

Course Syllabus

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LIS S503/S303

Organization and Representation of Knowledge and Information

Department of Library and Information Science

Indiana University School of Informatics and Computing

Indianapolis

Spring 2018

Credit Hours: 3

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Prerequisites: S401

Instruction mode: This course is offered online only

COURSE DESCRIPTION

Introduces students to various disciplines' approaches to the understanding, organization, representation (summarizing), and use of knowledge and information. This survey looks for commonality among the approaches taken in information science, cognitive psychology, semiotics, and artificial intelligence, among others. The goal is to identify criteria for evaluation and improvement of ways to organize and represent information for future retrieval. Information systems currently used in libraries and information centers will be studied as examples. Emphasis in the course is on concepts and ideas, with appropriate attention to terminology and technology.

EXTENDED COURSE DESCRIPTION

The representation and organization of information resources is a primary focus of the information profession. Organizational and representational structures such as classification schemes, indexes, and catalogs have been devised to provide access to information. The recent explosive growth in both the number and variety of information resources underscores the continuing need for application of effective methods of representation and organization. This course introduces students to various approaches to the understanding, organization, representation, and use of information. The goal is to identify criteria for evaluation and improvement of ways to organize and represent information for future retrieval in theory and in practice.

Required Readings/Resources

- Readings and course notes are distributed via Canvas or provided as links.

Recommended Readings/Resources

Student should already have mastered basic technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:

- For self-instructional modules focusing on a wide range of basic technology skills, go to **UITS IT Training** (<https://ittraining.iu.edu/explore-topics/show-all/index.html>) ([iu.edu/explore-topics/show-all/index.html](https://ittraining.iu.edu/explore-topics/show-all/index.html)) (<https://ittraining.iu.edu/explore-topics/show-all/index.html>)
- For additional software training materials, go to **UITS IT Training: Skillsoft** (<https://ittraining.iu.edu/partners/skillsoft/>) ([iu.edu/skillsoft/](https://ittraining.iu.edu/partners/skillsoft/)) ([http://ittraining.iu.edu/skillsoft/](https://ittraining.iu.edu/partners/skillsoft/))

Required Software

All students have access to Office (IUWare) or Office 365 (IUAnywhere) for Word, Excel, PowerPoint, and Access. You also need the most recent version of your browser: Edge (PC only), Safari (Mac only), Firefox, or Chrome.

Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), reading guides, and asynchronous use of Canvas.

ASSESSMENTS

Revised Bloom's Taxonomy (RBT)

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree – **Major emphasis**
2. Communicate effectively with their peers, their clientele, and the public – **Moderate emphasis**
3. Think critically and creatively to improve practice in their field – **Some emphasis**

4. Meet all ethical standards established for the discipline

Assessments Details

Each student should not only read the assigned material but also arrive at a competent understanding of it prior to assessment. These measures will be used to assess student-learning outcomes:

1. **Essays/Discussions/Charts** are scheduled by the instructor on course materials.
2. **Quizzes** assess comprehension and skill acquisition. Quizzes are conducted in the learning management system (e.g., Canvas). Students do not work under a time limit.
3. **Final paper** affords the opportunity for students to apply concepts covered in the course.

S503 Grade Allocation

- Essays (2)----9pts
- Discussions (5)----30pts
- Quizzes (4)----28pts
- Charts (2)----18pts
- Final paper (1)----15pts

S303 Grade Allocation

- Essays (2)----9pts
- Discussions (5)----18pts
- Quizzes (2)----12%
- Film review (1)----15%
- Organization Exercise (1)----15%
- Final paper (1)----20%

S503 Learning Outcomes

E: Essay -- D: Discussion -- Q: Quiz -- C: Chart -- F: Final paper

Upon completion of this course, students will	RBT	PGPL	Assessment
Distinguish between data, information, and knowledge.	4	3	E1 D1
Differentiate the basic principles and functions of representational structures such as taxonomy, ontology, thesauri, metadata, and folksonomy.	4	3	Q1 D3 Q4
Design models using RDA for MARC21 records and the conceptual entity-relationship module FRBR.	6	1	Q2 C1

