SYLLABUS

Instructor: Margaret Kipp
E-mail: kipp@uwm.edu (best contact method)
Phone: 414-229-2569
Fax: 414-229-6699
Office Hours: Thursday before class or by appointment

CATALOG DESCRIPTION
Introduces basic concepts, historical background, and theoretical, practical, and technological aspects of information organization. 3 credits.

DESCRIPTION
Basic principles of information organization. Emphasizes understanding the function and use of catalogues, indexes, bibliographic utilities, and web browsers. Introduction to resource description, metadata, controlled vocabulary, classification and social bookmarking.

PREREQUISITES
● Junior standing (onsite only).
● Basic computer facility and technology literacy as listed in the SOIS policy are required:
  http://www4.uwm.edu/sois/programs/graduate/mlis/complitreq.cfm
● For 500 and 600 level courses it is recommended that an undergraduate student first consult with the appropriate instructor and/or advisor concerning the applicability of this specific course.

OBJECTIVES
Upon completion of the course, students will:
● be able to explain the concepts behind rules and systems that provide bibliographic and intellectual access to documents;
● have an elementary understanding of the major traditions in information organization, including cataloging, classification, indexing and abstracting, and bibliography;
● be able to critically analyze the advantages and disadvantages of each type of bibliographic system;
● be able to design a simple bibliographic tool for a small collection;
● be aware of current issues in the organization of information.

METHOD
Lecture/Discussion/Readings/Examples – to achieve a satisfactory understanding of the course material and to fulfill requirements of the assignments, students are expected to
attend the lectures, read and comment on the readings, participate in discussion, and explore examples and exercises.

**TEXTBOOK**

**WEB SITE**
D2L: [https://uwm.courses.wisconsin.edu/](https://uwm.courses.wisconsin.edu/)
Website: [https://pantherfile.uwm.edu/kipp/public/courses/511/](https://pantherfile.uwm.edu/kipp/public/courses/511/)

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
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</table>
| 1 'Sept 8 | **Introduction and History of IO (Slides)**  
Discussion:  
Is IO still necessary if we have full text search?  
Examples of IO in everyday life. |
|       | **Taylor. Chapters 2-3;**  
AND EITHER  
**Taylor. Chapter 1**  
OR  
**Taylor. 1994. The Information Universe: Will We Have Chaos or Control? American Libraries 25(7): 629-632. [http://www.pitt.edu/~agtaylor/articles/TaylorInfoUniv.pdf](http://www.pitt.edu/~agtaylor/articles/TaylorInfoUniv.pdf);  
| 2 'Sept 15 | **Metadata Concepts and Information Retrieval (Slides)**  
**Metadata Exercise**  
Discussion:  
Important elements of a metadata schema? |
|       | **Taylor. Chapters 4-5;**  
OR  
**Duval et al. 2002. Metadata Principles and Practicalities. [http://www.dlib.org/dlib/april02/weibel/04weibel.html](http://www.dlib.org/dlib/april02/weibel/04weibel.html);  
| 3 'Sept 22 | **Descriptive Cataloguing I (Standards) (Slides)**  
Cataloguer's Desktop Demo  
**AACR2 Exercise**  
**AACR2/MARC Exercise** |
|       | **Taylor. Chapters 4, 7;  
Gorman. 1981. The Most Concise AACR2. (D2L);  
Williams. 2008. MARC data, the OPAC, and library professionals. Program 43(1): 7-17 (D2L);  
<p>| 4 'Sept 29 | <strong>Descriptive</strong> |
|       | <strong>Taylor. Chapter 5, 8;</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9    | 'Nov 3 | **Indexing Exercise**  
Discussion:  
Controlled vocabularies and tags  
Leise et al. 2002. All About Facets and Controlled Vocabularies  
http://www.boxsandarrows.com/view/controlled_vocabularies_a_glosso_thesaurus (a series of four short articles);  
http://www.ub.edu/bid/22/tennant2.htm |  
**Categorisation and Classification (Slides)**  
Taylor. Chapter 11;  
Vizine-Goetz. 1999. Using Library Classification Schemes for Internet Resources.  
http://staff.oclc.org/~vizine/Intercat/vizine-goetz.htm |
| 10   | 'Nov 10| **Classification Schemes (Slides)**  
DDC and LCC Examples  
Discussion:  
Dewey and BISAC  
Taylor. Chapter 11;  
Koch. The Role of Classification Schemes in Internet Resource Description and Discovery.  
http://www.ukoln.ac.uk/metadata/desire/classification/class_t.htm |  
**Classification Lab**  
Taylor. Introduction to Cataloging and Classification.  
http://www.pitt.edu/~agtaylor/articles/ICC10DeweyChapter.pdf;  
| 11   | 'Nov 17| Thanksgiving Break - No Class |  
**Classification Lab**  
Taylor. Introduction to Cataloging and Classification.  
http://www.pitt.edu/~agtaylor/articles/ICC10DeweyChapter.pdf;  
| 12   | 'Nov 24| Thanksgiving Break - No Class |  
**Information Architecture (Slides)**  
Information Visualisation and Display (Slides)  
Card Sort Exercise  
Usability Exercise  
Discussion:  
What is a library OPAC?  
Taylor. Chapter 6, Appendix B/C;  
Wells. 2007. What is a Library OPAC? The Electronic Library 25(4):386-394. (D2L);  
OR  
Leise et al. Creating a Controlled Vocabulary.  
http://www.boxsandarrows.com/view/creating_a_controlled_vocabulary;  
http://www.sensible.com/chapter.html;  
White et al. 2006. Usability evaluation of library online catalogues.  
**Trends in Information**  
| 13   | 'Dec 1 | Information Architecture (Slides)  
Information Visualisation and Display (Slides)  
Card Sort Exercise  
Usability Exercise  
Discussion:  
What is a library OPAC?  
Taylor. Chapter 6, Appendix B/C;  
Wells. 2007. What is a Library OPAC? The Electronic Library 25(4):386-394. (D2L);  
OR  
Leise et al. Creating a Controlled Vocabulary.  
http://www.boxsandarrows.com/view/creating_a_controlled_vocabulary;  
http://www.sensible.com/chapter.html;  
White et al. 2006. Usability evaluation of library online catalogues.  
**Trends in Information**  
### Organisation (Slides)

