td>
</tr>
</tbody>
</table>