Pratt SILS

School of Information and Library Science
144 West 14th Street, 6th floor
New York, NY 10011-7301

LIS 653: Knowledge Organization

Section: LIS-653-01 (Fall 2014)
Schedule: Thursdays, 6:30 – 8:50pm
Location: PMC, Room 609
Class blog: http://lis653hoffman.wordpress.com/

Instructor: Starr Hoffman, PhD
Office hours: By appointment
Office: PMC 607
Email: starr.hoffman@gmail.com

COURSE DESCRIPTION

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 are 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. (LIS 653 is a 3-credit course and does not have a pre-requisite.)

COURSE OBJECTIVES

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 and formats (e.g., MARC21, AACR2, RDA, etc.)
- Metadata standards and applications (e.g., Dublin Core)
- Indexing and classification systems (e.g., LCSH, Dewey, etc.)
- Vocabulary control tools
- Emerging knowledge organization systems (KOS) (e.g., ontologies, etc.)
- Emerging technologies, including social tagging and Library 2.0 applications

The objectives of the course will be achieved through multiple means including: lectures and presentations (including guest speakers), required and optional readings, in-class discussions, in-class exercises, take-home assignments, and a final group project.

Note: Students taking this class may be asked to participate in faculty-sponsored research.

> ***LMS Program students***: *please see attached page for New York State Learning Standards applicable to this course and information on observation conducted within the scope of this class.*

SYLLABUS STATUS & UPDATES

While the syllabus provides the framework for this course and lists assigned and recommended readings, it is likely that items will be added or deleted thorough the term. Events such a guest lecturer, a new worthy development in the field, or other happenings related to course subject matter may occur and side track us from the intended schedule. If such changes do occur, they will be in **BOLDED RED** and the revised syllabus will be **uploaded to the LMS**. There will be a notification about the revision to the

class blog and emailed to your official Pratt email address. Descriptions of assignments, handouts and exercises will be **linked** on the day they are to be discussed in class.

CLASS COMMUNICATION

This class thrives on active communication. Since the email address that will be utilized to contact you is **your official Pratt email**, please take the time to have your Pratt email forwarded to your primary email address in order to make sure that you receive all the information that is sent. Please make sure that any emails that you send to Dr. Hoffman includes in the **email subject line** your **course number and section** (LIS 653-01).

Our primary platforms for class communication will be **in person**, the **course blog** <http://lis653hoffman.wordpress.com/>, **email**, and the **Learning Management System** (LMS), accessible via <my.pratt.edu>. The LMS will be used for downloading some of the readings, while the course discussion blog will be the main channel for online participation, including your Weekly Response Posts (described in a separate handout). Any assignments to be turned in will be emailed to your instructor (at starr.hoffman@gmail.com) and handed in, in print, at the beginning of the class in which they are due. Your contributions to our online discussions will count toward your class participation grade. When you register at WordPress please upload your own picture and update your profile so that the name that is displayed is similar to the one on the class rolls.

> **Remember that any communication sent via email to your instructor must include your course number and section (LIS 653-01) in the** <u>subject line</u>**.**
>
> **Class Discussion Blog:** <http://lis653hoffman.wordpress.com/>

COURSE TEXT & RESOURCES

Required Textbook
Chowdhury, G. G., & Chowdhury, S. (2007). *Organizing information: from the shelf to the Web*. London: Facet.

If you can't find this book locally or through Amazon.com, try the ALA Store: <http://bit.ly/V26uQe>

Additional required readings are listed in this syllabus. These readings may be available online, in which case either a **URL is listed** in this syllabus, or the reading may be **on the LMS**. Other readings may be articles located in the **PMC Library databases**, or may be **in print on reserve** at the PMC Library (you are able to scan these readings or make copies in the library). To find reserves, select "reserves" from the dropdown box, enter "Hoffman." Our password for accessing reserves is: **lis653hoffman**. Because of the evolving nature of the topics covered, readings may change. If you have trouble accessing any of the materials listed, please let me know or contact the PMC Library:

> **Pratt Manhattan Center Library**
> PMC, Room 410
> http://library.pratt.edu/
> Jean Hines, Librarian: jhines@pratt.edu
> Information/Circulation Desk: 212.647.7539

Citation Formatting
For formatting citations, please refer to the **APA Manual**:
American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, D.C.

