

**Spring 2021**

**INSC 512-Sec001: Information Organization and Retrieval**

**The School of Information Sciences**

**The University of Tennessee**

**Class Meetings: Monday, 6:30pm - 9:10pm (U.S. Eastern Time)**

**Location: Zoom <https://tennessee.zoom.us/j/92408502533>**

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## **I. COURSE 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.

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.

## **II. STUDENT 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)

## **III. COURSE DESIGN**

The course adopts an active learning approach. Students are r

equired to complete all required readings, attend all class lectures online via Zoom, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All required readings are listed in the **Course Schedule** section of this syllabus. Optional readings are also provided.

## IV. REQUIRED TEXTS:

In this course, we do not have required textbook. Class readings are available on the Canvas course site (some are from the recommended texts), downloadable from each class module.

### RECOMMENDED TEXTS:

Joudrey, D. N., & Taylor, A. G. (2017). *The organization of information* (4<sup>th</sup> ed.). Englewood, CO: Libraries Unlimited. ISBN-13: 978-1598848588

Glushko, R. J. (2016). *The discipline of organizing* (4th ed. Professional ed.)<sup>1</sup>. O'Reilly Media.  
<https://ischools.org/Discipline-of-Organizing>

Ruthven, I., & Kelly D. (2011). *Interactive Information Seeking, Behaviour and Retrieval*. London, UK: Facet Publishing.

## V. POLICIES

### COMMUNICATION

I encourage you to ask questions and give me feedback at any time so that I may assist you or adjust my teaching plan. The best way to reach me is by email (xzhu12@utk.edu). I don't have regular office hours each week, but you are welcome to make appointments and meet with me in person or chat with me via Zoom (6086585155).

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.

### COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, email, listservs, and Canvas. 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.

### CLASS ATTENDANCE POLICY

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 substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade; there will be a penalty of three (3) points for each class you miss without acceptable reasons. Contact me as soon as possible if you cannot attend class. If you will 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
- Obtain notes, slides, etc. from Canvas
- Watch the class recording/playback if available (usually available 24 hours after the class meeting)
- Check with classmates for notes, announcements, etc., in case the recording is incomplete

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<sup>1</sup> This book has many editions. The one we are using is currently available in digital format through <https://ischools.org/Discipline-of-Organizing>.

*Acceptable reasons for absence from class include:*

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

#### **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://safety.utk.edu/emergency-management/inclement-weather-policy/>). SIS will cancel classes when UT is closed. Please check the SIS student listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) for messages about closing.

#### **DISABILITIES THAT CONSTRAIN LEARNING**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

#### **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/>.

#### **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.

## ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/academics/> 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** described in the same Hilltopics, <http://hilltopics.utk.edu/academics/>:

*“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. 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

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:*

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor’s approval;
- 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.”**

## GROUP WORK POLICY:

Some of the assignments are to be completed by group. Each group consists of students self-selected by you. Once groups have formed, each group must complete a **group agreement**, which specifies the responsibilities, communication methods, how you will handle difficult situations, etc. For example, you may specify that if one group member consistently shows a lack of professionalism (e.g., poor/untimely communication and inadequate contribution—you will have to define these terms), the rest of the group will seek the instructor’s intervention. At the end of the semester, each student will fill out a peer-evaluation form and inform me the performance of each group member. The final grade for your group projects will depend partly on the individual performance.

## VI. 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.

### PREPARATION OF WRITTEN WORK

- All assignments must be in MSWord format, letter size, with an 11 or 12-point font and 1" margins on all sides, use **single line spacing** and reasonable paragraph spacing (0-12 pt), and include page numbers. Do not include a cover page. Simply include your name, course number (INSC 512) and date at the top of the first page.
- Name all assignment documents following the file name designation specified in section VII.
- Use either APA or Turabian/CMS documentation styles when you cite sources (texts, readings, and/or external sources). All sources must be properly cited, and quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.

