

Syllabus for INSC 512: Information Organization and Retrieval

Course information

INSC 512: Information Organization and Retrieval, Fall 2022

University of Tennessee, Knoxville

Canvas course site: [156771](#)

Class meetings: Thursdays, 6:30 PM to 9:10 PM (ET), via Zoom, Meeting ID [965 9832 0262](#)

Syllabus version 2022.09.01.08.00.ET

[UT Knoxville Campus Syllabus \(Word document\)](#)

Faculty Contact Information

- Phil Edwards (he/him)
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- +1 (865) 309-4582 [Google Voice]
- [Student Hours via Zoom](#) on Tuesdays, 6:00 PM to 7:00 PM (ET), and 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

Course information

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. Topics 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);

perennial challenges in IO and IR (including authority control; search interface design and evaluation); and ethical, political, and representational issues related to IO and IR systems.

Student Learning Outcomes

By successfully completing our course, you will:

- Identify the variety of descriptive practice and retrieval tools used in diverse information communities (Course Learning Objective (CLO)-1 / SIS-1, 3, 4, 6, & 7)
- Be aware of [*Critique*] issues related to diversity and representation in information availability, access, and retrieval (CLO-2 / SIS-2, 4, & 5)
- Know about [*Analyze and compare*] theories concerning categorization, subject vocabularies, and classification (CLO-3 / SIS-1 & 8)
- Discuss and compare information retrieval system design and evaluation, from both the user perspective and the system perspective (CLO-4 / SIS-1 & 8)
- Apply basic and advanced information search skills (CLO-5 / SIS-1 & 8)

Required Texts

All required class readings and instructional materials are available electronically from the Modules area of [our Canvas course site](#).

Recommended Style Guide

Please use any style guide with which you're familiar for any written work in our class. (You can refer to the [Style Guide Overview](#) compiled by the Purdue Online Writing Lab (OWL) to explore additional options.)

Communication

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

Often the best way to reach me is through the Canvas Inbox tool. I receive notifications of new Inbox messages immediately and can typically reply more quickly throughout the day. You can also send messages to my UTK email address (phillip.m.edwards@utk.edu). I check my UTK email after 5:00 PM (ET) on weekdays, and I generally reply to questions requiring lengthier, nuanced responses by 8:00 PM (ET) on the day they are received.

You can expect responses from me within 24 hours—likely sooner—but if you *haven't* gotten a response from me within 36 hours, please forward me a copy of the original message you sent, and I'll place it at the front of my queue.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may negatively affect their performance during our course is urged to contact the [Office of the Dean of Students](#) for support. If you reside near the UTK campus, the [Big Orange Pantry](#) offers online ordering and walk-in services for which any students, faculty, and staff experiencing food insecurity are eligible. Furthermore, please notify me if you feel comfortable doing so, and I will do my utmost to connect you with support resources. (Adapted from [Goldrick-Raab \(2017\)](#))

Computing requirements and resources

Requirements

You must have adequate computing skills, including but not limited to use of word processing applications, Web browsers, e-mail, listservs, Canvas, and Zoom software. You will be completing activities and submitting your course assignments via Canvas. In addition, you must have software installed on your computer to open required readings and slide decks from 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 UTK email account and subscribe to the SIS student listserv to insure you're made aware of course- and School-related information.

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 attendance and participation policies

Learner Expectations of Instructors

“Formative assessment. Students should have the opportunity to revise and relearn until they achieve the level of mastery they desire in a subject or a skill. Online learning programs or initiatives should strive to transform assessment into a rich, learner-oriented feedback system where students are constantly receiving

information aimed at guiding their learning paths. In pedagogical terms, this means emphasizing individualized and timely (formative) rather than end-of-learning (summative) assessment. Similarly, instructors should use such feedback to improve their teaching practices. Assessment is only useful insofar as it helps to foster a culture of success and enjoyment in learning” ([Audrey Watters, et al., 2013](#)).

