

**Syllabus**  
**INLS 202, Retrieval and Organizing Systems, Fall 2021, Dr. Stephanie W. Haas**  
**Tuesday & Thursday, 9:30 – 10:45**

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**Instructor:** Dr. Stephanie W. Haas  
**Office:** 215A Manning Hall  
**Email:** [shaas@email.unc.edu](mailto:shaas@email.unc.edu)  
**Office Hours:** Tuesday & Thursday, 11:00 – 12:00, and by appointment

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**Syllabus Contents**

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**Course Description**

Introduction to foundational core concepts and core techniques in information organization, information retrieval, and data mining. (3 credits)

**Course Objectives**

- Identify and describe the major concepts and terminology of information representation, organization, information retrieval, and related topics through readings, presentations, discussions, and exercises.
  - Interpret, apply, and analyze techniques of information representation, organization, retrieval, and related topics through exercises, assignments, and examinations.
  - Develop critical thinking and problem solving skills including reflection, explanation, and evaluation.
  - Examine the value of information representation, organization, retrieval and related topics in the information world, and build your understanding of the field of Information Science.
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**Rationale and Approach**

This course examines several inter-related areas in Information Science, with a focus on how information is represented, organized, and retrieved in information systems. It is intended to build on INLS 201, Foundations of Information Science, and prepare students for more advanced courses in Information Science such as INLS 509 Information Retrieval, and INLS 520 Organization of Information.

The three major areas we will study – how information is represented, how information is organized, and how information is retrieved – are tightly inter-woven. Each constrains the other two, and each pair constrains the remaining area. We will examine the individual areas, as well as the relationships among them.

Information and information systems do not exist in a vacuum. Technology, standards (formal and informal), needs and expectations, and culture and society shape the systems and the information itself. Thus, we will also consider the context in which information and information systems exist.

Your work for this class falls into 4 categories:

- 1) reading/viewing/learning/asking questions about materials such as articles, videos, and slides,
- 2) collaborative exercises and discussions,
- 3) individual exercises, reflections, and a semester-long case study, and
- 4) assessment in the form of quizzes.

### Assignments and Grading

Your final grade will be based on the following:

3 Quizzes	20%
4 Exercises	20%
Reflections on Guest visits	20%
4 Case Study Deliverables	20%
Final Exam	20%

The following grade scale will be used AS A GUIDELINE (subject to any curve).

Grade Range	Definition*
A 90-100%	Mastery of course content at the <u>highest level of attainment</u> that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such <u>outstanding promise</u> in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B 80-89.9%	<u>Strong performance</u> demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C 70-79.9%	A <u>totally acceptable performance</u> demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D 60-69.9%	A <u>marginal performance</u> in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F 0-59.9%	For whatever reason, an <u>unacceptable performance</u> . The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

\*Definitions are from: <http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/> (underlining is my emphasis)

### Keys to Success

- Plan ahead! Success in this course requires project management skills: identify milestones and deadlines, and plan your work accordingly.
- Coordinate the work schedule for this class with the schedules for your other classes, work, and other activities. You are likely to have many deadlines toward the end of the semester, so it's important for you to keep up.
- Give yourself plenty of time to prepare for each class. You may find some of the readings challenging; take the time to get as much as you can from each one. If you are not prepared for class, you will not be able to fully participate in (and benefit from) each class meeting.
- If there is something you don't understand, say so! If you don't want to ask during class, make an appointment with me, or contact me by email.
- If you have any questions or concerns about the class or your work for the class, please talk to me about them. I cannot help you if I don't know there is an issue, and it is always easier to deal with problems earlier rather than later.
- Be flexible! We have all made lots of adjustments to our schedules and habits; it is possible we will need to do more this semester.

- Communication is important: I will let you know as soon as possible if I need to make changes to some aspect of the course. I ask the same of you: please let me know as soon as possible if you need to make changes.
  - Remember that I want each of you to learn and succeed in this course. If you encounter a problem, let me know, and we will solve it together.
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## **Course Policies**

### Course Documents

Information about this course is found in 4 “Official Course Documents”, available through the course Sakai site: The Syllabus, the Schedule Overview, the Assignment Overview, and the Mask Use Policy. All information is subject to change, as the situation warrants.

### Academic Integrity

Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://studentconduct.unc.edu/honor-system>

The UNC Honor Code is in effect for all work in this course. Chapter 5 of the “[Instrument of Student Judicial Governance](https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf)” (<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>) discusses Academic Dishonesty; you are responsible for being familiar with, and abiding by all aspects of the "Instrument".