### 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. If your assignment is not ready by the deadline...

- You must send me an email informing me that your assignment will be late.
- After submitting your assignment to Canvas, send me an email informing me that your assignment has been submitted.
- One point will be deducted for each 24-hour hour period the assignment is not turned in.
- Late submissions will not be credited if the graded assignments have already been returned to the rest of the class.

### INCOMPLETES

Based on the adopted University of Tennessee, Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent students 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 ensure 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.

### ASSIGNING GRADES

Please note that I do not assign letter grades for individual assignments but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the "Evaluation" scale for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/total possible points over the course of the semester.

### GRADING DISPUTE

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. If you need clarification for the grade you receive, please make your request immediately after the distribution of the assignments; after one week, the grades reported to you are final.

## EVALUATION

Grades will be assigned according to the following scale:

A	≥93	(4 quality points per semester hour) superior performance.
A-	90-92.75	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.75	(3 quality points per semester hour) satisfactory performance.
B-	80-82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	≤59.75	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) 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.
S/NC		(carries credit hours, but no quality points) 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 <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

## 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.

## VII. ASSIGNMENTS: DESCRIPTION

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment	Points	Due Date	Program Objectives
Participation	15	ongoing	
Discussion Facilitation [individual]	10	Various / ongoing	1, 6, and/or 8
Assignment 1: Reflections on Searching [individual]	20	Feb. 7 (pt. 1), Feb. 28 (pt. 2)	1, 7, and 8

Assignment 2: Resource Description [individual]	15	March 15	1 and 6
Assignment 3: IRS Evaluation [individual]	15	May 3	1, 3, and 8
Group Project [Group]	25		1, 6, and 8
<b>TOTAL</b>	<b>100</b>		

**PARTICIPATION (15%)**

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.

**DISCUSSION FACILITATION (10%)**

Though you will be taking part in discussions every week, you will have special facilitating roles twice during the semester: once as discussion leader, and once as reporter. Discussion leaders are responsible for coming up with small group discussion questions for their assigned week and making sure each group member participates. Reporters are responsible for taking notes during discussion and reporting back to the full class. Further details and week assignments will be provided during class.

**INDIVIDUAL ASSIGNMENTS (50%)**

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.

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.

Assignment 3: IRS Evaluation Reading Reflection (Essay). This writing assignment asks you to reflect on 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.

File naming: YourLastNameFirstName\_Assignment#, e.g., SmithJohn\_Assignment1

**GROUP ASSIGNMENTS: MINI CLASSIFICATION SYSTEM (25%)**

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 are available on the canvas site. Also see “Group Work Policy” in section V.