Instructor Expectations of Learners

“The right to be teachers. In an online environment, teachers no longer need to be sole authority figures but instead should share responsibility with learners at almost every turn. Students can participate and shape one another’s learning through peer interaction, new content, enhancement of learning materials and by forming virtual and real-world networks. Students have the right to engaged participation in the construction of their own learning. Students are makers, doers, thinkers, contributors, not just passive recipients of someone else’s lecture notes or methods. They are critical contributors to their disciplines, fields, and to the larger enterprise of education” ([Audrey Watters, et al., 2013](#)).

“Play. Open online education should inspire the unexpected, experimentation, and questioning—in other words, encourage play. Play allows us to make new things familiar, to perfect new skills, to experiment with moves and crucially to embrace change—a key disposition for succeeding in the 21st century. We must cultivate the imagination and the dispositions of questing, tinkering and connecting. We must remember that the best learning, above all, imparts the gift of curiosity, the wonder of accomplishment, and the passion to know and learn even more” ([Audrey Watters, et al., 2013](#)).

Attendance and Participation

In order to successfully achieve the outcomes of this course, online presence (or: ‘attendance’) becomes a necessary prerequisite for participation. A portion of your overall course grade is awarded based on your attempts with in-class activities as well as the contributions you make throughout the week outside of class; however, beyond your participation and sustained engagement grade, absences will affect your overall course grade only insofar as they impede your completion of other learning activities assignments.

Contact me in advance (or as soon as possible afterward) if you cannot attend a synchronous class session. You do not need to explain the particular reasons for your absence. When you return, you and I can first attempt to negotiate a restorative plan of action which may include:

- Reading from Modules and Discussions in Canvas
- Reviewing the recordings of the synchronous sessions posted after class
- Completing any exercises conducted during the synchronous class session

If our initial attempts prove insufficient due to the specific circumstances of your absence, I will adjust your course grade based on the limited number of activities/assignments which are unable to be completed.

Note that UTK considers the following as acceptable reasons for absence from class:

- 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)

(There is a formal process for submitting absence notifications if any of the above situations apply: <https://dos.utk.edu/absence-notifications/>.)

As a general guideline, if you have not been or felt very 'present' in our course within any given week, you should probably take this as a sign to engage more intensely in the course and/or to reach out to me to talk through our options.

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>. 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

Eliminating Barriers to Learning [was: "Disabilities that may Impede Learning"]

Any student who feels they may need accommodation based on *any inaccessibility* of course materials, learning activities, or course-related experiences 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/>.

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/>, 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

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

I do not assign letter grades for individual assignments, but I do provide qualitative comments along with the points you have accrued through your work. If you would like to compute an approximate letter grade based on the points you’ve earned, divide your score by the total points possible for the assignment and refer to the ‘Evaluation’ scale below for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92—roughly an ‘A-minus’. Your final grade will be based on total points earned/total possible points throughout the semester.

Due Dates and Late Assignments

In our course, all dates and times listed for graded assignments are “best-by” dates.

For students who learn best from highly-structured academic experiences, feel free to consider these best-by dates to be your “due” dates.

What this means: if you find that you have a particularly heavy academic workload across other courses in any given week (or if you’re planning to be at a conference, or if you or a family member become ill, etc.), you may submit any assignment *without penalty* once you’re back in a position to put forth your best possible effort. Here’s what I recommended as a process:

1. Send me a message to let me know that I should expect your assignment after the best-by date. Try to estimate how long you think it would take in order for you to submit your best effort. (A couple of days? A week? No problem. Two weeks or more? We should probably chat about some options.)
2. If you find that you’re going to exceed your original estimate, check in with me about your plans.
3. If at *any* point you feel like you’re “stuck”—having trouble knowing where to start, not sure if you’re understanding what the assignment is asking of you, etc.—reach out to me as soon as you can so we can discuss options for getting “unstuck.”

One cautionary note: I must also *strongly* suggest that you avoid using the flexibility of best-by dates as a means of deferring lots of assignments until later in the semester. Setting aside the pedagogical downsides of such a plan, it may prove extremely difficult to successfully complete the deferred work by the end of the semester.