- There are four copies available at the Pratt Manhattan Center (PMC) Library; two at the reference desk, and two in the stacks. The Library is located in room 410.
- Call number: **808.02 P976A6**
- See related style manual resources here:
  <http://library.pratt.edu/research_assistance/research_guides/style_guides/>

COURSE ASSIGNMENTS, REQUIREMENTS, & GRADES

Final grades for this course will be based on:
- Participation   20%
- Assignment: Tag Analysis   20%
- Group Collections   20%
- Final Project (both group & individual)   40% (20% group, 20% individual)

Participation (20%)
Your participation is encouraged and expected in class sessions. Your ability to discuss the readings and **contribute to the class discussions**, as well as your **Weekly Response Post** (to be posted to the class blog; this will be described in more detail in a separate handout) will be considered a **major element** in your class participation grade. In order to be prepared for class discussions, each student is required to read the articles assigned on a weekly basis. **In-class exercises** and other **non-graded assignments** will be also administered over the semester and evaluated as contribution to participation.

Students are **expected** to **attend all classes**. Any unexcused absences may affect the final grade. Students with three or more absences may result in course failure at the discretion of the instructor as per Pratt Institute policy. If you do miss a class, for whatever reason, it is your responsibility to notify the instructor as soon as possible and collect any notes and materials from classmates.

Assignment (20%)
A detailed description of this assignment will be handed out in class ahead of time and made available on the class website.

Group Collection (20%)
Throughout the semester, you will work in groups to create, define, and catalog a collection. The majority of this work will be carried out in class, and will help illustrate points from the readings and lectures. A detailed description of this assignment will be handed out in class.

Final Project (40%, 2 parts)
(A detailed description of this project will be handed out in class and made available on the class website.) The final project will consist of two parts: a **group presentation** and an **individual essay**. Students will be given an open list of topics related to knowledge organization and representation

and asked to investigate one of the topics thoroughly. The class will be divided into groups to work together and to present an overview of their topics. In addition, each student will be asked to write a brief individual essay that explores a specific aspect of the topic further. All citations must follow the APA style.

Grading Policy

Grades will be determined as follows:

A	Sustained, superior work exhibited in all of the course requirements.
B	Consistently good work in the majority of the course requirements.
C	Performance that is marginally satisfactory.
F	Fails; consistently poor work or insufficient fulfillment of course requirements.

All graded assignments are **due** on **the date indicated for submission**. Please include your name, the date of submission, the course number, and the title of the assignment on the first page.

Late submissions will receive a **reduced grade** and no feedback.

Submitting Assignments

Written assignments must be submitted both **in hard copy** by the beginning of the class in which they are due and **emailed to your instructor** on the same day. The attachment should be named as follows:

- YourLastname_Firstname_classcode_Name_of_Assignment
- **Example:** *Flintstone_Fred_653-01_Classification_Assignment*

As an instructor, it is my responsibility to do everything possible to make each class meeting an optimal learning experience. As students, your responsibility is to be present at every class meeting and to be prepared to participate actively in class. If you wish clarification of anything that you read or hear in class, but do not wish to publicly ask a question, feel free to email me and I will be happy to respond to you.

DISABILITIES

Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. Contact information: Coordinator of Disability Services, Office of the Vice President for Student Affairs, phone: 718.636.3711.

ACADEMIC HONOR POLICY

It is the responsibility of every student at the Pratt Institute to obey and support the enforcement of the Honor Code which prohibits lying, cheating, or stealing when these actions involve academic processes or University, students, or academic personnel acting in an official capacity. Students are expected to adhere to the Academic Integrity Code and Judicial Process of Pratt Institute.