COURSE SCHEDULE

Task	Concept and Readings	Assessment
1	<p>Thinking about organization and representation</p> <p>Norman, D. (1993). Things that make us smart. (Ch. 3 and Ch. 7)</p> <p>Barsalou, L. W. (1992). Representation. In <i>Cognitive Psychology: an overview for cognitive scientists</i> (p. 52-58 only). Cambridge: Cambridge University Press.</p>	E1(S503/S303)
2	<p>The data, information, knowledge, wisdom progression</p> <p>Buckland, M. (1991). Information as thing. <i>Journal of the American Society for Information Science</i>, 42, 351-360.</p> <p>Boisot, M., & Canals, A. (2004). Data, information and knowledge: have we got it right? <i>Journal of Evolutionary Economics</i>, 14(1), 43-67.</p> <p>Cooper, P. (2014). Data, information, knowledge, wisdom. <i>Anesthesia & Intensive Care Medicine</i>, 2014, 15(1), 44-45</p>	D1(S503/S303)
3	<p>Forming categories</p> <p>Jacob, E. K. (2004). Classification and categorization: A difference that makes a difference. <i>Library Trends</i>, 52(3), 515-540.</p> <p>Wadhera, D., & Capaldi, E. (2012). Categorization of foods as snack and meal. <i>Appetite</i>, 58(3), 882-888.</p> <p><u>Rosch, E., & Lloyd, B. B., Eds. (1978). Cognition and categorization. Hillsdale, NJ: Lawrence Erlbaum Associates</u> <u>http://www.tamaraberg.com/teaching/Fall_13/papers/Cognition&Categorization.pdf</u>.</p>	D2(S503/S303)
4	<p>Categorization versus classification</p> <p>Jacob, E. K. (1991). Classification and Categorization: Drawing the Line. 2nd ASIS SIG/CR Classification Research Workshop, 63-80.</p> <p>Kwasnik, B. (1999). The role of classification in knowledge representation and discovery. <i>Library Trends</i>, 48(1), 22-47.</p> <p>Hunter, E. J. (2002). <i>Classification made simple</i>, 2nd ed. Aldershot: Ashgate.</p>	E2(S503/S303)

Task	Concept and Readings	Assessment
	<p>(Chpts. 3-4).</p> <p>Broughton, V. (2006). The need for a faceted classification as the basis of all methods of information retrieval. <i>Aslib Proceedings: New Information Perspectives</i>, 58(1/2), 49-72.</p>	
5	<p>Introduction to Metadata</p> <p>Watch YouTube <u>Basics of metadata</u> (https://www.youtube.com/watch?v=-0vc6LeVa14)</p> <p></p> <p><u>https://www.youtube.com/watch?v=-0vc6LeVa14</u></p> <p><u>Gilliland, A. J. (2008). Setting the Stage. In Introduction to Metadata: Pathways to Digital Information.</u> (http://www.getty.edu/research/publications/electronic_publications/intrometadata/setting.html)</p> <p><u>Gill, T. (2008). Metadata and the Web. In Introduction to Metadata: pathways to digital information</u> (http://www.getty.edu/research/publications/electronic_publications/intrometadata/metadata.html).</p> <p><u>Elings, M. W. and Waibel, G. (2007). Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives and Museums. First Monday, 12(3</u> (http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1628/1543)).</p>	Q1(S503/S303)
6	<p>Systematic Representation: FRBR and RDA</p> <p><u>IFLA Library Reference Model: A Conceptual Model for Bibliographic Information. (2017)</u> (https://www.ifla.org/files/assets/cataloguing/frbr-irm/ifla-irm-august-2017.pdf)</p> <p>Riva, P. (2016). On the new conceptual model of the bibliographic universe: The FRBR Library Reference Model. <i>AIB Studi</i>. 56. 265-275.</p> <p>Riva, P. (2017). Building RDA using the FRBR Library Reference Model. Retrieved from http://library.ifla.org/1911/1/S17-2016-riva-en.pdf (http://library.ifla.org/1911/1/S17-2016-riva-en.pdf)</p> <p><u>Dracula in FRBR Terms (2010)</u> (https://www.slideshare.net/librarygeeky/frbr-group).</p>	Q2 (S503)

