

## Syllabus

**Department:** Division of Library and Information Science

**Course Number and Title:** LIS 203 Organization of Information

**Bulletin Description:** [25 words maximum]

This course introduces the foundations of information organization, representation and retrieval. Emphasis is on the organization of information within the library, archive, and museum environments.

**Prerequisite(s):** None

**Co-requisite(s):** None

### Course Objectives:

1. Objective: To equip future information professionals with the skill-sets needed on how to deal with new/different types of information resources and to recognize their unique characteristics
  - Learning Outcome: Upon completion of this course students will be able to explain the concepts behind rules and systems that provide bibliographic and intellectual access to documents.
2. Objective: To provide future information professionals with the skill-sets necessary to evaluate competing approaches to, and standards for providing access to resources
  - Learning Outcome: Upon completion of this course students will be able to define and provide examples of standards in data structure, data content, and data values. This includes an elementary understanding of the major traditions in information organization such as cataloging, classification, indexing & abstracting and bibliography.
3. Objective: To provide future information professionals with the ability to think creatively and work collaboratively with others inside and outside their respective information environments
  - Learning Outcome: Upon completion of this course students will be able to critically analyze the advantages and disadvantages of each type of bibliographic system
4. Objective: To ensure future information professionals have a broad understanding of the current information environment to be able to make their local information organization and representation practices compatible and interoperable with other efforts
  - Learning Outcome: Upon completion of this course students will learn how to organize information objects typically found within the traditional library, archive and museum environments and be able to critically analyze the advantages & disadvantages of each type of bibliographic system
5. Objective: To prepare future information professionals to work comfortably within the emerging digital information environment
  - Learning Outcome: Upon completion of this course, students will be aware of current issues in the organization of information.

### Program Goals and Outcomes:

3A) Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.

3B) Demonstrate ability to organize recorded knowledge and information using the systems of cataloging, metadata, indexing, and classification standards and methods.

## Units of Instruction:

Date	Topic	Assignments
Week 1 First Day of Classes	<b>ICEBREAKER &amp; ORGANIZATION IN VARIOUS CONTEXTS</b> Additional Presentations: ➤ <a href="#">Introduction to Course PP</a> ➤ <a href="#">What is Information?</a> Readings: ➤ Taylor, Chapter 1 (Textbook) ➤ Glushko (2013) ➤ Buckland (1991) ➤ Pick One: Svenonius (2000) Ch. 1 & 2 Taylor & Joudrey (2010) Buckland (1997) Berners-Lee (1998) Weinberger (2007) Tools: <ul style="list-style-type: none"> <li>• ➤ <a href="#">Seeing Standards Glossary</a></li> <li>• ➤ <a href="#">Seeing Standards Poster</a></li> </ul>	AS-L Group Project Sign-Up (5pts) AS-L Pre-Reflection (5pts) AS-L Poster Presentation (10pts)
Week 2	<b>INTRODUCTION &amp; HISTORY OF IO</b> Additional Presentations: ➤ <a href="#">What is Information Technology?</a> ➤ <a href="#">Introduction to Computer &amp; Computer Networking</a> Readings:	Basic Search Assignment (5pts) Copyright Assignment (5pts)

	➤ Taylor, Chapters 2 & 3 ➤ Taylor (July/August 1994) ➤ Coyle (2010) ➤ Pick One: Roe (2005) Freitag (1982) Jewett (1850) Lubetzky (1953a) Lubetzky (1953b) Coburn & Baca (June/July 2004) Verona (1961) Pettee (1936) Agre (2002) Tutorial: ➤ Read the Unix Introduction <a href="http://www.ee.surrey.ac.uk/Teaching/Unix/index.html">http://www.ee.surrey.ac.uk/Teaching/Unix/index.html</a> ➤ History of the Internet <a href="http://www.netvalley.com/netvalley/archives/mirrors/davemarsh-timeline-1.htm">http://www.netvalley.com/netvalley/archives/mirrors/davemarsh-timeline-1.htm</a> Discussion: ➤ Is Information Organization (IO) still necessary if we have full-text search? ➤ What are some examples of IO in everyday life?	
Week 3	<b>METADATA &amp; INFORMATION RETRIEVAL</b> Additional Presentation: <ul style="list-style-type: none"> <li>• ➤ <a href="#">Metadata is Really Just Cataloging w/ a Different Name</a></li> <li>• ➤ <a href="#">Advanced HTML: CSS, JavaScript &amp; Perl</a></li> </ul> Readings: ➤ Taylor Chapters 4 & 5 of your textbook ➤ Elings & Waibel (2007) ➤ Chen (1976) ➤ Pick One: Bates (2002) Morville & Rosenfeld (2006) Antelman & Lynema (2006) Salo (2009) Markey (January/February (2007) Greenberg, Sutton & Campbell (2003) Baca (2007) Swanson (1977) OCLC (2008) Hickey (2005) Schottlaender (2003) Discussion: <ul style="list-style-type: none"> <li>• ➤ What are the important elements of a metadata schema?</li> </ul>	Initial Blog Post (5pts) Descriptive Cataloging & Metadata

