# INLS 520-003 Organization of Information

# Syllabus (Fall 2014)

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| Hollie White  **Email:** [hollie.white@law.duke.edu](mailto:hcwhite1@email.unc.edu)  **Office hours:**  M-F 12:00pm-5:00pm via Skype or Phone  Phone: 919-613-8560  Skype: hcwhite1 | **Class time:**  Tuesdays and Thursdays  9:30-10:45am  **Place:** Peabody Hall 328  **Class materials:** Accessible via Sakai. |

Updated: August 15, 2014

Course Description

Organization of Information (INLS 520) "introduces the problems and methods of organizing information, including information structures, knowledge schemas, data structures, terminological control, index language functions and implications for searching"

Objectives Across ‘all’ 520 offerings

After taking INLS 520, you should be able to:

* Recognize concepts and use different terms (in a confident manner) to communicate about organizing information.
* Have an understanding of *a range of contexts and environments* (e.g., social, environmental, personal, etc.) in which organizing information takes place.
* Demonstrate the ability to evaluate information organization activities, via an understanding of practice and theory.

Focused Objectives

* To understand the role of organizing information in information control, transfer, and access processes.
* To learn about and become familiar with the basic principles and practices for organizing information.
* To develop skills for organizing information and to understand how representation and classification are a part of this activity.
* To learn how to evaluate information organization in operational information systems
* To develop basic skills for creating and maintain effective information organization systems.
* To consider theoretical issues underlying the organization of information.

Instructor’s Philosophy

This course is a survey of various concepts and approaches that make up the universe of information organization. The area of information organization can be challenging and involves thought, analysis, and consideration. Each sub-area of information organization can make up an entire course unto itself. Over the course of the semester, you will be exposed to many aspects of information organization. **This class will include discussion, group work, lecture, workshops, and individual activities**. This variety in activity is meant to expose you to the practical, hands on applications that contribute to information organization; the conceptual underpinnings of the subject; and to encourage you to explore intellectual considerations necessary for putting organization theory into practice. In order to do well in this course, it is highly recommended that you attend all class sessions; participate in discussions; complete all in-class assignments; be responsive during socratives; listen and take notes during lecture; complete all readings when assigned; finish and turn in all out of class assignments on time; and ask questions when concepts or assignments are unclear.

Class Communication

I will mainly use the Sakai for sharing important updates and resources. Please make a commitment to working in and checking Sakai. I may post reading updates, news about guests, exciting talks, publications, and so forth. A class listserv has been set up with the address: [inls520.003.fa14@sakai.unc.edu](mailto:inls520.003.fa14@sakai.unc.edu)

Assignments and Evaluation

Class Participation [10 points]

Information organization is a critical component in the development, implementation, and function of any information system, and our class sessions will provide opportunities for class discussion and involves many in-class assignments.

As participants in the class, you are encouraged to attend class, plus initiate and partake in discussions.

Other parts of participation include, paying attention to class lectures, being responsive to in-class socratives, listening to other students’ questions, and respectful to other students’ ideas and opinions. While I encourage class discussion, there may be occasions when I have to limit a discussion in order to cover essential material.

In-Class Assignments [10 points]

In addition to in-class participation, the class has many in-class assignments. “Handouts” for in-class assignments will be posted to the Forums section of Sakai. Each class session will have its own thread. Answers to assignments should be posted to the appropriate Sakai thread by the end of each class day.

Out of class Assignments [50 points total]

Four assignments will be given to help you explore practical aspects of organizing information, and to foster critical thinking about this activity. All Assignments will correspond to a Sakai posting. Please do not work on any assignment until we have discussed it in class. Assignments are listed directly below and are coordinated with topics covered on the schedule.