File naming: GroupNumber\_classification, e.g., Group1\_classification

## VII. COURSE SCHEDULE (SUBJECT TO CHANGE; “MODULES” ON CANVAS INCLUDE THE MOST UPDATED VERSION)

TDO=THE DISCIPLINE OF ORGANIZING

TOI=THE ORGANIZATION OF INFORMATION

UNIT # & LEARNING OUTCOMES	Readings	Responsibilities
<p><b>UNIT 1: INTRODUCTION (1/25)</b></p> <p>Remember</p> <ul style="list-style-type: none"> <li>- Several acronyms: IO, IR, IRS, DB...</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>- My expectations</li> <li>- What the course is about</li> </ul>	<p>TDO Chapter 1: Foundations for organizing systems  <a href="https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter1.pdf">https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter1.pdf</a></p>	
<p><b>UNIT 2: BASICS OF IO/IR SYSTEMS (2/1)</b></p> <p>(Remember Level)</p> <ul style="list-style-type: none"> <li>- List at least three milestones and three distinguished researchers in IR development</li> <li>- Define <i>records, fields, sequential files, and inverted files</i></li> </ul> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Identify the information organization tools developed and used in different information agencies, including libraries, archives, and museums</li> <li>- Describe how search engines (e.g. Google) work</li> <li>- Explain <i>information organization, information representation, and information retrieval</i></li> <li>- Explain the role of information organization and information representation in information retrieval systems</li> </ul>	<p>(1) Karen Markey (2019). Chapter 1: Online searching in the age of the information explosion. In Karen Markey, <i>Online searching</i> (pp. 1-18). Rowman &amp; Littlefield Publishers.</p> <p>(2) Colleen Cool &amp; Nicholas J. Belkin (2011). Interactive information retrieval: History and background. In Ian Ruthven &amp; Diane Kelly (eds.) <i>Interactive information seeking, behaviour and retrieval</i> (pp. 1-14). Facet Publishing.</p> <p>(3) Mark D. Smucker (2011). Information representation. In Ian Ruthven &amp; Diane Kelly (eds.) <i>Interactive information seeking, behaviour and retrieval</i> (pp. 77-93). Facet Publishing.</p> <p>(4) Suzanne S. Bell (2014). Chapter 1: Database structure for everyone: Records, fields, and indexes. In Suzanne S. Bell, <i>Librarian's guide to online searching</i> (3<sup>rd</sup> ed). Library unlimited. (20 pgs)</p> <p>(We have more readings than usual this week, but less next week!)</p> <p><b>Recommended for learners interested in this area or just history:</b></p> <p>(1) Donna Harman (2019), "Information Retrieval: The Early Years", <i>Foundations and Trends in Information Retrieval</i>: Vol. 13, No. 5, pp 425–577. DOI: 10.1561/15000000065.</p>	<p>Assignment 1  <i>(Reflections on Searching)</i> Part 1 due Sunday 2/7</p>
<p><b>UNIT 3: SEARCHING (2/8)</b></p> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Explain the following concepts:             <ul style="list-style-type: none"> <li>o False drop</li> <li>o Stop word</li> <li>o Controlled vocabularies</li> <li>o Recall, precision, and their relationship</li> <li>o Facets</li> </ul> </li> </ul> <p>(Apply Level)</p> <ul style="list-style-type: none"> <li>- Use the following search skills/techniques             <ul style="list-style-type: none"> <li>o Boolean searching</li> <li>o Field searching</li> <li>o Proximity searching</li> <li>o Truncation; wildcards</li> <li>o Filters</li> </ul> </li> </ul>	<p>(1) Suzanne S. Bell (2014). Chapter 2: The searcher's toolkit: Part 1. In Suzanne S. Bell, <i>Librarian's guide to online searching</i> (3<sup>rd</sup> ed). Library unlimited. (23 pgs)</p> <p>(2) Suzanne S. Bell (2014). Chapter 3: The searcher's toolkit: Part 2. In Suzanne S. Bell, <i>Librarian's guide to online searching</i> (3<sup>rd</sup> ed). Library unlimited. (14 pgs)</p> <p>(eBook available through lib.utk.edu)</p>	
<p><b>UNIT 4: USERS &amp; RELEVANCE (2/15)</b></p> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Recognize user-center design and system-centered design</li> <li>- Explain interactive information retrieval</li> <li>- Discuss the concept of relevance from multiple perspectives</li> <li>- Discuss the roles of the following groups in IR system             <ul style="list-style-type: none"> <li>o Information consumers</li> <li>o Advanced searchers</li> </ul> </li> </ul>	<p>(1) TDO Chapter 10: Interaction with Resources: Sections 10.1 "Introduction", 10.2 "Determining interactions", &amp; 10.5 "Evaluating interactions."  <a href="https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter10.pdf">https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter10.pdf</a></p> <p>(2) Tefko Saracevic (2007). Relevance: A review of the literature and a framework for thinking on the notion in information science. Part III: Behavior and effects of relevance. <i>Journal of the American Society for Information Science and Technology</i>, 58(13), 2126-2144.</p>	