	<ul style="list-style-type: none"> <li>• ➤ How do metadata schemas relate to web 2.0?</li> <li>• ➤ What does metadata have to do with web 2.0?</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Practical Principles for Metadata Creation and</a></li> </ul>	
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	<p><b>Maintenance</b></p> <ul style="list-style-type: none"> <li>• ➤ <a href="#">Riley, J. (2009-2010): Glossary of Metadata Standards</a> (Located in BB)</li> <li>• ➤ <a href="#">Seeing Standards Poster</a></li> <li>• ➤ Dublin Core metadata Element Set, Version 1.1 <a href="http://dublincore.org/documents/dces/">http://dublincore.org/documents/dces/</a></li> </ul> <p>Useful Links:</p> <ul style="list-style-type: none"> <li>• ➤ Dublin core Homepage: <a href="http://www.dublincore.org">http://www.dublincore.org</a></li> <li>• ➤ Dublin Core Usage Guide Glossary: <a href="http://dublincore.org/documents/usageguide/glossary.shtml">http://dublincore.org/documents/usageguide/glossary.shtml</a></li> </ul> <p>Tutorial:</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Metadata Creation Example</a></li> </ul>	
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Week 4	<p><b>DESCRIPTIVE CATALOGING STANDARDS</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>➤ Taylor, Chapter 7</li> <li>➤ Tosaka &amp; Park (2013)</li> </ul> <p>Tillett (2003) Williams (2009) Oliver (2007) IFLA Statement of International Cataloguing Principles (2009) Gorman (1981) <b>Electronically available through SJU</b> Baca &amp; Clark (2007) Baca (2007) Harpring (2007) Williams (2007) Whiteside (2005) Lubetzky (1953) Lubetzky (1986)</p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• ➤ What are the major differences between AACR2 and RDA?</li> <li>• ➤ Why is the FRBR model considered an improvement over AACR2?</li> <li>• ➤ Why is the cataloging community grappling with practical issues in navigating the transition from AACR2 to RDA? Explain.</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>• ➤ Furrrie. Understanding MARC-Bibliographic. <a href="http://www.loc.gov/marc/umb">http://www.loc.gov/marc/umb</a></li> <li>• ➤ OCLC Bibliographic Formats &amp; Standards. 4<sup>th</sup> ed. <a href="http://www.oclc.org/bibformats">http://www.oclc.org/bibformats</a></li> <li>• ➤ AACR2 WordPress Cataloging Class <a href="http://catalogingclass.wordpress.com">http://catalogingclass.wordpress.com</a></li> <li>• ➤ Gorman (1981) Electronically available through SJU</li> </ul> <p>Tutorials:</p> <ul style="list-style-type: none"> <li>➤ <a href="#">AACR2/MARC Resource Description</a> ➤ <a href="#">Cataloguer's Desktop Video</a></li> </ul>	
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	<p>Exercise:</p> <ul style="list-style-type: none"> <li>➤ AACR2 Exercise</li> <li>➤ MARC Literacy Exercise</li> </ul>	
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Week 5	<p><b>CONCEPTUAL BIBLIOGRAPHIC STRUCTURES</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>➤ Chen (1976)</li> <li>➤ Moehrle (2012)</li> <li>➤ Dickey (2008)</li> <li>➤ Anhalt &amp; Stewart (2012) ➤ Cronin (2011)</li> <li>➤ Pick One:</li> </ul> <p>Calhoun (2006) Mann (2006) Weinheimer (2006)</p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• ➤ Future of Bibliographic Data</li> <li>• ➤ What are some of the issues involved in converting</li> </ul>	
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	<p>from AACR2 to RDA or to another format?</p> <ul style="list-style-type: none"> <li>➤ How do you envision the features of the catalogue (OPAC) changing to accommodate the FRBR model?</li> </ul> <p>Library of Congress RDA Materials:</p> <ul style="list-style-type: none"> <li>➤ LC RDA Website: <a href="http://www.loc.gov/aba/rda">http://www.loc.gov/aba/rda</a> (Read the Core Elements for LC under Documentation)</li> <li>➤ <a href="#">RDA - Report from the 2013 ALA Midwinter Conference - Seattle, WA</a></li> <li>➤ LC MARC Transition Website: <a href="http://www.loc.gov/marc/transition">http://www.loc.gov/marc/transition</a> (Read news announcements from Oct. 31, 2011 and May 22, 2012, links below) <a href="http://www.loc.gov/marc/transition/news/framework-103111.html">http://www.loc.gov/marc/transition/news/framework-103111.html</a> <a href="http://www.loc.gov/marc/transition/news/modeling-052212.html">http://www.loc.gov/marc/transition/news/modeling-052212.html</a></li> <li>➤ Target Date for LC Implementation of RDA <a href="http://www.loc.gov/catdir/cpsol/news_rda_implementation_date.html">http://www.loc.gov/catdir/cpsol/news_rda_implementation_date.html</a></li> </ul> <p>Tutorial:</p> <ul style="list-style-type: none"> <li>➤ RDA Toolkit Video <a href="http://www.rdatoolkit.org/training/guidedtour">http://www.rdatoolkit.org/training/guidedtour</a></li> <li>➤ RDA Toolkit Free Trial Offer <a href="http://www.rdatoolkit.org/trial">http://www.rdatoolkit.org/trial</a></li> <li>➤ <a href="#">RDA Literacy Example</a></li> </ul>	
Week 6	<p>RECORDS CREATION LAB</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>➤ Taylor, Chapter 6</li> <li>➤ Kucsma, et al. (2011)</li> <li>➤ Han et al. (2011)</li> <li>➤ Gorman (2004)</li> </ul> <p>Discussion:</p>	<p>Records Creation Assignment (10pts):</p> <p>RDA in MARC RDA in DC MARC in DC RDA in XML</p>