SILS ePORTFOLIO

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 they will be permitted to graduate. 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/about_sils/sils_eportfolio/

LMS ADDENDUM – LIS 653

New York State Standards

This course addresses the following New York State Pedagogical Core Requirements:
General Requirements:
(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(vi) uses of technology, 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.

This course responds to The New York State Teaching Standards:
Standard VI: Professional Responsibilities and Collaboration
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element V1.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
Performance indicators:
f. Teachers collaborate with the larger community to access and share learning resources**.**

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 jhochman@pratt.edu

Course Schedule: LIS 653, Fall 2014

August 25, 2014 to December 19, 2014

Session 1 **NO CLASS** August 28	**NO CLASS** Please be sure to **order the textbook** for this class and **do the readings** for next week (listed below).
Session 2 September 4 *Last day to Add/Drop without WD grade is* ***September 8***	**Course Introduction & Overview** Introductions, syllabus review, class survey (email to instructor by Sept. 10). **Thinking about Data, Information, & Knowledge** **Required:** Chowdhury, Ch. 1: Organizing information: what it means, p. 1-15. Meadow, C.T. (1992). Ch. 2: Data, information, and knowledge (p. 20-13). In: *Text Information Retrieval Systems*. Orlando: Academic Press. [This reading has been uploaded to the **LMS**.] Buckland, M. (1991). Ch. 5: Information-as-a-thing (p. 43-54). In: *Information and Information Systems*. New York: Prager. [This reading has been uploaded to the **LMS**.] Buckland, M. K. (1997). What is a "Document?" *Journal of the American Society for Information Science*, 48(9), 804-809. [This reading has been uploaded to the **LMS**.]
Session 3 September 11	**Describing Knowledge: Principles & Standards** **Required:** Chowdhury, Ch. 3: Cataloguing, p. 29-38. (Stop at the section on FRBR). *Encyclopedia of Library and Information Science*: "Cataloging" by Taylor & Joudrey. First click this first URL, then log in with your Pratt ID, then click the second link to the specific article: • http://ezproxy.pratt.edu:2048/login?url=http://www.tandfonline.com/doi/book/10.1081/E-ELIS3 • Link to this specific article: http://www.tandfonline.com.ezproxy.pratt.edu:2048/doi/pdf/10.1081/E-ELIS3-120044500 Levy, D. (1995). Cataloging in the digital order. In: *Proceedings of Digital Libraries '95. The Second Annual Conference on the Theory and Practice of Digital Libraries, June 11-13, 1995, Austin, Texas*. http://www.csdl.tamu.edu/DL95/papers/levy/levy.html

Session 4
September 18
	Metadata: Bibliographic Description, Part 1: MARC
	
	Final project guidelines explained
	Final project abstract form handed out (**DUE October 2nd, Session 6**)
	
	Required:
	Chowdhury: Ch. 4: Bibliographic formats: MARC 21 and others, p. 47-49, 53-60.
	
	Library of Congress. (2003). *What is a MARC record, and why is it important?*
	http://www.loc.gov/marc/umb/um01to06.html
	
	Tennant, R. (2002). MARC must die. *Library Journal*.
	http://lj.libraryjournal.com/2002/10/ljarchives/marc-must-die/
	
	Want to read more about MARC?
	OPTIONAL reading:
	Encyclopedia of Library and Information Science: "Machine Readable Cataloging (MARC) – 1975-2007" by McCallum. First click this first URL, then log in with your Pratt ID, then click the second link to the specific article:
	  • http://ezproxy.pratt.edu:2048/login?url=http://www.tandfonline.com/doi/book/10.1081/E-ELIS3
	  • Link to this specific article: http://www.tandfonline.com/doi/abs/10.1081/E-ELIS3-120044392