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of Incomplete (‘I’) 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 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.

Evaluation

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.

B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(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. When that time comes, I'd encourage you to fully participate in the process. I update and revise my courses every semester, and your shared experiences help me calibrate around what 'worked', what was unnecessarily challenging, and how the balance of topics/activities/assignments could shift in future iterations of our course. I also invite your comments throughout the course and do consider 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 identifies the MSIS Program Outcome(s) addressed in our course assignment(s):

Assignment	MSIS Program Outcome
Participation and sustained engagement (ongoing)	None
Checks for Understanding (weekly; CLO-1 & 3)	Collectively: SIS-1, 3, 4, 6, 7, & 8
Applied Discussions (weekly; CLO-1, 3, & 5)	Collectively: SIS-1, 3, 4, 6, 7, & 8
Personal/professional information organization and retrieval practices: [1] Personal Info Management audit (CLO-2) [2] Case analysis (CLO-2 & 3) [3] Annotated case analysis (CLO-2 & 3)	Collectively: SIS-1, 2, 4, 5, & 8
Teaching an organizing system to others: [4] Teaching team: Lesson plan (CLO-1, 2, 3, & 4) [5] Teaching team: Workshop, Q&A (CLO-1, 2, 3, & 4) [6] Teaching team: MERLOT surrogate (CLO-1, 2, 3, & 4)	Collectively: SIS-1, 2, 3, 4, 5, 6, 7, & 8

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

Assignment	Value	Best-by dates
Participation and sustained engagement (ongoing)	10%	Thursday, 12/1, 9:10 PM (EST)
Checks for Understanding (weekly; CLO-1 & 3)	10%	Thursdays, 6:30 PM (ET)
Applied Discussions (weekly; CLO-1, 3, & 5)	20%	Sundays, 10:00 PM (ET/CT/MT/PT)
Personal/professional information organization and retrieval practices: [1] Personal Info Management audit (CLO-2) [2] Case analysis (CLO-2 & 3) [3] Annotated case analysis (CLO-2 & 3)	[1] 10% [2] 15% [3] 15%	Tuesday, 10:00 PM (ET/CT/MT/PT), on: [1] 9/14 [2] 9/27 [3] 11/1
Teaching an organizing system to others: [4] Teaching team: Lesson plan (CLO-1, 2, 3, & 4) [5] Teaching team: Workshop, Q&A (CLO-1, 2, 3, & 4) [6] Teaching team: MERLOT surrogate record (CLO-1, 2, 3, & 4)	[4] 05% [5] 10% [6] 05%	[4] Tuesday, 11/8, 10:00 PM (ET/CT/MT/PT) [5] Thursday, 11/17, 6:30 PM (EST) [6] Wednesday, 12/7, 11:59 PM (EST)
TOTAL	100%	

Participation and sustained engagement (10%)

I consider a variety of modes of ‘participation’: asking or answering questions using your microphone and/or the Group Chat during our synchronous class sessions; contributing to discussions in Zoom breakout rooms; bringing relevant information organization- and retrieval-related news from the outside world into our course; posting to the Discussions area in Canvas; and sharing links and/or commentary with me outside of class. I do not keep an exhaustive tally of the raw number of times that you might do any of these things, but I do base my assessment on my reflections of your contributions to the various things we do in class and in Canvas from session to session and week to week.

The 'participation and sustained engagement' portion of your course grade reflects not only the distribution of participation throughout the semester but also the qualities of your contributions. In particular, I assess how your contributions demonstrate risk-taking (e.g., introducing new materials and examples, tackling controversial topics, or advocating unpopular ideas or solutions), connecting course topics to personal/professional/academic experiences, and communication dynamics/equity (e.g., tailoring communication strategies to effectively express, listen, and adapt to others to establish relationships to further professional development).