Students often ask what is okay to talk about with other students and what is not. There are some specific guidelines for this course.

- I do encourage you to help each other learn the course material – your fellow students can often be a great resource for learning. For example, you may want to work together when you are reading an assigned reading for class.
- Reflections on our guests' visits may be based on other students' comments or ideas (e.g. question that another student asked a guest), but you should add your own thoughts and ideas. Give the others credit for their inspiration.
- All work you submit for assignments, quizzes, and examinations should be your own. If there are assignments or exercises you work on with a partner or in a group, each group member should be an active contributor.

### Preparation and Attendance

My goal is to always be prepared for class, and to start class on time. If unforeseeable circumstances prevent this for any reason, I will try to notify you beforehand if at all possible. I expect the same of you: be prepared for class, and be ready to start class on time.

You are expected to attend all class meetings. Unexplained absences or tardiness are discourteous and unprofessional. (How would your manager respond to unexplained absences? How would you, as a manager, respond to unexplained absences?) Further, you cannot participate in in-class activities (guests, exercises, discussion, etc.) if you are not present.

- If you know you will miss a class because of an unavoidable conflict, please inform me by email or in person in advance of the class.
- If you must miss a class session unexpectedly, for example, because of illness or transportation problems or other issue, you must inform me by email as soon as possible.
- If you miss a class for any reason, you are responsible for learning what you missed from a classmate.

Reading assignments, exercises, study questions, and other preparation should be done before the class for which they are assigned so you can ask questions and participate in discussions. Some of the readings are introductory or textbook-like, others are research articles, which may be more complex. Give each reading your honest effort, but don't panic if there's something you don't understand. Make a note of your questions so we can discuss them in class.

#### Policy on Non-Discrimination and Diversity

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](https://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

More specifically, it is important for us as information professionals, to understand that information is powerful. The way information is represented, organized, and used, in addition to the information itself, can promote or perpetuate bias, or expose and reduce bias.

## Participation

You are expected to be an active participant in this course. Participation is not just about talking: reading or listening to others' ideas, and facilitating discussions and exercises to make sure everyone has a chance to participate is equally important. Other forms of participation include (but are not limited to)

- Sharing completed exercise results, discussions, and in-class exercises.
- Asking a question. Remember that other students may be wondering the same thing – or you may have thought of something no one else has.
- Being attentive to our guests' presentations. (They're always happy to answer questions!)

You could think about an good participation and facilitating discussion as improvisational theater. In improv, the goal is to keep a conversation going by providing a "hook" for another actor to pick up. This is referred to as "*yes and*". Don't just say "yes" – that doesn't have a hook. Instead, consider these types of responses:

"Yes, and", meaning "I agree, and furthermore ..."

or

"Yes, but", meaning "I agree, but there are other aspects or considerations..."

or

"No, because", meaning "I disagree, or I view it differently, and here's why..."

These are just examples to give you a general idea of ways your response could help carry the conversation forward, by providing hooks for others to join in. You will sometimes disagree with something someone else says. This kind of discussion and debate is a vital part of information system design and development, but your contributions must be phrased in a courteous, professional manner. (This applies to all our interactions with each other!)

What else goes into good participation? Consider the aspects describe in this chart.  
*(adapted with permission from Dr. Emily Vardell)*

	<b>Strong</b>	<b>Needs development</b>	<b>Unsatisfactory</b>
<b>Preparation</b>	Arrives with notes, observations, and questions.	sometimes arrives unprepared.	Shows little if any indication of having prepared for class or having read the assigned materials.
<b>Listening</b>	Actively supports, listens, and engages.	Shows effort to interact but at times shows disinterest in peer contributions.	Limited or no interaction with peers and may exhibit disrespect.
<b>Quality of contributions</b>	Comments and questions are relevant and show close reading and keen insight.	Participates constructively but unevenly. Comments and questions are at times irrelevant or lack depth.	Never participates or participates only when prodded and does so perfunctorily. Shows little interest in materials or peer contributions.
<b>Frequency of participation</b>	Participates actively at appropriate times.	Participates sometimes but fails always to be attentive.	Rarely participates and is not generally engaged.
<b>Impact on class</b>	Moves discussion forward; class members benefit from student's contributions and group dynamic is enhanced.	Sometimes advances discussion but at other times seems merely filler. Group dynamics are sometimes better (but never worse) as a result of student participation.	Comments and questions fail to advance conversation. Group dynamics are impaired as a result of student's participation.