	<ul style="list-style-type: none"> <li>➤ Does the development of RDA parallel developments on the web today?</li> <li>➤ What is the relationships between Dublin Core and MARC?</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>➤ Cataloguer's Desktop: <a href="http://desktop.loc.gov">http://desktop.loc.gov</a></li> <li>➤ MARC at LC: <a href="http://www.loc.gov/marc">http://www.loc.gov/marc</a></li> <li>➤ RDA at LC: <a href="http://www.loc.gov/aba/rda">http://www.loc.gov/aba/rda</a></li> <li>➤ RDA Toolkit: <a href="http://www.rdatoolkit.org/trial">http://www.rdatoolkit.org/trial</a></li> <li>➤ RDA Toolkit Video Help: <a href="http://www.rdatoolkit.org/videohelp">http://www.rdatoolkit.org/videohelp</a></li> <li>➤ DC: <a href="http://dublincore.org/documents/dces">http://dublincore.org/documents/dces</a></li> <li>➤ MARC Encoding w/ RDA Elements - Authority Records Example <a href="http://www.rdatoolkit.org/sites/default/files/examples_of_rda_authority_records_o.pdf">http://www.rdatoolkit.org/sites/default/files/examples_of_rda_authority_records_o.pdf</a></li> <li>➤ MARC Encoding w/ RDA Elements <a href="http://www.rdatoolkit.org/sites/default/files/6jsc_rda_complete_examples_bibliographic_jul0312_rev.pdf">http://www.rdatoolkit.org/sites/default/files/6jsc_rda_complete_examples_bibliographic_jul0312_rev.pdf</a></li> </ul> <p>Tutorials:</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Cataloging with AACR2/MARC Example</a></li> </ul>	
Week 7	<p>NO CLASSES</p> <ul style="list-style-type: none"> <li>➤ Spring Break</li> </ul>	----
Week 8	<p>NAME AUTHORITIES &amp; AUTHORITY CONTROL</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>➤ Taylor, Chapter 8</li> <li>➤ Plassard (2004)</li> <li>➤ Tillett (2009)</li> <li>➤ Pick One: Hodge (2000) <a href="http://www.clir.org/pubs/reports/pub91/contents.html">http://www.clir.org/pubs/reports/pub91/contents.html</a> Salo (2009)</li> </ul>	<p>Name &amp; Subject Authorities Assignment (5pts)</p>