Information Retrieval Right This Time.  
[http://www.dlib.org/dlib/april05/hammond/04hammond.html](http://www.dlib.org/dlib/april05/hammond/04hammond.html);  
Jones et al. 2005. Don't Take My Folders Away! Organizing Personal Information to Get Things Done.  
[http://hdl.handle.net/1773/2031](http://hdl.handle.net/1773/2031);  

### ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of final mark</th>
<th>Associated Classes</th>
<th>Due Date</th>
<th>Last date assignment will be accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Basic Search (OPAC and Web)</td>
<td>5</td>
<td>Class 1</td>
<td>Class 2</td>
<td>Class 3</td>
</tr>
<tr>
<td>2 Descriptive Cataloguing</td>
<td>5</td>
<td>Class 2-4</td>
<td>Class 5</td>
<td>Class 6</td>
</tr>
<tr>
<td>3 Authority Control and Subject Analysis</td>
<td>5</td>
<td>Class 5-8</td>
<td>Class 9</td>
<td>Class 11</td>
</tr>
<tr>
<td>4 Advanced Searching (Pubmed)</td>
<td>5</td>
<td>Class 7-8</td>
<td>Class 10</td>
<td>Class 11</td>
</tr>
<tr>
<td>5 Classification</td>
<td>5</td>
<td>Class 9-11</td>
<td>Class 13</td>
<td>Last Class</td>
</tr>
<tr>
<td>P2 Digital Library Project</td>
<td>35</td>
<td>Proposal: Class 4 DL: Last Class</td>
<td>Proposal: Class 4 DL: Last Class</td>
<td>Last Class</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td></td>
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</tbody>
</table>

Students may choose to substitute a term paper (1500 to 2000 words) or an equivalent project on a current issue in Information Organisation instead of the short assignments or instead of the tagging project. **Students must email a paragraph describing their proposed topic, including a list of proposed sources, by Class 5.**

**Due Dates**

All assignments and projects should be submitted through D2L before midnight on the due date. Students should strive to submit assignments by the due date, but may have until the dates listed under "last date assignment will be accepted." **At least one assignment must**
be submitted by Class 5. The final deadline is the last class (this includes papers and projects).

Students must contact the instructor before the deadline for any extensions.