UNIT # & LEARNING OUTCOMES	Readings	Responsibilities
<ul style="list-style-type: none"> <li>○ Information organizers</li> <li>○ System designers</li> </ul>	<p>(3) Bilal, D. (2012). Ranking, relevance judgment, and precision of information retrieval on children’s queries: Evaluation of Google, Yahoo!, Bing, Yahoo! Kids, and ask Kids. <i>Journal of the American Society for Information Science and Technology</i>, 63(9), 1879-1896.</p> <p>(4) Carr, Nicholas (2008). Is google making us stupid? <i>The Atlantic</i>, July/August. <a href="https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/">https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/</a></p> <p><b>Recommended for advanced learners:</b></p> <p>Borland, P. (2013). Interactive Information Retrieval: An Introduction. <i>Journal of Information Science Theory and Practice</i>, 1(3), 12-32.</p>	
<p><u>UNIT 5: INFORMATION DESCRIPTION: METADATA (2/22)</u></p> <p>(Remember Level)</p> <ul style="list-style-type: none"> <li>- List at least five elements in the Dublin Core Metadata Element Set</li> </ul> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Explain the basic concepts about metadata, including metadata elements, metadata record, metadata scheme, metadata statement, metadata standard, metadata application profile, metadata scheme semantics, metadata scheme structure, metadata scheme syntax, etc.</li> <li>- Recognize an XML encoded MD scheme</li> <li>- Explain the importance of metadata crosswalks</li> <li>- Identify the type of a metadata element</li> </ul> <p>(Apply Level)</p> <ul style="list-style-type: none"> <li>- Create basic MD records based on given simple metadata scheme (e.g., Dublin Core) and examples</li> </ul>	<p>(1) Elings, Mary W., &amp; Waibel Gunter (2007). Metadata for all: Descriptive standards and metadata sharing across libraries, archives and museums. <i>First Monday</i> 12(3-5). <a href="https://firstmonday.org/article/view/1628/1543#e2">https://firstmonday.org/article/view/1628/1543#e2</a></p> <p>(2) TOI. Chapter 5: Introduction to metadata (pp. 181-203)</p> <p><b>Recommended for advanced learners:</b></p> <p>TDO. Chapter 5: “Resources description and metadata” and Chapter 9: “The form of resource description” <a href="https://ischools.org/Discipline-of-Organizing-Professional">https://ischools.org/Discipline-of-Organizing-Professional</a></p> <p>“NISO: Understanding metadata” URL: <a href="http://groups.niso.org/apps/group_public/download.php/17446/Understanding%20Met%E2%80%A6">http://groups.niso.org/apps/group_public/download.php/17446/Understanding%20Met%E2%80%A6</a></p>	<p>Assignment 1 (Reflections on Searching) Part 2 due Sunday 2/28</p>