Just so there are no surprises, when we're about one-third of the way through the semester, you'll have a chance to self-assess your own participation and engagement with the course so far. I'll offer feedback on your reflections so you can get a sense of how I might be assessing your performance up to that point in the semester. If there are specific contributions you think I might be overlooking, please feel free to let me know.

Checks for Understanding (10%)

You will have numerous opportunities to help you calibrate around what you know and might not yet know about the topics we uncover in each module. Each Check for Understanding exercise consists of 10 questions which prompt you to identify, compare, and connect course concepts introduced the readings. You have unlimited attempts to successfully complete each check for understanding activity.

The best-by date for completing each exercise is 6:30 PM (ET) every Thursday, right as class begins. You are welcome to return to any Check for Understanding exercise after class to reflect on your initial answers and resubmit your responses based on what you've learned during class.

- You can earn **6 points** for completing 10 out of 11 Checks for Understanding exercises by the end of the semester.
- You can earn **8 points** for completing 10 out of 11 exercises and scoring 7/10 on each exercise.
- You can earn **10 points** for completing 10 out of 11 exercises and scoring 9/10 on each exercise.

Applied Discussions (20%)

Each week as we end our Thursday class session (~8:50 PM (ET)), you will have a chance to briefly practice applying skills or interpreting what we've uncovered during that module.

The best-by date for posting your initial response to that module's prompt is 10:00 PM (in your time zone) on Sunday evening. You must first post your own response before you can read others' responses. I'll typically post a response to the thread explaining my take on the prompt sometime on Sunday; occasionally, I'll share individual comments via the Grades tool in Canvas. Each Monday, you should have an opportunity to review your response, my

response, and responses others had posted; at that point, you can either augment/revise your initial post by replying to it using what you learned from others' responses or add substantive comments/questions as replies to others' posts.

- You can earn **10 points** for posting to 10 out of 12 Applied Discussion exercises by the end of the semester.
- You can earn **15 points** for completing 10 out of 12 exercises and returning to engage with 7 out of 10 discussions.
- You can earn **20 points** for completing 10 out of 12 exercises and returning to engage with 9 out of 10 discussions.

If/when you feel “stuck” with any particular prompt, use your initial posting to illustrate how far you’ve gotten before reaching the impasse, and try to articulate the question(s) you would need to resolve in order to become “unstuck.”

Personal/professional information organization and retrieval practices (40%)

- Personal Information Management audit – Over a continuous 4- to 6-hour period, you will log all of your interactions with information sources, systems, and technologies in 10- to 15-minute intervals. As a complement to the observations you compile about your own behavior, you will write a 2-page essay or record a 5-minute video explaining and interpreting the heuristics you use to organize and retrieve information on a ‘typical’ day. (Module 04; 10% of your course grade)
- Organizing system case analysis – I will provide you with a written case study about an existing or proposed organizing system along with several prompts. You will select one of those prompts, extract relevant details from the case, and draw upon course concepts to write a 2- to 3-page analysis of that organizing system. (Module 06; 15% of your course grade)
- Annotated organizing system case analysis – You will revise, sharpen, or extend your previous analysis in dialogue with the feedback you receive on your original submission and “new” concepts we’ll uncover later in the semester. Your annotations may approach 2- to 3-pages of new analysis beyond your original submission. (Module 10; 15% of your course grade)

Teaching an organizing system to others (20%)

- With a team of 4 to 5 classmates, you will select an organizing system to analyze together (e.g., a digital collection or library, an electronic database or application, a platform/product from everyday life) and then plan to teach your classmates about the most salient characteristics of that organizing system by facilitating a 10-minute instructional session via Zoom during our synchronous class session on 11/17 (Module 12). Each teaching team should prepare to describe the organizing system and its components; analyze or infer how information is represented, organized, and

used within that system; create relevant screenshots/diagrams/visuals to help classmates better understand how, why, and for whom this organizing system functions; and, most importantly, formulate meaningful learning objectives for our class to achieve by the end of your instructional session on your chosen system.