	<p>Lee (2002) Gorman (2009) Yee (2004) Tillett (2009) Department of Cultural Resources (2008) Discussion:</p> <ul style="list-style-type: none"> <li>• ➤ Do we still need authorities?</li> <li>• ➤ Is main entry still relevant?</li> <li>• ➤ What role could name authorities fill on the web?</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>• ➤ MARC Authority Control Tutorial: <a href="http://www.lib.usm.edu/legacy/techserv/auth_tutorial/index.htm">http://www.lib.usm.edu/legacy/techserv/auth_tutorial/index.htm</a></li> <li>• ➤ RDA Authority Control Training Manual: <a href="http://www.loc.gov/catworkshop/courses/nametitle_auth/pdf/Name-Title_Trnee_Manual.pdf">http://www.loc.gov/catworkshop/courses/nametitle_auth/pdf/Name-Title_Trnee_Manual.pdf</a></li> <li>• ➤ Virtual International Authority File</li> </ul>	
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	<p>Tutorials: <a href="http://www.oclc.org/viaf/default.htm">http://www.oclc.org/viaf/default.htm</a> <a href="http://viaf.org">http://viaf.org</a></p> <ul style="list-style-type: none"> <li>➤ LC Authority Control Example</li> <li>➤ MARC Authority Control Example ➤ RDA Authority Control Example</li> </ul>	
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Week 9	<p>SUBJECT ANALYSIS Readings: ➤ Taylor, Chapter 9 &amp; Appendix A ➤ Harpring (2002) ➤ Pick One: Taylor (1995) Shirky (2005) Merholz (2005) Lancaster (1991) Chan (1989) Discussion:</p> <ul style="list-style-type: none"> <li>• ➤ What are the issues surrounding subject analysis?</li> <li>• ➤ What methods are used to overcome (or attempt to overcome) these issues?</li> </ul> <p>Tutorial: ➤ Tagging Exercise ➤ Subject Analysis Exercise</p>	Tagging Project (10pts)
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Week 10	<p>CONTROLLED VOCABULARIES Readings:</p> <ul style="list-style-type: none"> <li>• ➤ Taylor, Chapter 10</li> <li>• ➤ Library Services, Library of Congress, Report on Pre- vs. Post-coordination &amp; Related Issues (2007)</li> <li>• ➤ Pick One: Leise et al. (2002) Kipp (2005) Wells (2010) Lanzi (1999)</li> </ul> <p>Discussion: ➤ Controlled Vocabularies &amp; Tags ➤ Some issues to consider for this week:</p> <ul style="list-style-type: none"> <li>○ Controlled Vocabularies vs. Tags</li> <li>○ Precoordinated vs Postcoordinate Headings ○ Manual vs. Automatic Indexing</li> <li>○ Subject Heading vs. Thesauri</li> </ul> <p>Tutorial: ➤ <a href="#">LCSH Example</a></p>	-----
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Week 11 DLIS Spring Symposium	<p>INDEXING, THESAURI, SKOS &amp; LINKED DATA Readings: ➤ Chen (1976) ➤ Miller &amp; Swick (2003) ➤ Tillett (1992) ➤ <a href="http://www.w3schools.com/xml/default.asp">http://www.w3schools.com/xml/default.asp</a> ➤ Pick One:</p>	Advanced Searching Assignment (5pts)
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	Calhoun (2006)	
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	<p>Mann (2006)  Greenberg et al. (2011) Mendez &amp; Greenberg (2012) Zeng &amp; Hodge (2011)  Isaac (2008)  Summers et al. (2008) Tennant (2009)  Byrne &amp; Goddard (2010)  Videos:</p> <ul style="list-style-type: none"> <li>• ➤ Linked Data for Libraries:  <a href="http://www.youtube.com/watch?v=fWfEYcnk8Z8">http://www.youtube.com/watch?v=fWfEYcnk8Z8</a></li> <li>• ➤ Tim Berners-Lee: <a href="http://www.youtube.com/watch?v=OM6XIICm_qo">http://www.youtube.com/watch?v=OM6XIICm_qo</a></li> <li>• ➤ Hans Rosling: <a href="http://www.youtube.com/watch?v=RuwSiuAdUcI">http://www.youtube.com/watch?v=RuwSiuAdUcI</a></li> <li>• ➤ Symposium: Linking &amp; Opening Vocabularies <a href="http://klingon.uc3m.es/hive-es/wiki/index.php/Symposium-en">http://klingon.uc3m.es/hive-es/wiki/index.php/Symposium-en</a></li> <li>• ➤ What is Linked Data? <a href="http://www.youtube.com/watch?v=4x_xzT5eF5Q">http://www.youtube.com/watch?v=4x_xzT5eF5Q</a></li> <li>• ➤ Europeana: Linked Open Data - What is it?  <a href="http://www.youtube.com/watch?v=uju4wT9uBIA">http://www.youtube.com/watch?v=uju4wT9uBIA</a></li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• ➤ The Calhoun report &amp; Mann's rebuttal: Where should cataloging &amp; subject analysis go from here?</li> <li>• ➤ What are the four things that must be done to your documents in order to create an opened, linked data environment?</li> </ul>	
<p>Week 12</p>	<p>CATAGORIZATION &amp; CLASSIFICATION</p> <p>➤ <b>St. John's Student Research Month</b></p> <p>Readings:</p> <p>➤ Taylor, Chapter 11 ➤ Gorman (1981)  ➤ Vizine-Goetz (1999) ➤ Pick One:  Olson (2001) Olson (2004) Denton (2009)</p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• ➤ What are some of the substantive differences between indexing &amp; classification?</li> <li>• ➤ How does Roche's theory of basic categories &amp; the issue of fuzzy categories affect classification &amp; indexing?</li> </ul> <p>Tutorials:</p> <ul style="list-style-type: none"> <li>• ➤ DDC: <a href="#">OCLC PowerPoint Presentation</a></li> <li>• ➤ LCC: <a href="http://www.loc.gov/catdir/cpso/lcco/">http://www.loc.gov/catdir/cpso/lcco/</a></li> <li>• ➤ BISAC: <a href="http://www.bisg.org/what-we-do-o-136-bisac-subject-headings-list-major-subjects.php">http://www.bisg.org/what-we-do-o-136-bisac-subject-headings-list-major-subjects.php</a></li> </ul>	<p>Classification Assignment (5pts)</p>
<p>Week 13</p>	<p>NO CLASSES</p>	<p>---</p>
<p>Week 14</p>	<p>CLASSIFICATION SCHEMES &amp; CLASSIFICATION LAB</p> <p>Readings:</p> <p>➤ Classification Schemes:</p> <ul style="list-style-type: none"> <li>○ Fister (2009)</li> <li>○ Thatcher (2010) ○ Brisco (2004)</li> <li>○ Stauffer (2008)</li> </ul> <p>➤ Classification Lab</p> <ul style="list-style-type: none"> <li>○ Taylor, Appendix B</li> <li>○ Taylor (2005)</li> </ul> <p>Tutorials:</p> <ul style="list-style-type: none"> <li>• ➤ WebDewey Tutorial:  <a href="http://www.oclc.org/dewey/resources/tutorial">http://www.oclc.org/dewey/resources/tutorial</a></li> <li>• ➤ LC Classweb Tutorial: <a href="http://classificationweb.net/tutorial">http://classificationweb.net/tutorial</a></li> <li>• ➤ LCC Video: <a href="http://www.youtube.com/watch?v=Vdh3O5PdEiw">http://www.youtube.com/watch?v=Vdh3O5PdEiw</a></li> <li>• ➤ LC Call Number and Shelving Tutorial:  <a href="http://www.library.kent.edu/page/13761">http://www.library.kent.edu/page/13761</a></li> <li>• ➤ DDC Video: <a href="http://www.youtube.com/watch?v=3zpzXHYYIrc">http://www.youtube.com/watch?v=3zpzXHYYIrc</a></li> </ul>	<p>---</p>