1. **Metadata Assignment [10 points]**

2. **Thesaurus/Ontology Assignment [10 points]**

3. **Classification Assignment [10 points]**

4. **Final Paper/Presentation (Branch Assignment) [20 points]**

Exams [30 points total]

Midterm Exam[15 points]

Midterm Exam will cover concepts from August 21 to September 23rd

\*Made available electronically in Sakai on September 23rd @ 8am

\*Due in Sakai before September 30th @ 8am

End of term Exam [15 points]

End of term exam will cover concepts covered from September 30th to November

\*Made available electronically in Sakai on December 2nd @ 8am

\*Due on Sakai before December 9th @ 10am

Class Policies: Technology

**1. Students are required to bring some type of device (laptop, tablet, smartphone, etc) that can search the internet to every class session.**

2. As information scientists it is important for all of us to be comfortable and interested in technology, yet there are appropriate and inappropriate uses of technology in this class.

**Appropriate** uses of technology for this class include, but are not limited to :

* Taking notes on a laptop.
* Looking up electronic resources that are referred to in class.
* Forwarding important documents to the class list that relate to class discussion.
* Experimenting with new software being demonstrated in the class.

**Inappropriate** uses of technology during class time, include but are not limited to:

* Texting, chatting, or emailing friends during class time.
* Using Facebook, Twitter, or any other social networking site that is not part of that day’s lecture.
* Staring at and playing with any mobile device or app for much of class.
* Working on assignments for another class or for work.

Excessive use of inappropriate technologies during class time may lead to either the entire class being unable to use any technology, including laptops, for the rest of that class session. Please be prepared for such an occurrence and have paper on hand for note taking.

Please turn your phones on *vibrate or airplane mode* during class time. I am aware that emergencies do happen and, if you receive a call during class, please take that call outside.

Attendance and Preparedness

I will come to class prepared, and I expect the same of you. I understand that you may need to miss class due to certain circumstances. If you are absent, I expect you to do a few things:

1. Contact me and let me know you will not be able to attend class. Contacting me before the next class session is appropriate as well. Note: If you do not contact me, I will assume you have skipped class and will deduct participation points from your overall grade.
2. Coordinate with a class colleague to review the session and collect handouts
3. Review the lecture slides that you missed. These slides can be found on Sakai.

If you have any questions about missed content after discussing with a class colleague, please contact me to schedule a meeting to review the material covered in class.

Readings

As students in an information and library science program, I expect all students to be proficient in finding and using both digital resources found on the internet, as well print resources found in the library. If you feel uncomfortable in using either format, please feel free to contact me for a tutorial on how to use any of these resources. **You may be required to go to physically go to the library in order to find a reading.** You may also be required to look on the online public access catalog at the library to find material, as well as use the library’s electronic databases.

The expectation for this course is that all readings will be completed prior to the class meeting for which they are assigned. Many readings are available on the web; in these cases the syllabus, when possible, provides a link to them. (If a link is broken, I would appreciate you letting me know immediately.)

The E-Journal Finder (http://eresources.lib.unc.edu/ejournal/) is accessible via the UNC Library and a good place to find articles. The syllabus is a bit organic, so please anticipate change during the term.

Honor Code

Collaboration, discussion, and seeking assistance from other students are encouraged in this class and are not inconsistent with the Honor Code. Group and individual assignments will be designated during class. In the case of tangible work, all words drawn from others must be attributed appropriately.

Grading

H 100-95%, P+ 94-90%, P 89-85%, P- 84-80%, L 79-70%, F < 69%

**H:** Clear excellence, above and beyond what is required

**P:** Entirely satisfactory

P+ all requirements satisfied at highest quality

P all requirements satisfied at entirely acceptable level

P- requirements satisfied

**L:** Low passing

**F:** Failed

Syllabus Status

IMPORTANT TO NOTE: While the syllabus provides the framework for this course and lists assigned and recommended readings, please be aware that it's possible that items will be added or deleted throughout the term.

We are members of a dynamic and growing field. Events, such as a guest lecturer, a newsworthy development, or other happenings related to organizing information, may occur and sidetrack us from the intended schedule.