### Assignments

All assignments should be submitted on time through the Assignment tool in Sakai. We will discuss many of the assignments in class; if you haven't completed the assignment, you won't be able to contribute to the discussion.

I will accept assignments up to 1 week after the due date with no penalty, and no excuse needed. I'd rather see a good assignment that's a little late, than a not-so-good one on time!

If you need even more time for some reason (e.g., schedule conflict or illness), please talk to me (or send me an email) in advance of the original due date. In all other cases, I will not accept assignments after the 1 week grace period. In other words, if you've missed several assignments, you can't hope to improve your course grade by handing them all in at the end of the semester.

Pay attention to the instructions for each assignment. Be sure you have completed each part of the assignment, and proofread it before you submit it.

Start working on assignments well in advance of the due date. Do not wait until the last minute (or hour or day) to ask questions about the assignment – I may not be available for consultation.

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### **Practical Matters**

#### Communications

My usual office hours are Tuesday & Thursday, 11:00 – 12:00. We can also make an appointment, if that works better for you. The best way to get in contact with me is by email: shaas at email dot unc dot edu. Note that I receive a large amount of email and while I try to reply to student emails within 48 hours, there are times that it may take me 2-3 days to reply. Therefore, it is important that you get started on assignments early, so there is time for me to respond to any questions you may have.

Email is also the best way of letting me know if you can't be in class, or to make an appointment with me.

I may use the message/email facility within Sakai to send announcements to the class, as well as to individual students. You can also use Sakai messages to talk to me or your classmates.

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### **Sakai**

We will use Sakai for materials and assignments. All enrolled students should have access to the UNC Sakai site for this course: <http://sakai.unc.edu/> I will give a brief tour of the Sakai site during our first class meeting.

Materials for each Unit are in that Unit's Lesson, with one section per class. That may include readings, slides, notes, etc.

Official course documents (Syllabus, Schedule and Assignment Overviews) are available in the Introduction Unit.



Assignments and exercises must be submitted through the Sakai Assignment Tool following the submission instructions given in the assignment specifications.

We will use Sakai Tests & Quizzes for the Unit Quizzes. All quizzes are closed book, and you must complete the quiz in a single session – you cannot start it, go do something else, and come back to finish it. Each quiz will be available for 3 days (Thursday through Saturday), and you may take the quiz any time it is convenient for you during that window.

You may use the Dropbox to store your notes or assignment drafts. For example, if you have a question about an assignment, and it would be helpful for me to see what you've done, you can put it in your Dropbox for me to look at.

If for some reason you are unable to submit an assignment to Sakai, as a last resort you may email it to me along with a note about the problem you encountered, or put it in your Sakai Drop Box and send me an email telling me it's there. The email serves as a record that you tried to submit the assignment on time.

I will use the Sakai Gradebook to record course grades.

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## **Additional Resources**

### Accessibility Resources and Services

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

### Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. (*source: Student Safety and Wellness Proposal for EPC, Sep 2018*)

### Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### Learning Center

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.

### Writing Center

The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>. (*source: syllabus from section of ECON 486 offered in 2015*)

## Schedule Overview

### INLS 202, Retrieval and Organizing Systems, Fall 2021, Stephanie W. Haas

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Welcome to INLS 202! I'm looking forward to our class together.

This overview lists class dates, topics and assignments. The Units in Sakai include the details for each class meeting: preparation, materials, activities, etc. All time given are Chapel Hill, North Carolina time.

All schedule information given here, in other course documents, and in Sakai, should be considered tentative. I may adjust meetings, activities, assignments, and dates if necessary.

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Our Sakai Site Opens Wednesday 2021-08-18, 830 a.m.

If you wish, you can get started on the Orientation Activities Assignment, which must be completed by Monday August 23, 2021, at 8:00 am. This assignment include reading the syllabus and other course documents.

If you have any questions or concerns about the plan or other aspects of the course, please send me an email so we can discuss it. I want this course to work for everyone in the class! My email address is [shaas@email.unc.edu](mailto:shaas@email.unc.edu)

#### 1. Thursday 2021-08-19

Introductions and business; define "information environment" (IE).

Assign Orientation Activities, **due in Sakai Monday 2021-08-23 8:00 a.m.**

#### 2. Tuesday 2021-08-24

In class: Leftover business, introduce the ROR model

#### 3. Thursday 2021-08-26

In class: More about IE; preparation for guest speakers

#### 4. Tuesday 2021-08-31

Guest: Dr. Lori Haight

Assign Reflection, due in Sakai **Thursday 2021-09-02, 8:00 a.m.**

#### 5. Thursday 2021-09-02

Affordances, Ethics

Before class: view Norman video, read Grosz article.