	<ul style="list-style-type: none"> <li>• ➤ Using the LC Cutter Table (PowerPoint Presentation)</li> </ul> <p>Exercise:</p> <ul style="list-style-type: none"> <li>➤</li> </ul>	
Week 15	<p>INFORMATION ARCHITECTURE Readings:</p> <ul style="list-style-type: none"> <li>➤ Taylor, Ch.11</li> <li>➤ Leise et al. (2003) ➤ White et al. (2006) ➤ Krug (2001)</li> <li>➤ Pick One: Maness (2006)</li> </ul> <p>Additional Presentations &amp; Resources:</p> <ul style="list-style-type: none"> <li>• ➤ <a href="#">Advanced HTML: CSS, JavaScript &amp; Perl</a></li> <li>• ➤ What is HTML? <a href="http://www.jmarshall.com/easy/html/#toc">http://www.jmarshall.com/easy/html/#toc</a></li> <li>• ➤ What is XHTML? <a href="http://searchsoa.techtarget.com/definition/XHTML">http://searchsoa.techtarget.com/definition/XHTML</a></li> <li>• ➤ What is RDF? <a href="http://www.w3schools.com/webservices/default.asp">http://www.w3schools.com/webservices/default.asp</a></li> <li>• ➤ What is XHTML 2.0? <a href="http://www.w3.org/TR/2004/WD-xhtml2-20040722/">http://www.w3.org/TR/2004/WD-xhtml2-20040722/</a></li> <li>• ➤ What is CSS? <a href="http://www.w3schools.com/css/default.asp">http://www.w3schools.com/css/default.asp</a></li> </ul>	AS-L Post-Reflection (5pts)

