# LIS 653: KNOWLEDGE ORGANIZATION

Section: LIS–653–01
Semester: Fall 2011
Meeting Information: Thursday, 6:30–8:50 pm
Location: PMC, Room 608
Credits: 3
Prerequisites: None

Chris Alen Sula, Ph.D.
Office: PMC, Room 604B
Office Hours: Wednesdays, 4:00–6:00 pm
p   212.647.7377
e   csula@pratt.edu
w   http://chrisalensula.org

## COURSE DESCRIPTION

This course covers basic concepts of knowledge/information organization and subject analysis. The material includes basic principles and application of descriptive cataloging and classification, authority control, and types and forms of catalogs. Also covered is the use of MARC records and metadata, strategies for user-centered cataloging and classification, principles of abstracting and indexing, and the rapidly changing knowledge organization systems. This course provides the foundation for further studies in library, archives, and museum cataloging, reference, information retrieval, database management, and information architecture.

## COURSE GOALS + LEARNING OBJECTIVES

The goal of this course is to introduce students to principles, standards, and techniques used to organize both printed and digital information resources in libraries and other information environments including:
  • bibliographic control and cataloging standards (e.g., AACR2, RDA, ISBD)
  • metadata standards and applications (e.g., Dublin Core)
  • indexing and classification systems (e.g., LCSH, Dewey)
  • vocabulary control tools
  • emerging Knowledge Organization Systems (KOS) (e.g., ontologies)
  • social tagging and Library 2.0 applications

By the end of this course, students will be able to:
  • design and evaluate catalogs and categorization systems in light of current theories and research
  • utilize a variety of metadata and categorization systems as appropriate to specific tasks

LMS Program students: Please see the end of this syllabus for New York State Learning Standards applicable to this course and information on observation conducted within the scope of this class

## COURSE WEBSITE

All students enrolled in the course have access to course materials on Pratt's Learning Management System (a Moodle installation) available at my.pratt.edu. Please make sure you know how to access LMS and use Moodle. Also, please note that LMS facilitates communication using Pratt e-mail only. If you do not use your Pratt account, please use webmail to forward your Pratt e-mail to an account that you do use.

## REQUIRED TEXTS

- Taylor and Joudrey, *The Organization of Information*, 3rd ed. (Libraries Unlimited 2008) [ISBN 159158700X]
- Svenonius, *The Intellectual Foundation of Information Organization* (MIT Press 2009) [ISBN 0262512610]
- Additional readings [available on Learning Management System via my.pratt.edu]

## COURSE FORMAT

This course will be structured as a lecture with discussion. The main part of class will be devoted to discussion on the readings assigned for that week. Each student is required to read the articles assigned on a weekly basis in advance of the session for which they are assigned. Students will bring their own ideas, experience and interpretations to class and will learn from sharing and hearing others.

## COURSE REQUIREMENTS + ASSIGNMENTS

Your grade in the course will be based on the following:

| | |
|---|---|
| Participation | 5% |
| Metadata presentation | 15% |
| Short exercises (6) | 30% |
| Index project | 50% |

**Participation (5%)**
Students are expected to actively and thoughtfully contribute to classroom discussion. Failure to do so will result in a reduced grade. Students with three or more absences (for any reason, including documented medical reasons) cannot expect to receive an A in the course and, in accordance with Pratt Institute policy, may fail the course at the discretion of the professor. If you do miss a class, for whatever reason, it is your responsibility to get notes from classmates.

**Metadata presentation (15%)**
During our unit on metadata, students will present on a topic related to metadata models, description, or control. Students may be paired based on their choices from a list of possible topics.

**Short exercises (6 exercises, 5% each)**
Periodically throughout the semester, students will be asked to complete short exercises in metadata creation, categorization, and information architecture. Student work will be presented and discussed in with the readings.

**Index project (50%, 3 parts)**
As part of this project, we will assist a scholarly organization in creating an online index of archives and special collections related to its teaching and research. This project will consist of two major parts: metadata and categorization. For each part, you will be expected to conduct research about the materials and users and propose a detailed plan for the system and workflow that is based in that research. Each plan will count for 20% of your grade and will be discussed by the class as a whole. Independently of your grade, the class will arrive at a consensus plan to be implemented by the end of the semester. Your work in creating the index will count for 10% of your overall grade and must be accompanied by a statement of no more than 500 words describing your contribution.

A detailed description of each assignment will be handed out in class and/or made available on LMS.

## GRADING

All graded assignments are due on the date indicated. The date of submission, your name, the course number, and the title of the assignment should be included at the top of each assignment. A detailed description of each assignment will be provided separately and made available online. **Written assignments must be submitted to LMS by the beginning of the class in which they are due**. Non-graded assignments and in-class exercises will be also administrated over the semester and evaluated as part of participation and attendance.