Task	Concept and Readings	Assessment
	<p><u>Statement of International Cataloguing Principles (ICP). 2016 edition</u> <u>(https://www.ifla.org/files/assets/cataloguing/icp/icp_2016-en.pdf)</u></p> <p><u>RDA Toolkit</u> (https://access.rdatoolkit.org/): _A paid subscription is required to access the actual RDA code. However, you can view the table of contents (click on the "Table of Contents" link in the left navigation panel). You can also view how the code is structured by clicking on the plus signs to the left of the Section or instruction number.</p>	
7	<p>Systematic Representation: MARC 21</p> <p>Watch YouTube</p> <p><u>MARC Bibliographic Basics</u> (https://www.youtube.com/watch?v=S_pTycdAdF8)</p> <p></p> <p>https://www.youtube.com/watch?v=S_pTycdAdF8 (6:10)</p> <p>https://www.youtube.com/watch?v=S_pTycdAdF8</p> <p></p> <p>https://www.youtube.com/watch?v=S_pTycdAdF8</p> <p><u>What is a MARC record and Why is it important</u> (https://www.loc.gov/marc/umb/um01to06.html) [NOTE: This is outdated, as catalogers follow RDA cataloging codes, and not AACR2, but it is a good, basic introduction to MARC structure.]</p> <p><u>A Summary of Commonly Used MARC 21 Fields</u> (https://www.loc.gov/marc/umb/um07to10.html) [NOTE: Pay attention to the 245 Title Statement section, as you will be creating 245 fields for the Task deliverable.]</p> <p><u>MARC 21, RDA, and the FRBR and FRAD models...making the connections</u> (http://www.rda-jsc.org/archivedsite/docs/td20090602.pdf)</p> <p><u>Introduction to the MARC (Machine Readable Cataloging) System by Catherine Poppino</u> (http://lili.org/forlibs/ce/able/course8/01index.htm)</p>	C1 (S503) R1 (S303)

Task	Concept and Readings	Assessment
8	<p>Systematic Representation: Authority Control and Name Authorities</p> <p><u>Fast, K., Leise, F & Steckel, M. (2002). What is a controlled vocabulary (http://boxesandarrows.com/what-is-a-controlled-vocabulary/)</u> ?</p> <p><u>Understanding MARC Authority Records (http://www.loc.gov/marc/uma/pt1-7.html#pt4)</u> (Read Part VIII and Part IX): <u>_ (http://www.loc.gov/marc/uma/pt1-7.html#pt4)</u></p> <p><u>Library of Congress Authorities Help Pages. Frequently Asked Questions (http://authorities.loc.gov/help/auth-faq.htm)</u> <u>(http://authorities.loc.gov/help/auth-faq.htm)</u></p> <p><u>Library of Congress Authorities Help Pages. About Library of Congress Authorities (http://authorities.loc.gov/help/contents.htm)</u>.</p> <p><u>Gorman, M. (2004). Authority Control in the Context of Bibliographic Control in the Electronic Environment. <i>Cataloging & Classification Quarterly</i>, 38(3), 11-22.</u></p> <p>YouTube Videos:</p> <p><u>Authority control and Authority Control (https://www.youtube.com/watch?v=DGT5Tmg-8Hs)</u></p> <p></p> <p><u>(https://www.youtube.com/watch?v=DGT5Tmg-8Hs)</u> <u>(12:08)</u></p> <p><u>Oral History of Bourbon Whiskey (the Library of Congress Subject Heading) (https://www.youtube.com/watch?v=ygFSI-56z4U)</u></p> <p></p> <p><u>(https://www.youtube.com/watch?v=ygFSI-56z4U)</u> <u>(7:27)</u></p>	D3 (S503/S303)
9	<p>Systematic Representation: Subject Analysis & LCSH</p> <p>Taylor, A. G. (2008). <i>The Organization of Information</i>. (Chpt. 9. Subject</p>	Q3 (S503)