- You will form your groups during our synchronous class session on 10/27 (Module 09), submit a draft lesson plan for your organizing system instructional session on 11/9 (Module 11; 5% of your course grade), facilitate the instructional session about your group's organizing system during our synchronous class session on 11/17 (Module 12; 10% of your course grade), and submit a revised version of your lesson plan and associated materials to the MERLOT system by the final day of classes (Wednesday, 12/7, by 11:59 PM (EST); 5% of your course grade).

Appendix: INSC 512 course schedule & readings

Module 00: Getting started

Module 01: Introduction to our course and to each other

[OPTIONAL BACKGROUND] Kelly, D. (2006). Evaluating Personal Information Management behaviors and tools. *Communications of the ACM*, 49(1), 84-86.

doi:10.1145/1107458.1107497

[OPTIONAL BACKGROUND] Glushko, R. J. (2016). Foundations for organizing systems. In R. J. Glushko (Ed.) *The Discipline of Organizing* (4th Professional Edition, pp. 25-62).

Cambridge, MA: MIT Press.

Module 02: System-centered approaches to information retrieval

Bell, S. S. (2014). Database structure for everyone: Records, fields, and indexes. In *Librarian's Guide to Online Searching* (3rd Ed.). Santa Barbara, CA: ABC-CLIO.

Bell, S. S. (2014). The searcher's toolkit: Part 1. In *Librarian's Guide to Online Searching* (3rd Ed.). Santa Barbara, CA: ABC-CLIO.

Bell, S. S. (2014). The searcher's toolkit: Part 2. In *Librarian's Guide to Online Searching* (3rd Ed.). Santa Barbara, CA: ABC-CLIO.

Brin, S., & Page, L. (1998). The anatomy of a large-scale hypertextual Web search engine. *Computer Networks and ISDN Systems*, 30(1-7), 107-117. doi:10.1016/S0169-7552(98)00110-X

Module 03: User-centered approaches to information retrieval

Petras, V., Glushko, R. J., MacFarland, I., Nomorosa, K. J., Ekaterin, J. J. M., Park, H, Perry, R., & Marimpietri. (2016). Interactions with resources. In R. J. Glushko (Ed.), *The Discipline of Organizing* (4th Professional Edition, pp. 517-558). Cambridge, MA: MIT Press.

Saracevic, T. (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. *Journal of the American Society for Information Science and Technology*, 58(10), 2126-2144.
doi:10.1002/asi.20681

Module 04: Descriptive metadata standards

Joudrey D. N., & Taylor, A. G. (2018). Introduction to metadata. In *The Organization of Information* (4th Ed., pp. 181-238). Santa Barbara, CA: Libraries Unlimited.

Module 05: Descriptive metadata practices within institutions

Elings, M. W., & Waibel, G. (2007). Metadata for all: Descriptive standards and metadata sharing across libraries, archives and museums. *First Monday*, 12(3).

[READ EITHER...] Chan, L. M. & Salaba, A. (2016). Information resource management: Description, access, organization. In *Cataloging and Classification: An Introduction* (4th Ed., pp. 3-45). Lanham, MD: Rowman & Littlefield.

[...OR READ] Trace, C. B., & Dillon, A. (2012). The evolution of the finding aid in the United States: From physical to digital document genre. *Archival Science*, 12, 501-519.
doi:10.1007/s10502-012-9190-5

Module 06: Power, bias, agency, and un-/under-/mis-representation

Olson, H. A. (2007). How we construct subjects: A feminist analysis. *Library Trends*, 56(2), 509-541. doi:10.1353/lib.2008.0007

Drabinski, E. (2008). Teaching the radical catalog. In K. R. Roberto (Ed.), *Radical Cataloging: Essays at the Front*. Jefferson, NC: McFarland.

Noble, S. U. (2014). Search engine bias/"Google bias". In *Encyclopedia of social media and politics* (pp. 1105-1106). Thousand Oaks, CA: SAGE. doi:10.4135/9781452244723.n459

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Module 07: Authority and access control

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Module 08: Vocabulary control

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Module 12: Teaching organizing systems to others

Module 13: Synopsis and what's next

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