Grades will be awarded as follows:

A   sustained level of superior performance demonstrated in all areas of course requirements
B   consistent level of performance that is above average in a majority of the course requirements
C   performance that is generally average and course requirements are achieved
D   below average performance and achievement of the course requirements
F   accomplishment of the course requirements is not sufficient to receive a passing grade

Late work will not be accepted for a grade and not will be annotated with comments or other feedback.

## E-PORTFOLIO

Starting Fall 2012, all students entering the MSLIS degree program are required to complete an e-portfolio that must be approved by their advisor before graduation. The e-Portfolio provides students with an opportunity to showcase their best work from the courses they have taken at SILS, and an opportunity to demonstrate they have met the learning objectives of a Master of Information and Library Science. Work completed for this course may be included in the e-portfolio. Students must demonstrate that their work fulfills at least one of the following learning outcomes:

1.   Students carry-out and apply research
2.   Students demonstrate excellent communication skills and create and convey content
3.   Students use information technology and digital tools effectively
4.   Students apply concepts related to use and users of information and user needs and perspectives
5.   Students perform within the framework of professional practice

Detailed information on the learning outcomes, requirements and how to create your e-portfolio is available from: http://www.pratt.edu/academics/information_and_library_sciences/degree_programs/sils_eportfolio/

## POLICIES

### Academic Integrity
Students are expected to adhere to the Academic Integrity Code and Judicial Process of the Pratt Institute available online at http://www.prattsenate.org/learning/02-academic.htm. All infractions will be reported, and I am disposed to fail all violators for the entire course.

### Disabilities
Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. For further information, contact the Coordinator of Disability Services in the Office of the Vice President for Student Affairs at 718.636.3711.

### Incompletes
The professor is allergic to incompletes. Incompletes will not be awarded except in cases of documented medical reasons and at the discretion of the professor.

### Institute-Wide Policies
Students must adhere to the Pratt Community Standards listed in the current Student Handbook available online at http://www.pratt.edu/uploads/Online_Student_HandbookFINAL.pdf.

**Participation in Faculty Research**
Students taking this class may be asked to participate in faculty-sponsored research; all contributions will be appropriately credited.

**Photography and Recording**
Students taking this class may be photographed or recorded while participating in class projects or presentations. Pictures may be used in presenting work associated with SILS. If you object to having your picture taken, please notify me.

**Revisions to the Syllabus**
While this syllabus provides a reliable framework for the course, including readings and assignments, it is subject to change pending notice in class and on the course website.


## LMS ADDENDUM

This course addresses the following New York State Regents guidelines:

**Content Core/NYS LMS CST #74 Frameworks**
*Subarea II: Demonstrate understanding of characteristics, uses, procedures regarding library resources*
- Understand the relationship between the library media program and information resources and services beyond the school.
- Understand types and characteristics of print, nonprint and electronic resources.

*Subarea III: Demonstrate understanding of the principles of Information Literacy and teach these skills to children*
- Understand how to determine information needs and initiate searches and how to teach these skills to students.
- Understand how to locate and access resources and how to teach these skills to students.

*Subarea IV: Program Administration and Leadership*
- Understand facilities use in the library media center
- Understand procedures for library media resource organization and circulation
- Understand the development, implementation and ongoing evaluation of a library media program.

*(1) Pedagogical Core/Pedagogical knowledge, understanding and skills:*
      (vi) <u>uses of technology,</u> including instructional and assistive technology, in teaching and learning—and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;
      (vii) <u>formal and informal methods of assessing student learning</u> and the means of analyzing one's own teaching practice—and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;
      (ix) <u>means to update knowledge and skills in the subject(s) taught and in pedagogy;</u>

LMS Program students:  If you conduct field observation in a school library as part of this course, you may be eligible to receive credit toward your 100 hours of observation. If you have questions about whether an observation counts toward this requirement, please contact Professor Jessica Hochman, LMS coordinator, at jhochman@pratt.edu.