Task	Concept and Readings	Assessment
	<p>Analysis)</p> <p>Taylor, A.G., Pritchard, S.M. (1995). On the Subject of Subjects (http://www.pitt.edu/~agtaylor/articles/taylor_subjectofsubjects.pdf).</p> <p>Library of Congress. Introduction to Library of Congress Subject Headings (http://www.loc.gov/aba/publications/FreeLCSH/LCSH39%20Main%20intro.pdf).</p> <p>A Guide to Subject Analysis: How to Assign Subject Headings and Call Numbers (http://www.lib.auburn.edu/catalog/docs/subject_analysis.php) _ (http://www.lib.auburn.edu/catalog/docs/subject_analysis.php%C2%A0%20)</p> <p>Library of Congress Authorities Help Pages. About Library of Congress Authorities (http://authorities.loc.gov/help/contents.htm). (This is the same as last week. Your quiz will require searching the LOC Authorities): _ (http://authorities.loc.gov/help/contents.htm)</p>	
10	<p>YouTube Videos</p> <ul style="list-style-type: none"> • How to understand the Dewey Decimal System (2min): https://www.youtube.com/watch?v=RNEDEk1Tz4Y (https://www.youtube.com/watch?v=RNEDEk1Tz4Y) • A quick overview on each call number (4min): https://www.youtube.com/watch?v=9846CarsWzw (https://www.youtube.com/watch?v=9846CarsWzw) • Library of Congress Classification (8min) [You can ignore/close the box that says "This video is moving to a new channel soon. Click here to visit it at its new home.:] : https://www.youtube.com/watch?v=Cxw0IGqCgtk (https://www.youtube.com/watch?v=Vdh3O5PdEiw) <p>Readings:</p> <ul style="list-style-type: none"> • Dewey Decimal Classification Summaries: a brief introduction to the Dewey Decimal Classification system: https://www.oclc.org/en/dewey/features/summaries.html (https://www.oclc.org/en/dewey/features/summaries.html) • University of Mississippi Libraries: Library of Congress Classification Guide: http://home.olemiss.edu/~tharry/LC/lccguide.pdf (http://home.olemiss.edu/~tharry/LC/lccguide.pdf) • BISAC (Book Industry Standards and Communication) Tutorial and FAQ (General Issues): http://bisg.org/page/BISACFaQ (http://bisg.org/page/BISACFaQ) 	D4 (S503) EX1 (S303)