Session 5 September 25	**Metadata: Bibliographic Description, Part 2: Dublin Core & More** ~~*Tag Analysis Assignment explained (**DUE October 9^{th**})*~~ **Required:** Chowdhury, Ch. 8: Metadata, p. 139-155. Gilliland-Swetland, A. J. (2008). *Introduction to metadata: Setting the stage.* http://www.getty.edu/research/publications/ electronic_publications/intrometadata/setting.html Rühle, S., Baker, T., and P. Johnston. (2011). *Dublin Core user guide*. http://wiki.dublincore.org/index.php/User_Guide **Skim** this just for an idea: *Using Dublin Core: The Elements*. http://dublincore.org/documents/usageguide/elements.shtml
Session 6 October 2	**Cataloging Rules: AACR2 & RDA** ****Final Project Proposal DUE**** **Required:** Chowdhury, Ch. 3: Cataloging, p. 38-44.

NOTE: Just <u>skim this</u> for a general sense of the rules:
Chan, L. M. (2007). Ch. 3: Anglo-American Cataloging Rules: Description (p. 64-114). In: *Cataloging and Classification: An Introduction*. Lanham, MD: Scarecrow Press.
[This reading is **on the LMS**.]

Coyle, K. & Hillman, D. (2007). Resource Description and Access (RDA): Cataloging rules for the 21st century. *D-Lib Magazine*, 13(1/2).
http://www.dlib.org/dlib/january07/coyle/01coyle.html

Eden, B. L. (2013). The new user environment: The end of technical services? *Information Technology and Libraries*.
https://napoleon.bc.edu/ojs/index.php/ital/article/viewFile/3148/2762

Tennant, R. (2013). The post-MARC era, Parts 1 & 2. *Library Journal*.
http://www.thedigitalshift.com/2013/04/roy-tennant-digital-libraries/the-post-marc-era-part-1/
http://www.thedigitalshift.com/2013/06/roy-tennant-digital-libraries/the-post-marc-era-part-2-part-3-inconsistencies/

Session 7 October 9	**Organizing Records in Catalogs: OPACS & FRBR** ~~** Tag Analysis Assignment DUE**~~ Tillett, B. (2004). *What is FRBR? A conceptual model for the bibliographic universe*. http://www.loc.gov/cds/downloads/FRBR.PDF Baker, T. (2012). Libraries, languages of description, and linked data: a Dublin Core perspective. *Library Hi Tech*, 30(1). 116-133. [This title is **available online through the Pratt Library**. Search the catalog for the journal title, *Library Hi Tech*, then scroll to the bottom of the record for the "Electronic Access" link. Browse to the appropriate issue and article.]
Session 8 October 16	**Categorization & Classification** **Required:** Chowdhury, Ch. 5: Library Classification, p. 71-110. Langridge, D. W. (1992). *Classification: its kinds, elements, systems, and applications*. London: Bowker Saur, p. 2-23. [This reading is **uploaded on the LMS** and is also in the PMC library.] (2006). *What's so great About the Dewey Decimal system?* http://www.straightdope.com/columns/read/2238/whats-so-great-about-the-dewey-decimal-system Steckel, M. (2002). *Ranganathan for IAs: An introduction to the thought of S. R. Ranganathan for information architects*. http://boxesandarrows.com/ranganathan-for-ias/