<p><u>UNIT 6: INFORMATION DESCRIPTION PRACTICES IN LIBRARIES AND ARCHIVES (3/1)</u></p> <p>(Remember Level)</p> <ul style="list-style-type: none"> <li>- Memorize the full forms of the following acronyms: ISBD, IFLA, LRM, RDA, AACR2, ISBN, OCLC, DACS, EAD, etc.</li> </ul> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Describe the basic process of creating a catalog record in libraries</li> <li>- Describe the basic process of creating finding aids in archives</li> <li>- Recognize MARC records in various syntaxes</li> <li>- Identify MARC tags in MARC records</li> <li>- Locate the cataloging standards and bibliographic record reference tools</li> </ul> <p>(Apply Level)</p> <ul style="list-style-type: none"> <li>- Use reference tools to interpret the major tags (100, 110, 245, etc.) in MARC records</li> </ul>	<p>(1) Chan, L. M. &amp; Salaba, A. (2015). <i>Cataloging and Classification: An Introduction</i> (4th Ed.). MD: Rowman &amp; Littlefield Publishers. Chapter 1. (eBook available through lib.utk.edu)</p> <p>(2) Trace, C. B. &amp; Dillon, A. (2012). The evolution of the finding aid in the United States: From physical to digital document genre. <i>Journal of Archival Science</i>, 12(4), 501-519. <a href="https://doi.org/10.1007/s10502-012-9190-5">https://doi.org/10.1007/s10502-012-9190-5</a></p> <p><b>Recommended for students interested in archival studies/practices:</b></p> <p>J. Gordon Daines III &amp; Cory L. Nimer. (2011) Re-Imagining Archival Display: Creating User-Friendly Finding Aids, <i>Journal of Archival Organization</i>, 9:1, 4-31. <a href="https://doi.org/10.1080/15332748.2011.574019">https://doi.org/10.1080/15332748.2011.574019</a></p>	
<p><u>UNIT 7: ISSUES IN IO/IR: SOCIAL ISSUES IN IO AND SEARCHING (3/8)</u></p> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Identify ethical and political issues in information practices, including searching and IR systems</li> <li>- Explain sources of biases in search/IR systems</li> <li>- Discuss these issues in terms of diversity and social justice</li> <li>- Discuss consequences of biases in search/IR systems</li> <li>- Discuss the implications for information professionals</li> </ul>	<p>(1) Granka, L.A. (2010). The politics of search: A decade retrospective. <i>The Information Society</i> 26(5), 364-74. <a href="http://www.eecs.harvard.edu/~michaelm/CS222/MR1.pdf">http://www.eecs.harvard.edu/~michaelm/CS222/MR1.pdf</a> <a href="https://doi.org/10.1080/01972243.2010.511560">https://doi.org/10.1080/01972243.2010.511560</a></p> <p>(2) Baker, P., &amp; Potts, A. (2013). “Why do white people have thin lips?": Google and the perpetuation of stereotypes via auto-complete search forms. <i>Critical Discourse Studies</i>, 10(2), 187-204. <a href="http://www.tandfonline.com/doi/abs/10.1080/17405904.2012.744320#.VjkDrK6rTOY">http://www.tandfonline.com/doi/abs/10.1080/17405904.2012.744320#.VjkDrK6rTOY</a></p> <p>(3) Olson, Hope A. (2007). How we construct subjects: A feminist analysis. <i>Library Trends</i>, 56 (2), 509–541. doi:10.1353/lib.2008.0007 <a href="http://muse.jhu.edu/article/231609">http://muse.jhu.edu/article/231609</a></p>	