**Participation**  
Students are expected to participate in discussion (in class or online) as a demonstration of their ability to articulate key concepts. Participation will consist of:

1. participation in in-class exercises and discussions. Group answers and results should be posted to the relevant discussion group either during or after class.
2. 1-2 minute presentation of a relevant article to the class. Students are responsible for selecting an article or other item related to the course (cartoons, videos and images are always interesting) and providing a brief oral summary of why it is relevant to the course. Sign up for a date during the first or second class.
3. analytical summaries of 2 sets of weekly readings to be posted to the discussion groups. These summaries may consist of responses to readings, but may also include additional articles or other items related to the course (relevant cartoons and videos are always interesting). Include a full citation (and URL if possible) and a brief explanation of how the item is relevant to the course. Responses need not exceed 350 words.

If you are unable to attend class you are responsible for providing responses to the readings or the weekly topic on the D2L discussion group (in addition to the required 2 summaries) in lieu of participation in the in-class exercises and discussions.

**Expectations for this class**  
It is expected that class members will show consideration for all other members of the class and contribute in a constructive manner which is conducive to a good learning environment. Class members should consider the relevance of their contributions before contributing in class or posting to D2L.

**Plagiarism**  
Plagiarism is the unacknowledged borrowing of ideas or material from someone else's work. It is considered an academic offence and can be considered grounds for failure in a course or expulsion from the programme. **Cite all references and provide credit for all other materials. This applies to all material including images, sounds or videos. A citation (in the format of your choice) or a functioning URL is the minimum required for a reference.** ([http://www4.uwm.edu/libraries/help/faq/plagiarism.cfm](http://www4.uwm.edu/libraries/help/faq/plagiarism.cfm))

It is also expected that you will consult and cite the research and professional literature where merited and not rely solely on encyclopaedias, newspapers or unpublished, online sources. A paper whose sole sources are blogs and Wikipedia (or similar sites) will be returned ungraded.

**Technology in the Classroom (onsite only)**  
The classroom is a computer lab and we will have access to computers. Turn laptops, cellphones, pagers, and instant messenger programmes to vibrate or no sound as applicable.
Ensure that you are not disturbing the rest of the class if using your laptop, pda, cellphone, pager, etc. in class.

**Influenza (onsite only)**
Students who are ill should not come to class, but should instead inform the instructor by email that they will not be able to attend class due to illness (or illness in the family).

**Disruptions due to weather or flu (onsite only)**
In the event of disruption of normal classroom activities due to weather or a flu outbreak, the format for this course may be modified to enable completion of the course. Course material will be available on D2L and students will be responsible for completing material online.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Range</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A</td>
<td>Superior work</td>
<td>74-76</td>
<td>C</td>
<td>Work is below standard</td>
</tr>
<tr>
<td>91-95</td>
<td>A-</td>
<td></td>
<td>70-73</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>87-90</td>
<td>B+</td>
<td></td>
<td>67-69</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>Satisfactory, but</td>
<td>64-66</td>
<td>D</td>
<td>Unsatisfactory work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>undistinguished work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td></td>
<td>60-63</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td></td>
<td>Below 60</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**GRADE REQUIREMENT FOR A CORE COURSE**
If you are pursuing an MLIS degree, you need to earn at least a B (does not include B-) in this course. See the policy at: [http://www4.uwm.edu/sois/programs/graduate/mlis/degreereq.cfm](http://www4.uwm.edu/sois/programs/graduate/mlis/degreereq.cfm)

**UWM AND SOIS ACADEMIC POLICIES**
The following links contain university policies affecting all SOIS students. Many policies may be accessed through a PDF-document maintained by the Secretary of the University: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf). Undergraduates may also find the *Panther Planner and Undergraduate Student Handbook* useful ([http://www4.uwm.edu/osl/students/](http://www4.uwm.edu/osl/students/)). For graduate students, there are additional guidelines from the Graduate School ([http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/](http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/)), including those found in the *Graduate Student and Faculty Handbook*: [http://www.graduateschool.uwm.edu/students/policies/expanded/](http://www.graduateschool.uwm.edu/students/policies/expanded/).

If you require accommodations due to illness, disabilities, scheduling conflicts with religious observances or other life events (e.g. military service) contact the instructor as soon as possible.