Tuesday, August 19-- Introduction to the course

* No Readings

Thursday, August 21-- Information, Knowledge Data, and Understanding

* Morville, Peter, and Louis Rosenfeld. “Organization Systems.” In Information Architecture for the World Wide Web, 53–81. 3rd ed. Sebastopol, California: O’Reilly, 2006. http://proquestcombo.safaribooksonline.com.libproxy.lib.unc. edu/book/web-development/0596527349/basic-principles-of- information-architecture/i86131\_\_chapterstart\_\_chapter\_5.

Tuesday, August 26-- What are you organizing?

* Buckland, M. (1997). What is a "Document"? Journal of the American Society for Information Science, 48(9): 804-809. Preprint of the JASIS article is at: http://www.ischool.berkeley.edu/~buckland/whatdoc.html.
* Miner, E. A., and Missen, C. (2005). ‘Internet in a Box’: Augmenting Bandwidth with the eGranary Digital Library.” Africa Today, 52 (2): 21–37. http://www.jstor.org/stable/4187701.

Thursday, August 28 --Introduction to Personal Information Management

* Jones, W. & Teevan, J. (2007). Introduction. In W. Jones and J. Teevan (EDs.), *Personal Information Management.* London: University of Washington Press.
* Kwasnik, B. H. (1989). How a Personal Document's Intended Use or Purpose Affects Its Classification in an Office. In: Proceedings of the 12th Annual International ACM SIGIR Conference on Research and Development in Information Retrieval. New York: ACM, p. 207-210.

Tuesday, September 2-- Personal Information Management(Focus on Organization)

* Barreau, D. and Nardi, B. A. (1995). Finding and Reminding: File Organization from the Desktop. SIGCHI Bulletin, 27, 3: 39- 42: http://homepages.cwi.nl/~steven/sigchi/bulletin/1995.3/barre au.html;
* Nardi, B. & Barreau, D. (1997)"Finding and Reminding" Revisited: Appropriate Metaphors for the File Organization at the Desktop. SIGCHI Bulletin, 29, 1: 76-78: [http://bulletin.sigchi.org/1997/january/finding-and- reminding-revisited-appropriate-metaphors-for-file- organization-at-the-desktop/](http://bulletin.sigchi.org/1997/january/finding-and-%20reminding-revisited-appropriate-metaphors-for-file-%20organization-at-the-desktop/).
* Vohs, K., Redden, J., & Rahinel,R. (2013) Physical Order Produces Healthy Choices, Generosity and Conventionality, Whereas Disorder Produces Creativity. *Psychological Science* 24(9): 1860-1867.

Thursday, September 4-- Cataloging

* Wilson, P. (1967) Introduction & The Bibliographic Universe. *Two Kinds of Power: An Essay on Bibliographic Control*. Berkeley, University of California Press, p. 1-19. [http://books.google.com/books?id=DePy\_aazKI4C&printsec=frontcover#v=onepage&q&f=false](https://exch2010.oit.duke.edu/owa/redir.aspx?C=5KTwQiTvdUCGM0-uyLViP0KkhBaE7tAIwEHPQoYR578nJlpv2E0vHaYCvMz_kLt17ikUCo57hOM.&URL=http%3a%2f%2fbooks.google.com%2fbooks%3fid%3dDePy_aazKI4C%26printsec%3dfrontcover%23v%3donepage%26q%26f%3dfalse)
* Tillett, B. (2005). What is FRBR? A conceptual model for the bibliographic universe. *Australian Library Journal*, *54*(1). [**http://tinyurl.com/njt6q4y**](http://tinyurl.com/njt6q4y)

Tuesday, September 9—Cataloging

Review the following resources:

* Cataloging Glossary

http://libraries.ou.edu/cms/default.aspx?id=41

* MARC 21:

<http://www.loc.gov/marc/bibliographic/bdintro.html>

Print off and bring to class:

PCC RDA BIBCO Standard Record (BSR) Metadata Application Profile

<http://www.loc.gov/aba/pcc/scs/documents/PCC-RDA-BSR.pdf>

Thursday, September 11--Metadata

**Metadata Assignment Distributed**

* Weibel, S. (1995). Metadata: The Foundations of Resource Description. D-Lib Magazine: http://www.dlib.org/dlib/July95/07weibel.html
* SKIM: Metadata (in Wikipedia): <http://en.wikipedia.org/wiki/Metadata>

Tuesday, September 16—Metadata (Dublin Core focus)

* Dublin Core homepage: <http://www.dublincore.org>
* Dublin Core Metadata Element Set, Version 1.1

http://dublincore.org/documents/dces/

* Dublin Core Usage Guide Glossary:

http://dublincore.org/documents/usageguide/glossary.shtml

* Guidelines for implementing Dublin Core in XML:

http://dublincore.org/documents/dc-xml-guidelines/

Thursday, September 18--Authority Control

* Authority Control: Wikipedia: http://en.wikipedia.org/wiki/Authority\_control. (Note the article is mainly for a high-level review of the topic, and aspects are glossed over, but it is still informative.)
* Burke, S.K. and Shorten, J. (2011). Name Authority Work. Library Resources & Technical Services, 54-1: 1-20. (in Sakai)
* VISIT/EXPLORE: ORCID: http://about.orcid.org/, explore the “about link” and other aspects of this project.

Tuesday, September 23—Who Should Create Metadata?

**Online Midterm distributed**

* Joorabchi, A. and Mahdi, A. E. (2011). An unsupervised approach to automatic classification of scientific literature utilizing bibliographic metadata. Journal of Information Science, 37 (5): 499-514. (in Sakai)
* Fleet, C., Kowal, K., & Pridal, P. (2012) Georeferencer: Crowdsourced Georeferencing for Map Library Collections, *D-Lib Magazine* 18 (11/12)

<http://www.dlib.org/dlib/november12/fleet/11fleet.html>

Thursday, September 25 (no class)

**Metadata Assignment Due**

**Work on Online midterm**

Tuesday, September 30—Introduction to Indexing Languages

**Online Midterm Due**

**Branch Assignment Distributed**

Thursday, October 2—Folksonomy

* Folksonomy: http://en.wikipedia.org/wiki/Folksonomy
* Zarro, M. and Hall, C. (2012) Exploring Social Curation, *D-Lib Magazine* 18 (11/12): <http://www.dlib.org/dlib/november12/zarro/11zarro.html>
* Yoo, D., Choi, K., Suh, Y., & Kim, G. (2013). Building and evaluating a collaboratively built structured folksonomy. *Journal of Information Science*, 39(5), 593-607. doi:10.1177/0165551513480309

Tuesday, October 7—Controlled Vocabulary

**Thesaurus/Ontology Assignment Distributed**

* Fast, K., Leise, F & Steckel, M. (2002). What is a controlled vocabulary? <http://boxesandarrows.com/what-is-a-controlled-vocabulary/>
* Fast, K., Leise, F & Steckel, M. (2003). Creating a controlled vocabulary: http://boxesandarrows.com/creating-a-controlled-vocabulary/
* Fast, K., Leise, F & Steckel, M. (2003). Synonym rings and authority files: <http://boxesandarrows.com/synonym-rings-and-authority-files/>
* Fast, K., Leise, F & Steckel, M. (2003). Controlled vocabularies: A Glosso-Thesaurus: <http://boxesandarrows.com/controlled-vocabularies-a-glosso-thesaurus/>

Thursday, October 9—Thesauri/Taxonomy

* Biological classification: http://en.wikipedia.org/wiki/Scientific\_classification
* Lambe, P. (2007). Taxonomies can take many forms. In Organising Knowledge: Taxonomies, Knowledge and Organisational Effectiveness, 4-48. Oxford: Chandos.