## COURSE SCHEDULE

This is a tentative outline of topics, readings, and assignments. On occasion, I may add, delete, or substitute topics or readings. Changes will be announced in class and posted to LMS.

| WEEK | DATE | TOPICS, READINGS, AND ASSIGNMENTS |
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**FOUNDATIONS OF INFORMATION ORGANIZATION**

| | | |
|------|------|-----------------------------------|
| 1 | 8/30 | **Course Introduction: The Problem of Information Retrieval** |

- Jensen and Rieh (2010). "The Seventeen Theoretical Constructs of Information Searching and Information Retrieval" *Journal of the American Society for Information Science and Technology* 61(8): 1517–1534

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|------|------|-----------------------------------|
| 2 | 9/6 | **History of Information Organization** |

- Taylor and Joudrey, *The Organization of Information,* Ch. 3
- Saumure, Kristie and Shiri, Ali (2008). "Knowledge organization trends in library and information studies: A preliminary comparison of the pre- and post-web eras" *Journal of Information Science* 34, 651–666

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| 3 | 9/13 | **Theoretical Frameworks for Information Organization** |

- Taylor and Joudrey, *The Organization of Information,* Ch. 1
- Svenonius, *The Intellectual Foundation of Information Organization*, Chs. 1, 3
  *Exercise 1 due*

**CATALOGING AND METADATA**

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|------|------|-----------------------------------|
| 4 | 9/20 | **Principles of Cataloging** |

- Taylor and Joudrey, *The Organization of Information,* Ch. 2
- Svenonius, *The Intellectual Foundation of Information Organization*, Chs. 2 and 5

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|------|------|-----------------------------------|
| 5 | 9/27 | **Metadata I: Models** |

- Taylor and Joudrey, *The Organization of Information,* Ch. 4
- Gilliland, Anne J (2008). "Setting the Stage" in *Introduction to Metadata, Version 3.0*, ed. Murtha Baca. J. Paul Getty Trust.
  *Exercise 2 due*

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|------|------|-----------------------------------|
| 6 | 10/4 | **Metadata II: Description** |

- Taylor and Joudrey, *The Organization of Information,* Chs. 5, 7
  *Exercise 3 due*

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|------|------|-----------------------------------|
| 7 | 10/11 | **Metadata III:  Control** |

- Taylor and Joudrey, *The Organization of Information,* Ch. 8
- Svenonius, *The Intellectual Foundation of Information Organization*, Ch. 6

| | | |
|------|------|-----------------------------------|
| 8 | 10/18 | **Index Metadata Meeting** |

*Metadata design due*

## CATEGORIZATION

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|---|---|---|
| 9 | 10/25 | **Categorization Schemes**<br>• Taylor and Joudrey, *The Organization of Information,* Ch. 11<br>• Garshol, L. M. (2004). "Metadata? Thesauri? Taxonomies? Topic Maps! Making Sense of it All" *Journal of Information Science* 30.4, 378–391<br>• Boyne, Roy (2006). "Classification" *Theory Culture Society* 23: 21–30 |
| 10 | 11/1 | **Subject Classification and Vocabulary Control**<br>• Taylor and Joudrey, *The Organization of Information,* Chs. 9–10<br>• Svenonius, *The Intellectual Foundation of Information Organization*, Chs. 8–9 |
| 11 | 11/8 | **Social Organization/Folksononomies**<br>• Spiteri, L.F. (2007). "The structure and form of folksonomy tags: the road to the public library catalog." *Information Technology and Libraries* 26(3), 13–25.<br>• Ding, Ying, et al. (2009). "Perspectives on Social Tagging" *Journal of the American Society for Information Science and Technology* 60(12): 2388–2401<br>   *Exercise 4 due* |
| 12 | 11/15 | **Ontologies & Semantic Web**<br>• Chowdhury, G. C. and Chowdhury, S. (2008). "Ontology" in *Organizing Information: From the Shelf to the Web*. Facet Publishing, pp. 171–185<br>• "What are the differences between a vocabulary, a taxonomy, a thesaurus, an ontology, and a meta-model?" http://www.metamodel.com/article.php?story=20030115211223271<br>• Berners-Lee, T., Hendler, J., & Lassila, O. (2001). "The semantic web." *Scientific American*, 284(5), 34–43.<br>   *Exercise 5 due* |
| 13 | 11/22 | **Thanksgiving Day**—NO CLASS |
| 14 | 11/29 | **Index Categorization Meeting**<br>*Categorization design due* |

## RELATED DEVELOPMENTS

| | | |
|---|---|---|
| 15 | 12/6 | **Information Architecture**<br>• Taylor and Joudrey, *The Organization of Information,* Ch. 6<br>• Wodtke, C. and Govella, A., *Information Architecture: Blueprints for the Web*, 2nd ed (New Riders 2009), Ch. 1.<br>   *Exercise 6 due* |
| 16 | 12/13 | **Knowledge Organization and Information Visualization**<br>• Keller, T. and Tergan, S., "Visualizing Knowledge and Information: An Introduction" in *Knowledge and Information Visualization*, eds. Sigmar-Olaf Tergan and Tanja Keller (Springer 2005)<br>• Lee, Young-Jin, "Facilitating Web Search with Visualization and Data Mining Techniques" in *ibid.* |
| | 12/16 | *Index work and statement due* |