	<ul style="list-style-type: none"> <li>• ➤ What is Java Script? <a href="http://www.w3schools.com/js/default.asp">http://www.w3schools.com/js/default.asp</a></li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>• ➤ <a href="#">Practical Principles for Metadata Creation and Maintenance</a></li> <li>• ➤ Riley, J. (2009-2010): Glossary of Metadata Standards (Located in BB)</li> <li>• ➤ Seeing Standards Poster</li> <li>• ➤ HTML <a href="http://www.w3schools.com/html/default.asp">http://www.w3schools.com/html/default.asp</a></li> <li>• ➤ XHTML <a href="http://searchsoa.techtarget.com/definition/XHTML">http://searchsoa.techtarget.com/definition/XHTML</a></li> <li>• ➤ RDF <a href="http://www.w3schools.com/webservices/default.asp">http://www.w3schools.com/webservices/default.asp</a></li> <li>• ➤ CSS <a href="http://www.w3schools.com/css/default.asp">http://www.w3schools.com/css/default.asp</a></li> <li>• ➤ Java Script <a href="http://www.w3schools.com/js/default.asp">http://www.w3schools.com/js/default.asp</a></li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• ➤ What are the important elements of a metadata schema?</li> <li>• ➤ How do metadata schemas relate to web 2.0?</li> <li>• ➤ What does metadata have to do with web 2.0?</li> </ul> <p>Exercise:</p> <ul style="list-style-type: none"> <li>➤ Usability Exercise</li> <li>➤ Website Taxonomy Exercise</li> </ul>	
Week 16	<p>LAST DAY OF CLASSES</p> <ul style="list-style-type: none"> <li>➤ Final Exam Week</li> </ul>	Final Exam (20pts)

## Bibliography:

Required Text: Taylor, A. G., & Joudrey, D. (2009). The organization of information (3<sup>rd</sup> ed.). Westport, CT.: Libraries Unlimited. ISBN: 978-1-59158-700-2 (Paperback)

### Helpful Resources:

Gill, T., Gilliland, A. J., Whalen, M., & Woodley, M. S. (2008). Introduction to metadata. Retrieved from [http://www.getty.edu/research/publications/electronic\\_publications/intrometadata/index.html](http://www.getty.edu/research/publications/electronic_publications/intrometadata/index.html)

Layne, S. S., Harpring, P., Hourihane, C., & Sundt, C. L. (2002). Introduction to art image access: Issues, tools, standards, strategies. Retrieved from [https://www.getty.edu/research/publications/electronic\\_publications/intro\\_aia/index.html](https://www.getty.edu/research/publications/electronic_publications/intro_aia/index.html)

Thornes, R., Dorrell, P., & Lie H. (1999). Introduction to Object ID: Guidelines for making records that describe art, antiques, and antiquities. Retrieved from [http://archives.icom.museum/object-id/guide/guide\\_fore.html](http://archives.icom.museum/object-id/guide/guide_fore.html)

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Week 1:

Icebreaker & Organization in Various Contexts

Berners-Lee, T. (1998). The semantic web roadmap. Retrieved from <http://www.w3.org/DesignIssues/Semantic.html>

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Week 2:

Introduction & History of Information Organization (IO)

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Metadata & Information Retrieval (IR)

Antelman, K. Lynema, E. & Pace, A. K. (September 2006). Toward a 21<sup>st</sup> century library catalog. *Information Technology and Libraries*, 25(3), 128-139.

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Libraries Unlimited. Chapters 4 & 5

What is CSS? <http://www.w3schools.com/css/default.asp>

What is HTML? <http://www.jmarshall.com/easy/html/#toc>

What is RDF? <http://www.w3schools.com/webservices/default.asp> What is XHTML?