	Tunkelang, D. (2009). Ch. 1: Introduction: What are facets? In: *Faceted Search*. San Rafael, CA: Morgan & Claypool Publishers, p. 3-9. http://disi.unitn.it/~bernardi/Courses/DL/faceted_search.pdf Hjørland, B. (2012) Is classification necessary after Google? *Journal of Documentation*, 68(3): p. 299-317. Rowley, J. (2008). Ch. 6: Classification and order (p. 171-190). In *Organizing knowledge: An introduction to managing access to information* (4th ed.). Burlington, VT: Ashgate. [This reading is **uploaded on the LMS** and is also in the PMC library.] **Skim this**: Hunter, E. J. (1988 / 2009). *Classification made simple*. Brookfield, VT: Gower, p. 3-49. [This reading is **uploaded on the LMS** and is also in the PMC library.]
Session 9 October 23	**Classification Systems & Schemes** **GUEST SPEAKERS:** • Emily Drabinski, LIU Brooklyn • Jenna Freedman, Barnard College **Required:** Berman, S. (2008). Introduction: Cataloging reform, LC, and me. In: *Radical cataloging: essays at the front*, 5-11. [This reading is **on reserve in the PMC Library**.] Freedman, J. (2012). The Zines are in Charge: A Radical Reference Librarian in the Archives. *Metropolitan Archivist*, 18/1. http://academiccommons.columbia.edu/catalog/ac:143975 Drabinski, E. (2008). Teaching the radical catalog. In: *Radical Cataloging: Essays at the Front*, Jefferson, N.C.: McFarland. http://www.emilydrabinski.com/wp-content/uploads/2012/06/drabinski_radcat.pdf Furner, J. (2007). Dewey deracialized: A critical race-theoretic perspective. *Knowledge Organization*, 34: p. 144-168. http://polaris.gseis.ucla.edu/jfurner/papers/furner-ko07-revised.pdf Doyle, A. (2006). Naming and reclaiming indigenous knowledges in public institutions: Intersections of landscapes and experience. In: *Advances in Knowledge Organization*, 10: 435-442. http://arizona.openrepository.com/arizona/bitstream/10150/105581/1/Naming_and_Reclaiming_Doyle06.pdf
Session 10 October 30	**Subject Analysis** **Required:** Chowdhury. Ch. 6: Subject heading lists and thesauri in information organization, pp. 111-128.

	Taylor, A. G. and D. N. Joudrey. (2009). *The organization of information*. Ch. 9: Subject Analysis. [This reading is **on reserve** in the PMC library.] Naun, C. (2010). Next generation OPACs: A cataloging viewpoint. *Cataloging & Classification Quarterly*, 48(4), p. 330-342. Mann, T. (2003). Why LC Subject Headings Are More Important Than Ever.
Session 11 November 6	**Terminology Control: Knowledge Organization Systems (KOS)** **Required:** Broughton, V. (2006). Ch. 2 (p. 3-12) & Ch. 3 (p. 13-25) of: *Essential thesaurus construction*. London: Facet Publishing. [This reading is **on reserve** in the PMC library & in the **LMS**.] Leise, F. and K. Fast. (2002). *What is a controlled vocabulary?* http://boxesandarrows.com/what-is-a-controlled-vocabulary/ Myers, A. D., & Myers, W. A. (2014). Opening Artists' Books to the User: An Example with Potential Approaches. *RBM: A Journal Of Rare Books, Manuscripts, & Cultural Heritage*, 15(1), 56-67. (Uploaded to the **LMS**.)
Session 12 November 13 *NOTE: Last day to withdraw from a course is* **Nov. 14**	**Data and Information Organization** **Potential Guest Speaker, TBA** *Readings TBA*
Session 13 November 20	**Research Lab** ***Final Project: Literature Review First Draft DUE*** **No readings for class this week.**
Session 14 **NO CLASS** November 27	**NO CLASS** Thanksgiving Break.
Session 15 December 4	**The Documentalist Movement** *** Final Project: Literature Review DUE *****

	In-class film: *The Man Who Wanted to Classify the World.* **Required:** Wright, A. (2003). *Forgotten forefather: Paul Otlet*. http://boxesandarrows.com/forgotten-forefather-paul-otlet/ Rayward, W. B. (1997). The origins of information science and the International Institute of Bibliography / International Federation for Information and Documentation (FID). *Journal of the American Society for Information Science*, 48(4): p. 289-300. http://people.lis.illinois.edu/~wrayward/OriginsofInfoScience.pdf Weinberger, D. (2007). Ch. 3: The geography of knowledge. In: *Everything is miscellaneous: The power of the new digital disorder*. New York: Times Books. [This reading is **on reserve** in the PMC library and on the **LMS**.]
Session 16 December 11 *Final day of class*	**Final Project, Last Day of Class** ***Final Project Presentations***