Task	Concept and Readings	Assessment
	<ul style="list-style-type: none"> • Fister, Barbara. 2009. The Dewey Dilemma. Library Journal 134(16). http://lj.libraryjournal.com/2010/05/public-services/the-dewey-dilemma/# (http://lj.libraryjournal.com/2010/05/public-services/the-dewey-dilemma/#) • Doing it without Dewey: A Perry Branch Library Tour http://gathernodust.blogspot.com/2007/07/doing-it-without-dewey-perry-branch.html (http://gathernodust.blogspot.com/2007/07/doing-it-without-dewey-perry-branch.html) • Kaplan, Dolloff, Giffard, and Still-Schiff. 2012. Are Dewey's Days Numbered? http://www.slj.com/2012/09/collection-development/are-deweys-days-numbered-libraries-across-the-country-are-giving-the-old-classification-system-the-heave-ho-heres-one-schools-story/# (http://www.slj.com/2012/09/collection-development/are-deweys-days-numbered-libraries-across-the-country-are-giving-the-old-classification-system-the-heave-ho-heres-one-schools-story/#) • (2010). From the University Press: Why I Hate the BISAC Codes. Against the Grain 22(2): 70-71. http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=5516&context=atg (http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=5516&context=atg) <p>Tools:</p> <ul style="list-style-type: none"> • Complete BISAC Subject Headings List, 2017 Edition: http://bisg.org/page/bisacedition (http://bisg.org/page/bisacedition) • Map DCC to LC: http://www.questionpoint.org/crs/html/help/fi/ask/ask_map_ddctolcc.html (http://www.questionpoint.org/crs/html/help/fi/ask/ask_map_ddctolcc.html) • Classify: http://classify.oclc.org/classify2/ (http://classify.oclc.org/classify2/) 	
11	<p>Classification System: Indexing Languages-Taxonomy, Ontologies, Folksonomy/Social Tags</p> <p>Gruber, T. What is an Ontology (http://www-ksl.stanford.edu/kst/what-is-an-ontology.html)?_</p> <p>Lambe, P. (2007). Taxonomies can take many forms. In <i>Organising Knowledge: Taxonomies, Knowledge and Organisational Effectiveness</i>, 4-48. Oxford: Chandos (https://books.google.com/books?id=z1mpAgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).</p> <p>Gruber, T. (2005). Ontology of folksonomy: a mash-up of apples and</p>	Q4 (S503/S303)

Task	Concept and Readings	Assessment
	<p><u>oranges. Republished in 2007 in <i>International Journal on Semantic Web & Information Systems</i>, 3(2) (http://tomgruber.org/writing/ontology-of-folksonomy.htm)</u>.</p> <p><u>Bertolucci K. (2003). Happiness is taxonomy: Four structures for Snoopy. <i>Information Outlook</i>, 7(3) (http://www.isisinform.com/published/Bertolucci_Happiness_Is_Taxonomy.pdf)</u></p>	
12	<p>Semantic Web and Linked Data</p> <p>Videos:</p> <p><u>Watch: Tim Berners-Lee on the next Web. (2009). TED talk (http://www.ted.com/talks/tim_berners_lee_on_the_next_web)</u>. (16:23)</p> <p><u>Watch [non-technical introduction]: What is Linked Data (http://www.youtube.com/watch?v=4x_xzT5eF5Q)</u></p> <p></p> <p><u> (http://www.youtube.com/watch?v=4x_xzT5eF5Q)</u> (12:09)</p> <p><u>Watch: Europeana: Linked Open Data - What is it (http://www.youtube.com/watch?v=uju4wT9uBIA)</u></p> <p></p> <p><u> (http://www.youtube.com/watch?v=uju4wT9uBIA)</u> (3:42)</p> <p><u>Watch: OCLCVideo. Linked Data for Libraries (https://www.youtube.com/watch?v=fWfEYcnk8Z8)</u></p> <p></p> <p><u> (https://www.youtube.com/watch?v=fWfEYcnk8Z8)</u> (14:13)</p> <p><u>Kappler, Andrea. (2017). Breaking Up with MARC. Are we there yet?.</u></p>	C2 (S503) D (S303)