UNIT # & LEARNING OUTCOMES	Readings	Responsibilities
<p><b>UNIT 8: ISSUES IN INFO DESCRIPTION: AUTHORITY CONTROL (3/15)</b></p> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Explain the importance of authority control</li> <li>- Discuss the history, the present, and the future of authority control</li> <li>- Locate the authority MARC record reference tools</li> </ul> <p>(Apply Level)</p> <ul style="list-style-type: none"> <li>- Demonstrate the structure of authority records</li> <li>- Use The Library of Congress Name Authority File (NAF) file via <a href="http://id.loc.gov/authorities/names.html">http://id.loc.gov/authorities/names.html</a> or <a href="http://authorities.loc.gov">http://authorities.loc.gov</a></li> </ul>	<p>(1) TDO. Chapter section 4.4 “Naming resources” <a href="https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter4.pdf">https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter4.pdf</a></p> <p>(2) TOI. Chapter 8 “Access and authority control”</p> <p>(3) Sandberg, Jane, &amp; Jin, Qiang. (2016). How should catalogers provide authority control for journal article authors? Name identifiers in the linked data world. <i>Cataloging &amp; Classification Quarterly</i>, 54 (8), 537-552. <a href="https://doi.org/10.1080/01639374.2016.123842">https://doi.org/10.1080/01639374.2016.123842</a></p>	<p>Assignment 2 (Question/Exercise Set on Canvas) due Sunday 3/21</p>
<p><b>UNIT 9: SUBJECT ACCESS: CLASSIFICATION AND CATEGORIZATION (3/22)</b></p> <p>(Remember Level)</p> <ul style="list-style-type: none"> <li>- Memorize the full forms of the following acronyms: LCC, LCSH, DDC, UDC, CC, etc.</li> </ul> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Explain the main characteristics of classical theory of categorization</li> <li>- Discuss the issues/problems with the classical theory of categorization</li> <li>- Describe the new developments in categorization theories</li> <li>- Explain the basic concepts regarding classification systems: concept, category, knowledge classification, notation, verbal description, schedule, enumerative classification, literary warrant, etc.</li> <li>- Identify the main features of the major classification systems—DDC, LCC, and CC</li> <li>- Describe the procedures of subject analysis</li> </ul> <p>(Apply Level)</p> <ul style="list-style-type: none"> <li>- Demonstrate the structure and use of DDC</li> </ul>	<p>(1) TOI chapter 11 “Systems for categorization”</p> <p>(2) Bowker, G. C. &amp; Star, S. L. (1999). Introduction: To classify is human. In <i>Sorting things out: Classification and its consequences</i> (pp. 1-32). MIT Press.</p> <p>(3) Glushko, R. J., Maglio, P., Matlock, T., &amp; Barsalou, L. (2008). Categorization in the wild. <i>Trends in Cognitive Sciences</i>, 12(4), 129 - 135.</p> <p><b>Recommended for interested learners:</b></p> <p>Mai, Jens-Erik (2011). The modernity of classification. <i>Journal of Documentation</i>, 67(4), 710-730</p>	<p>Form group; plan for the Group Project</p>
<p><b>UNIT 10: GUEST LECTURE ON IO PRACTICES (3/29)</b></p> <p>(Remember Level)</p> <ul style="list-style-type: none"> <li>- List the various types of information organization work/practices in academic library setting</li> </ul> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Explain the nature, practices, and importance of information organization work in libraries</li> </ul>		
<p><b>UNIT 11: SUBJECT ACCESS: VOCABULARY CONTROL AND CONTROLLED VOCABULARIES (4/5)</b></p> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Describe the process of natural language processing in IR systems</li> <li>- Explain the concept of controlled vocabulary</li> <li>- The basic structure of a controlled vocabulary</li> </ul> <p>(Apply Level)</p> <ul style="list-style-type: none"> <li>- Demonstrate the challenges of natural language in subject analysis and the necessity of vocabulary control</li> <li>- Interpret the structure of controlled vocabularies, in the case of LCSH and ERIC</li> <li>- Use the Library of Congress Subject Authority File via <a href="http://id.loc.gov/authorities">http://id.loc.gov/authorities</a></li> </ul>	<p>TOI. Chapter 10 “Systems for vocabulary control”</p> <p><b>Recommended for advanced learners:</b></p> <p>(1) National Information Standards Organization. (2005). Controlled Vocabularies – Purpose, Concepts, Principles, and Structure. In <i>Guidelines for the Construction, Format, and Management of Monolingual Controlled Vocabularies ANSI/NISO Z39.19-2005</i> (pp. 10—20). Bethesda, MD: NISO Press. <a href="https://www.niso.org/publications/ansiniso-z3919-2005-r2010">https://www.niso.org/publications/ansiniso-z3919-2005-r2010</a></p> <p>(2) TDO Chapter section 9.2.3.2 <a href="https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter9.pdf">https://ischools.org/resources/Documents/Discipline%20of%20organizing/Professional/TDO4-Prof-CC-Chapter9.pdf</a></p>	
<p><b>UNIT 12: SUBJECT ACCESS: INDEXING (4/12)</b></p> <p>(Understand Level)</p> <ul style="list-style-type: none"> <li>- Describe the process of indexing</li> </ul>	<p>(1) Weinberg, Bella Hass (2009). Indexing: History and theory. In Marcia J. Bates &amp; Mary Niles Maack (eds). <i>Encyclopedia of Library and information Science</i>, 3rd ed. <a href="https://www.taylorfrancis.com/books/e/9780203757635/chapters/10.1081/E-ELIS3-120044374">https://www.taylorfrancis.com/books/e/9780203757635/chapters/10.1081/E-ELIS3-120044374</a> (14 pgs)</p>	<p>Group Project (Mini Classification Scheme) due</p>