Tuesday, October 14—Taxonomy Ontology

* Gruber, Thomas. Toward Principles for the Design of Ontologies Used for Knowledge Sharing. *International Journal Human-Computer Studies*Vol. 43, Issues 5-6, November 1995, p.907-928. <http://tomgruber.org/writing/onto-design.htm>
* Gruber, T. What is an Ontology?: http://www- ksl.stanford.edu/kst/what-is-an-ontology.html

Thursday, October 16 --Fall Break!

No class

Tuesday, October 21—Linked Data

**Thesaurus/Ontology Assignment Due**

* VIEW [non-technical introduction]: What is Linked Data?: http://www.youtube.com/watch?v=4x\_xzT5eF5Q.
* VIEW: Europeana: Linked Open Data - What is it?: <http://www.youtube.com/watch?v=uju4wT9uBIA>.

Thursday, October 23—Linked Data

* White, Willis, & Greenberg (2013) HIVEing: The Effect of a Semantic Web Technology on Inter-Indexer Consistency, *Journal of Documentation* 70(3): (in Sakai)

Tuesday, October 28—Classification

**Classification Assignment Distributed**

* Hunter, E.J. (2009). *Classification made simple: An introduction to knowledge organization and information retrieval* . Ashgate. (Read Chapters 1-3) (in Sakai)
* Langridge, D.W. (1992). Classification: Its kinds, Elements, Systems, and Applications. London: Bowker Saur, p. 2-23 (in Sakai)

Thursday, October 30—Classification Continued

* Kwasnik, B. (1999). The role of classification in knowledge representation and discovery. *Library Trends, 48*(1), 22-47.<http://libproxy.lib.unc.edu/login?url=https://auth.lib.unc.edu/ezproxy_auth.php?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=2412873&site=ehost-live&scope=site>
* Jacob, E. K. (2004). Classification and categorization: A difference that makes a difference. Library Trends, 52(3), 488-507.

<http://libproxy.lib.unc.edu/login?url=http://find.galegroup.com/itx/infomark.do?contentSet=IAC-Documents&docType=IAC&type=retrieve&tabID=T002&prodId=AONE&docId=A118236064&userGroupName=unc_main&version=1.0&searchType=PublicationSearchForm&source=gale>

Tuesday, November 4—Faceted Classification

* Ranganathan for IAs by Mike Steckel on 2002/10/07: http://www.boxesandarrows.com/view/ranganathan\_for\_ias.
* SKIM and explore links: Ranganathan @ Wikipedia: http://en.wikipedia.org/wiki/S.\_R.\_Ranganathan.
* Denton, W. (2009). How to Make a Faceted Classification and Put It On the Web. Miskatonic University Press: <http://www.miskatonic.org/library/facet-web-howto.html>.

Thursday, November 6—Classification Review

* No Readings

Tuesday, November 11—Professional Organizations/Associations

**Classification Organization Due**

* ASIS&T SIG/CR (ASIS&T Special Interest Group / Classification Research): <http://www.asis.org/SIG/cr.html>.
* International Society for Knowledge Organization: http://www.isko.org/.
* International Federation of Classification Societies: http://www.classification-society.org/.

Classification Society of North America homepage: http://www.classification-society.org/csna/csna.html.

Thursday, November 13—Future of Organization

* Read: Weinberger. (2007). Everything is Miscellaneous. New York: Times Books. Chapter 1: The New Order of Order: <http://www.everythingismiscellaneous.com/wp-content/samples/eim-sample-chapter1.html>. (\*\*\*pay close attention to the section called “The Three Orders of Order)

Tuesday, November 18—Future of Organization

* Hjorland, B (2011) Is Classification Necessary After Google? *Journal of Documentation* 68 (3): 299-317

Thursday, November 20

**Branch Assignment Presentations**

Tuesday, November 25

**Branch Assignment Presentations**

Thursday, November 27-- Thanksgiving

No class

Tuesday, December 2

**Branch Assignment Paper Due**

Finals review

**Final Distributed**

**Final Due:: December 9th 10 AM**