<http://searchsoa.techtarget.com/definition/XHTML>

What is XHTML 2.0? <http://www.w3.org/TR/2004/WD-xhtml2-20040722/> 20 | Page

Week 4:

Descriptive Cataloging Standards

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- Whiteside, A.B. (2005). Cataloging Cultural Objects: New Descriptive Cataloging Guidelines for the Cultural Heritage Community. Art Documentation, 74(2), 16-18.
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Week 5:

Conceptual Bibliographic Structures

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Library of Congress RDA Materials

1. LC RDA Website: <http://www.loc.gov/aba/rda>

a. Read the Core Elements for LC under Documentation

2. LC MARC Transition Website: <http://www.loc.gov/marc/transition>

1. Read news announcements from Oct. 31, 2011 and May 22, 2012 located at the links below:

- i. <http://www.loc.gov/marc/transition/news/framework-103111.html>
- ii. <http://www.loc.gov/marc/transition/news/modeling-052212.html>

2. Target Date for LC Implementation of RDA located at

[http://www.loc.gov/catdir/cpsd/news\\_rda\\_implementation\\_date.html](http://www.loc.gov/catdir/cpsd/news_rda_implementation_date.html)

Mann, T. (2006). What is going on at the Library of Congress? Retrieved from <http://www.guild2910.org/AFSCMEWhatIsGoingOn.pdf>

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Week 6:

Records Creation Lab

Gorman, M. (2004). Authority control in the context of bibliographic control in the electronic environment. *Cataloging & Classification Quarterly*, 38(3-4), 11-22.

Han, et al. (2011). Testing Resource Description and Access (RDA) with Dublin Core. DC-2011: 165-170. Retrieved from <http://dcpapers.dublincore.org/pubs/article/view/3638/1864>

Kucsma, et al. (2010). Using Omeka to build digital collections: The METRO case study. *D-Lib Magazine*, 16(3/4). Retrieved from <http://www.dlib.org/dlib/march10/kucsma/03kucsma.html>

Taylor, A. G. & Joudrey, D. N. (2009). *Metadata: Access and Authority Control*, 3rd edition. Westport , Conn.: Libraries Unlimited. Chapter 8

Week 7:  
Spring Break – No Classes

Week 8:  
Name Authorities & Authority Control

Gorman, M. (2004). Authority control in the context of bibliographic control in the electronic environment. *Cataloging & Classification Quarterly*, 38(3/4), 11-22. doi: [http://dx.doi.org/10.1300/J104v38n03\\_03](http://dx.doi.org/10.1300/J104v38n03_03)

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Taylor, A. G. & Joudrey, D. N. (2009). *The organization of information*, 3<sup>rd</sup> edition. Westport , Conn.: Libraries Unlimited. Chapter 8

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Week 9:  
Subject Analysis

Chan, L.M. (1989). Inter-indexer consistency in subject cataloging. *Information Technology & Libraries*, 8(4), 349-358.

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Week 10:  
Controlled Vocabularies

Kipp, M. (2005). Complementary or discrete contexts in online indexing: A comparison of user, creator, and intermediary keywords. *Canadian Journal of Information and Library Science*, 29(4), 419-436.

Leise et al. (2003) All about facets and controlled vocabularies. Retrieved from <http://boxesandarrows.com/controlled-vocabularies-a-glossio-thesaurus/> (This is a series of four articles)

Taylor, A. G. & Joudrey, D. N. (2009). The organization of information, 3<sup>rd</sup> edition. Westport, Conn.: Libraries Unlimited. Chapter 10

Wells, K. L. (2010). The Mississippi Digital Library's Civil Rights Thesaurus. The Southeastern Librarian, 58(3), 14-19. Retrieved from

<http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1371&context=seln>

Week 11:

Indexing, Thesauri, SKOS & Linked Data

Byrne & Goddard (2010). The Strongest Link: Libraries and Linked Data. D-Lib 16(11-12). Retrieved from <http://www.dlib.org/dlib/november10/byrne/11byrne.html>

Calhoun, K. (2006). The changing nature of the catalog and its integration with other discovery tools (read the first 20 pages). Retrieved from <http://www.loc.gov/catdir/calhoun-report-final.pdf>