Task	Concept and Readings	Assessment
	<p><u>Presentation slides from MCLS Linked Data Summit</u> <u>(https://www.slideshare.net/andreak64/breaking-up-with-marc-are-we-there-yet-2017-mcls-linked-data-summit-03162017)</u></p> <p><u>Tennant, Roy. (2016). Getting started with linked data</u> <u>(http://www.oclc.org/blog/main/getting-started-with-linked-data-3/)</u> .</p> <p>Jacob, E. K. (2003). <u>Ontologies and the Semantic Web</u>. <i>Bulletin of the American Society for Information Science and Technology</i> 29(4), 19-22.</p> <p><u>Bizer et al. (n.d.) Linked Data - The Story So Far</u> (http://tomheath.com/papers/bizer-heath-berners-lee-ijswis-linked-data.pdf)</p> <p><u>Byrne and Goddard. 2010. The Strongest Link: Libraries and Linked Data. D-Lib, 16(11/12</u> (http://www.dlib.org/dlib/november10/byrne/11byrne.html)).</p> <p>Wood, D., Zaidman M., Ruth, L., Hausenblas, M. (2014). Linked data: structured data on the Web. Sample Chapter 1.</p> <p><u>Library of Congress. BIBFRAME Pilot (Phase One - Sept.8, 2015-March 31, 2016: Report and Assesment</u>. (https://www.loc.gov/bibframe/docs/pdf/bibframe-pilot-phase1-analysis.pdf)</p> <p><u>Robin Hastings (November 2015): Linked Data in Libraries: Status and Future Direction in Computers in Libraries</u> (http://www.infotoday.com/cilmag/nov15/Hastings--Linked-Data-in-Libraries.shtml) .</p>	
13	<p>The Future of organization</p> <p><u>Weinberger. (2007). Everything is Miscellaneous. New York: Times Books. Chapter 1: The New Order of Order</u> (https://web.archive.org/web/20151009050218/http://www.everythingismiscellaneous.com/wp-content/samples/eim-sample-chapter1.html) : (**pay close attention to the section called "The Three Orders of Order")</p> <p><u>Cerbo, M. (2011). Is there a Future for Library Catalogers</u> <u>(http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1044&context=lib_ts_pubs)</u> ?</p> <p><u>Marcume, D. (2006). The future of cataloging. Library Resources & Technical Services, 50(1)</u> (http://www.ala.org/alcts/sites/ala.org/alcts/files/content/resources/lrts/archive/50n1.pdf)</p> <p><u>Dempsey, L. (2006). Libraries and the long tail: Some thoughts about libraries in a network age. D-Lib Magazine, 12(4</u> (http://www.dlib.org</p>	D5 (S503/S303)

Task	Concept and Readings	Assessment
	<p>/dlib/april06/dempsey/04dempsey.htm)Diao, J. and Hernanadez, M.A. (2014). Transferring cataloging legacies into descriptive metadata creation in digital projects: catalogers' perspective.</p> <p>Moore, J.R. and Weinheimer, J.L. <i>The Future of Traditional Technical Services.</i>, 2015 In: Rethinking Library Technical Services : Redefining Our Profession for the Future. Rowman & Littlefield, pp. 1-16. [Book chapter]</p>	
14	Revisit organization and representation of information. Open discussion.	
15	Final paper	F

GRADING SCALE

Grade	Description
A 100 % to 96.0%	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A- 95.9 % to 90.0%	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+ 89.9 % to 87.0%	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B 86.9 % to 84.0%	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

Grade	Description
B- 83.9 % to 80.0%	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- 79.9 % to 70.0%	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F 69.9 % >	Student has failed the course. An incomplete is not an available option.

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the assignments, quizzes, and projects on time, which is your attendance.

Incompletes

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. See: **[IUPUI Registrar: Grade of Incomplete](http://registrar.iupui.edu/incomp.html)** (<http://registrar.iupui.edu/incomp.html>) (registrar.iupui.edu/incomp.html)

Deliverables

You are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Your Questions, Concerns, and Comments

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).

If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

MLS PROGRAM OUTCOMES

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

Approach professional issues with understanding

Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication

Anticipate emerging trends and respond proactively

Assist and educate users

Analyze and identify the information needs of diverse communities of users

Educate users and potential users to locate, use, and evaluate information resources and tools

Analyze and evaluate information systems and services in a variety of settings

Develop and manage collections of information resources

Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users

Manage, evaluate, and preserve physical and virtual collections of information resources

Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

Manage and lead libraries and other information organizations

Perform basic managerial functions, including planning, budgeting, and performance evaluation

Communicate effectively to a variety of audiences

Apply theories of organizational behavior and structure

Represent and organize information resources

Understand and apply principles of representation and organization

Use research effectively

Design, conduct, interpret, and take action based upon research and evaluation

Deploy information technologies in effective and innovative ways

Implement and evaluate information and communication technologies for efficiency, usability, and value to users

ALA MLS COMPETENCIES

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

Foundations of the Profession

- 1A. The ethics, values, and foundational principles of the library and information profession.
- 1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
- 1C. The history of libraries and librarianship.
- 1D. The history of human communication and its impact on libraries.
- 1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
- 1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions. 1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.

Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.

2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Reference and User Services

- 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
- 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
- 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
- 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
- 5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
- 5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.
- 5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

Research

- 6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.
- 6C. The principles and methods used to assess the actual and potential value of new research.

Continuing Education and Lifelong Learning

- 7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
- 7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
- 7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.
- 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Administration and Management

- 8A. The principles of planning and budgeting in libraries and other information agencies.
- 8B. The principles of effective personnel practices and human resource development.
- 8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to **The Code of Student Rights** (<http://www.indiana.edu/~code/>)(studentcode.iu.edu/)

All students must also successfully complete the **Indiana University Department of Education "How to Recognize Plagiarism" Tutorials and Tests** (<https://www.indiana.edu/~academy/firstPrinciples/index.html>) (<http://www.indiana.edu/~academy/firstPrinciples/>) (<http://www.indiana.edu/~academy/firstPrinciples/>)

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods.

Academic Misconduct

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
 1. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
 2. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
 3. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
 4. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
 5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
 6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
 7. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

8. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
 1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
 2. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 1. directly quoting another person's actual words, whether oral or written;
 2. using another person's ideas, opinions, or theories;
 3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. borrowing facts, statistics, or illustrative material; or
 5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
 3. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
 4. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
 5. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at **[IUPUI Administrative Withdrawal Policy](http://registrar.iupui.edu/withdrawal-policy.html)** (<http://registrar.iupui.edu/withdrawal-policy.html>) ([iupui.edu/withdrawal-policy.html](http://registrar.iupui.edu/withdrawal-policy.html)) (<http://registrar.iupui.edu/withdrawal-policy.html>)
2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes "a campus climate that seeks,

values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu (<mailto:capsindy@iupui.edu>). For more information visit the [CAPS website](http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/) (<http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/>) (iupui.edu/health-wellness/counseling-psychology/) (<http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/>)
5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.
6. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services \(AES\)](http://aes.iupui.edu/) (<http://aes.iupui.edu/>) 317-274-3241.
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU](https://protect.iu.edu/emergency-planning/index.html) (<https://protect.iu.edu/emergency-planning/index.html>) (protect.iu.edu/emergency) (<http://protect.iu.edu/emergency/>)
9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies](http://registrar.iupui.edu/course_policies.html) (http://registrar.iupui.edu/course_policies.html) (registrar.iupui.edu/course_policies.html) (http://registrar.iupui.edu/course_policies.html)
10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may

attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See **Administrative Policy: No Class Attendance without Official Enrollment** (<http://registrar.iupui.edu/official-enrollment-class-attendance.html>) ([iupui.edu/official-enrollment-class-attendance.html](http://registrar.iupui.edu/official-enrollment-class-attendance.html)) (<http://registrar.iupui.edu/official-enrollment-class-attendance.html>)

11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit **IUPUI Policy on Religious Holidays** (<http://registrar.iupui.edu/religious.html>) (registrar.iupui.edu/religious.html) (<http://registrar.iupui.edu/religious.html>).
12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit **Stop Sexual Violence** (<http://stopsexualviolence.iu.edu/>) ([iu.edu/http://stopsexualviolence.iu.edu/](http://stopsexualviolence.iu.edu/)).
14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu (<mailto:studvoc@iupui.edu>). For more information visit **Division of Student Affairs** (<http://studentaffairs.iupui.edu/advocate>) (studentaffairs.iupui.edu/advocate) (<http://studentaffairs.iupui.edu/advocate>).

IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: **Course Policies** (http://registrar.iupui.edu/course_policies.html) (registrar.iupui.edu/course_policies.html)

See **the Important Supplement for IUPUI Syllabi** (<https://academicaffairs.iupui.edu/media/905e813f-7bc2-48ee-bb5c-1d5db24dc7a4/z5-sdA/AAContent/Resources/Important%20Supplement%20for%20IUPUI%20Syllabi.pdf>) (.pdf). This link is also automatically inserted at the top of the Canvas Syllabus page. This supplement covers:

- IUPUI Policy on Disability Accommodations
- **IUPUI Policy on Religious Holidays**
- **IUPUI Policy on Academic Integrity**
- **IUPUI Policy on Sexual Misconduct**
- **Education and Title VI**
- Military Related Personnel Statement
- Two-Step Login (Duo)

MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;

- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Course Summary:

Date	Details
Wed Jan 10, 2018	 S503/303task-0: Introductions (https://iu.instructure.com/courses/1702572/assignments/7752168) due by 11:59pm
	 S503/303task-1: Thinking about organization and representation (https://iu.instructure.com/courses/1702572/assignments/7752177) due by 11:59pm
Wed Jan 17, 2018	 S503/303task-2: The data, information, knowledge, wisdom progression (https://iu.instructure.com/courses/1702572/assignments/7752169) due by 11:59pm
Wed Jan 24, 2018	 S503/303task-3: Forming categories (https://iu.instructure.com/courses/1702572/assignments/7752170) due by 11:59pm

Date	Details	
Wed Jan 31, 2018	 S503/303task-4: Categorization versus classification (https://iu.instructure.com/courses/1702572/assignments/7752178)	due by 11:59pm
Wed Feb 7, 2018	 S503/303Task-5: Metadata (https://iu.instructure.com/courses/1702572/assignments/7752163)	due by 11:59pm
Wed Feb 14, 2018	 S503Task-6 LRM (https://iu.instructure.com/courses/1702572/assignments/7752165)	due by 11:59pm
Wed Feb 21, 2018	 S303task-7: Film review (https://iu.instructure.com/courses/1702572/assignments/7754785)	due by 11:59pm
	 S503task-7: LRM-MARC 21 (https://iu.instructure.com/courses/1702572/assignments/7752179)	due by 11:59pm
Wed Feb 28, 2018	 S503/303task-8: Authority control and controlled vocabularies (https://iu.instructure.com/courses/1702572/assignments/7752171)	due by 11:59pm
Wed Mar 7, 2018	 S503Task-9 Library of Congress Subject Headings (https://iu.instructure.com/courses/1702572/assignments/7752166)	due by 11:59pm
Wed Mar 21, 2018	 S303task-10: Organization Exercise (https://iu.instructure.com/courses/1702572/assignments/7754877)	due by 11:59pm
	 S503task-10: Classification (cataloging exercise) (https://iu.instructure.com/courses/1702572/assignments/7752174)	due by 11:59pm
Wed Mar 28, 2018	 S503/303Task11: ontology, taxonomy, folksonomy (https://iu.instructure.com/courses/1702572/assignments/7752164)	due by 11:59pm
Wed Apr 4, 2018	 S303task-12: linked data (https://iu.instructure.com/courses/1702572/assignments/7755215)	due by 11:59pm
Wed Apr 11, 2018	 S503/303task-13: The future of organization (https://iu.instructure.com/courses/1702572/assignments/7752173)	due by 11:59pm
Wed Apr 25, 2018	 S303task-15: Directed Research (https://iu.instructure.com/courses/1702572/assignments/7755338)	due by 11:59pm
	 S503task-15: Directed Research (https://iu.instructure.com/courses/1702572/assignments/7752176)	due by 11:59pm
	 S503task-12 Linked Data (https://iu.instructure.com/courses/1702572/assignments/7752175)	