In class: Share reflections; discuss affordances and ethics in your IE.

#### 6. Tuesday 2021-09-07

Before class: read Wittkower (with reading guide)

In class: discuss Wittkower concepts, points, etc.

#### 7. Thursday 2021-09-09

Guest: Tim Shearer

Assign Reflection, due in Sakai **Monday 2021-09-13 8:00 a.m.**

#### 8. Tuesday 2021-09-14

Before class: Read Glushko Ch. 11 & 12.

In class: Share reflections, discuss case studies. Assign Case Study 1, Due in Sakai **Monday 2021-09-27, 8:00 am**

**9. Thursday 2021-09-16**

Before class: Read Wittgenstein and Rosch & Mervis

In class: Prep for Affordances/Ethics Quiz, **open Thursday 2021-09-16, 11:00 am, closes Saturday 2021-09-18, 12:00 noon**. Discuss category concepts. Assign Categorizing Social Media, due in Sakai **Monday 2021-09-27, 8:00 a.m.**

**10. Tuesday 2021-09-21**

Before class: Read Glushko Ch. 1

In class: Review Quiz results; Social Media results; discuss organization in your IE

**11. Tuesday 2021-09-23**

Before class: Read Vitale; Al Saffar & Knottenbelt

In class: Discuss concepts of hoarding and minimalism

**12. Tuesday 2021-09-28**

Before class: Read Swan

In class: Discuss concepts of clutter. Assign Hoarding and Clutter in your IE, due in Sakai **Monday 2021-10-04, 8:00 am**

**13. Thursday 2021-09-30**

In class: Demo and play: Web of Science. Prep for Organization, Hoarding, and Clutter Quiz, **open Thursday 2021-09-30 11:00 am, closes Saturday 2021-10-02, 12:00 noon**.

**14. Tuesday 2021-10-05**

In class: Review Quiz results; Discuss hoarding and clutter in your IE. Assign CS 2, due in Sakai **Monday 2021-10-18, 8:00 a.m.**

**15. Thursday 2021-10-07**

Before class: read Marchionini.

In class: Dean Gary Marchionini. Assign Reflection, due in Sakai **Thursday 2021-10-14, 8:00 a.m.**

**16. Tuesday 2021-10-12 University Day, TBA**

**17. Thursday 2021-10-14**

Before class: Reading TBA

In class: Prof. Gabriel Peterson. Assign Reflection due in Sakai **Monday 2021-10-18, 8:00 a.m.**

**18. Tuesday 2021-10-19**

In class: Share reflections. IR basics: measuring performance.

***Thursday 2021-10-21 Fall Break, no class meeting***

**19. Tuesday 2021-10-26**

Before class: Read Rutter

In class: discuss search tactics, search success Assign Case Study 3, due in Sakai **Monday 2021-11-08, 8:00 a.m.**

**20. Thursday 2021-10-28**

Before class: Read Wildemuth

In class: Discuss complexity, difficulty and related search concepts. Assign Analyze your searches, due in Sakai **Monday 2021-11-01, 8:00 a.m.**

**21. Tuesday 2021-11-02**

Before class: TBA

In class: Dr. Emily Pfaff. Assign Reflection due in Sakai **Thursday 2021-11-04 8:00, a.m.**

**22. Thursday 2021-11-04**

Before class: TBA

In class: Share reflections, Network basics, prep for IR Quiz, open **Thursday 2021-11-04 11:00 am, closes Saturday 2021-11-06, 12:00 noon.**

**23. Tuesday 2021-11-09**

In class: Share search analysis exercises. Recommender networks as IR. Assign Case Study 4, Presentations: **Tuesday 2021-11-16, Thursday 2021-11-18, or Tuesday 2021-11-23.**

**24. Thursday 2021-11-11**

Before class: Read Matsudairia

In class: Discuss opportunities in your IE.

**25. Tuesday 2021-11-16**

In class: Case Study Presentations

**26. Thursday 2021-11-18**

In class: Case Study Presentations

**27. Tuesday 2021-11-23**

In class: Case Study Presentations

***Thursday 2021-11-25 Thanksgiving Break, no class***

**28. Tuesday 2021-11-30**

In class: Wrap-up, discuss final exam

**Tuesday 2021-12-07, 8:00 a.m. Final Exam**