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Greenberg et al. (2011). HIVE: Helping Interdisciplinary Vocabulary Engineering. ASIST Bulletin (April/May 2011). Retrieved from [http://www.asis.org/Bulletin/Apr11/AprMay11\\_Greenberg\\_etAl.html](http://www.asis.org/Bulletin/Apr11/AprMay11_Greenberg_etAl.html)

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Mann (2006). A critical review of "The changing nature of the catalog and its integration with other discovery tools" (26 pages). Retrieved from <http://guild2910.org/AFSCMECalhounReviewREV.pdf>

Mendez, E. & Greenberg, J. (2012). Linked Data for open vocabularies and HIVE's Global Framework. EI Professional de la Informacion, 21(3): 236-244

[http://www.elprofesionaldelainformacion.com/contenidos/2012/mayo/03\\_eng.pdf](http://www.elprofesionaldelainformacion.com/contenidos/2012/mayo/03_eng.pdf)

Miller, E. & Swick, R. (2003). An overview of W3C semantic web activity. Bulletin of the American Society for Information Science and Technology, 26(4). Retrieved from <http://www.asis.org/Bulletin/Apr-03/millerswick.html>

Summers et al. (2008). LCSH, SKOS and Linked Data. DC-2008: 25-33. Retrieved from <http://dcpapers.dublincore.org/index.php/pubs/article/view/916>

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Zeng, M. & Hodge, G. Developing a Dublin Core Application Profile for the Knowledge Organization Systems (KOS) Resources. ASIS&T Bulletin, 37(4), 236-244. Retrieved from [http://www.asis.org/Bulletin/Apr-11/AprMay11\\_Zeng\\_Hodge.pdf](http://www.asis.org/Bulletin/Apr-11/AprMay11_Zeng_Hodge.pdf)

Week 12:

Categorization & Classification

Denton, W. (2009). How to Make a Faceted Classification and Put it On the Web. Miskatonic University Press. Retrieved from <http://www.miskatonic.org/library/facet-web-howto.html>

Gorman. (1981). The Longer the Number, the Smaller the Spine. American Libraries, 12(8), 498-499. Taylor A. G. & Joudrey, D. N. (2009). The organization of information, 3<sup>rd</sup> edition. Westport, Conn.:

Libraries Unlimited. Chapter 11

Vizine-Goetz. (1999). Using Library Classification Schemes for Internet Resources.

<http://staff.oclc.org/~vizine/InterCat/vizine-goetz.htm> (A comparative analysis of library and Internet schemes).

Week 13:

Easter Break – No Classes

Week 14:

Classification Schemes & Classification Lab

Fister, B. (2009). The Dewey dilemma. Library Journal, 134(16). Retrieved from

<http://www.libraryjournal.com/article/CA6698264.html>

- Taylor A. G. & Joudrey, D. N. (2009). The organization of information, 3<sup>rd</sup> edition. Westport, Conn.: Libraries Unlimited. Appendix B (pp. 429-432)
- Taylor, A. G. (2006). Cataloging and classification, 10<sup>th</sup> edition. Westport, Conn.: Libraries Unlimited. Chapter 15 (In BB)
- Thatcher, S. G. (April 2010). Against the grain: Why I hate the BISAC codes. University Press, 22(2). Retrieved from <http://www.psupress.org/news/pdf/Why%20I%20Hate%20the%20BISAC%20Codes.pdf>
- Week 15: Information Architecture
- Maness (2006). Library 2.0 Theory: Web 2.0 and Its Implications for Libraries. Retrieved from <http://www.webology.org/2006/v3n2/a25.html>
- Taylor A. G. & Joudrey, D. N. (2009). The organization of information, 3<sup>rd</sup> edition. Westport, Conn.: Libraries Unlimited. Chapter 11
- Krug S. (2014). Don't Make Me Think. Retrieved from <http://www.sensible.com/chapter.html>
- White et al. (2006). Usability evaluation of library online catalogues. AUIC2006 <http://crpit.com/confpapers/CRPITV50White.pdf>

## **New York State Education Department Requirements**

1. Contact Hours – 30 hours  
Comprised of the following:
  - Periodic announcements/discussion posts by the instructor
  - Lecture (online or face to face)
  - Monitoring group discussions
  - Reviewing assignments
  - Advising on semester projects
  - Email interaction
  
2. Supplementary Hours – 120 hours  
Comprised of the following:
  - Assigned reading
  - Weekly assignments (individual and group)
  - Research for semester projects
  - Presentations (online or face to face)
  - Academic Service-Learning projects (where appropriate)