UNIT # & LEARNING OUTCOMES	Readings	Responsibilities
<ul style="list-style-type: none"> <li>- Identify and exemplify the three basic methods of the subject approach to information representation (indexing, categorization, &amp; summarization)</li> <li>- Describe the differences between assignment indexing, derivative indexing, and user tagging</li> <li>- Explain the differences of pre-coordination and post-coordination</li> <li>- Identify different elements in indexes</li> </ul> (Apply level) <ul style="list-style-type: none"> <li>- Use controlled vocabularies to index given documents</li> </ul> (Analyze Level) <ul style="list-style-type: none"> <li>- Compare the roles and/or potential roles of CVs and folksonomies in IR systems</li> </ul>	(2) Keyser, Piet de (2012). Chapter 2: Automatic indexing versus manual indexing. In Piet de Keyser (2012). <i>Indexing: From Thesauri to the Semantic Web</i> (pp. 39-63). Elsevier Science & Technology.  (3) Mai, Jens-Erik (2011). Folksonomies and the new order: Authority in the digital disorder. <i>Knowledge Organization</i> , 28(2), 114-122.  <b>Recommended for advanced learners:</b>  TOI Chapter 9 "Subject analysis"	Sunday 4/18
<u>UNIT 13: IR SYSTEM REVIEW AND EVALUATION (4/19)</u>  (Understand Level) <ul style="list-style-type: none"> <li>- Describe and discuss the various approaches/methods of search user interface evaluation</li> <li>- Describe the major approaches/methods of interactive information retrieval evaluation introduced in class and in requirement readings</li> </ul>	(1) Max Wilson (2011). Interfaces for information retrieval. In Ian Ruthven & Diane Kelly (eds.) <i>Interactive information seeking, behaviour and retrieval</i> (pp. 139-170). Facet Publishing.  (2) Ryen W. White (2016). Chapter 10: Evaluation measures. In Ryen W. White, <i>Interactions with search systems</i> (pp. 307-335). Cambridge University Press.  (3) Kelly, D., & Sugimoto C. R. (2013). A Systematic Review of Interactive Information Retrieval Evaluation Studies. <i>Journal of the American Society for Information Science and Technology</i> , 64(4), 745-770.  <b>Recommended for advanced learners:</b>  Kalervo Järvelin (2011). Evaluation. In Ian Ruthven & Diane Kelly (eds.) <i>Interactive information seeking, behaviour and retrieval</i> (pp. 113-138). Facet Publishing.  Marti A. Hearst (2009). <i>Search User Interfaces</i> . Cambridge University Press (ISBN 9780521113793) freely available at <a href="http://www.searchuserinterfaces.com/">http://www.searchuserinterfaces.com/</a> Chapter 2: Evaluation of search user interfaces; Chapter 12: Emerging trends in search interfaces	
<u>UNIT 14: NEW DEVELOPMENT IN IO/IR (4/26)</u>  (Remember level) <ul style="list-style-type: none"> <li>- Define name space, taxonomy, ontology, and semantic web</li> <li>- List the elements in RDF triple</li> <li>- List elements in the semantic web layer cake</li> </ul> (Understand Level) <ul style="list-style-type: none"> <li>- Identify the differences between taxonomy and ontology</li> </ul> Explain the importance of RDF	(1) Keyser, Piet de (2012). Chapter 7: Taxonomies and ontologies. In Piet de Keyser (2012). <i>Indexing: From Thesauri to the Semantic Web</i> (pp. 121-142). Elsevier Science & Technology.  (2) Boroditsky, L. (2010, July 24). Lost in translation. <i>Wall Street Journal (US Edition)</i> .  (3) Jepsen, T. C. (2009). Just what is an ontology, anyway? <i>IT Professional</i> , 11(5), 22-27  <b>Recommended for advanced learners:</b>  (1) TDO Chapter 6 "Describing relationships and structures" and Section 9.4.3 "The Semantic Web world" <a href="https://ischools.org/Discipline-of-Organizing-Professional">https://ischools.org/Discipline-of-Organizing-Professional</a>  (2) McCathieNevile, C., & Méndez, E. (2007). Library cards for the 21st century. <i>Cataloging &amp; Classification Quarterly</i> , 43(3/4), 21-45	Assignment 3 (IRS Evaluation) due 5/2 (Sunday)

**Disclaimer:**

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