# Information Organization and Access

University of Illinois School of Information Sciences

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LIS 501A
Spring 2017
Tuesday 10:00-11:50 AM Room 109
Thursday 10:00-11:50 AM Room 109
4 credit hours

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Instructor: David Dubin
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## Course Description

This course provides an intensive and thorough introduction to fundamentals of information organization and access from the point of view of the field of library and information science. The course is not an introduction to LIS as a whole or to the profession of librarianship—the focus is squarely on information organization and access. 501 aims to acquaint you with the principal problems of information organization and access, the main streams of thought, and the key thinkers and contributors. The material covered is broad in scope and applicable to a wide variety of settings and systems. The course emphasizes the central position of people, communities, and information users in problems of information organization and access.

## Course Overview

The central themes of the course are:

1.  Who uses information, how they use it, and what constraints shape their use of information;
2.  How recorded knowledge can be organized and structured;
3.  Ways of providing access to the world's knowledge.

## Learning Objectives

1.  To provide a foundation for further study in library and information science, including an appreciation for forms of systematic research in LIS.
2.  To introduce central concepts, theories, principles, research issues, and people associated with the practice and study of information organization and access.
3.  To advance a common set of ideas that help to define the profession's orientation toward problems of information organization and access.

## Course Materials

There is no required textbook for this course; required readings are available electronically through the university library or the open Web (as indicated).

This course will introduce you to many terms and concepts that may be new to you. Remember that the Library provides access to some reference sources online that may be helpful in providing additional background and explanations.
These titles are linked from:
http://www.library.illinois.edu/lsx/findit/tools/dictionaries.html and
http://www.library.illinois.edu/lsx/findit/tools/encyclopedias.html.
They include: *ODLIS: Online Dictionary for Library and Information Science* and the *Encyclopedia of Library and Information Sciences*.

## About Jodi Schneider

Jodi Schneider is an assistant professor at the School of Information Sciences. She studies scholarly communication and social media through the lens of arguments, evidence, and persuasion. She is developing Linked Data (ontologies, metadata, Semantic Web) approaches to manage scientific evidence. Jodi holds degrees in informatics (Ph.D., National University of Ireland, Galway), library & information science (M.S. UIUC), mathematics (M.A. UT-Austin), and liberal arts (B.A., Great Books, St. John's College). She worked in academic libraries and bookstores for 6 years. She has also held research positions across the U.S. as well as in Ireland, England, France, and Chile.

## About Dave Dubin

David Dubin is a Research Associate Professor at GSLIS. His research explores the foundations of information representation and description as well as issues of expression and encoding in documents and digital information resources.

## Library Resources

http://www.library.illinois.edu/lis/
lislib@library.illinois.edu
Phone: (217) 300-8439

## Writing and Bibliographic Style Resources

The iSchool has a Writing Resources Moodle site https://courses.ischool.illinois.edu/course/view.php?id=1705 and iSchool writing coaches also offer free consultations. We highly recommend this!

The campus-wide Writers Workshop also provides free consultations. For more information see http://www.cws.illinois.edu/workshop/

## Academic Integrity

Please review and reflect on the academic integrity policy of the University of Illinois, http://admin.illinois.edu/policy/code/article1_part4_1-401.html to which we subscribe. By turning in materials for review, you certify that all work presented is your own and has been done by you independently, or as a member of a designated group for group assignments. If, in the course of your writing, you use the words or ideas of another writer, proper acknowledgement must be given (using APA, Chicago, or MLA style). Not to do so is to commit plagiarism, a form of academic dishonesty. If you are not absolutely clear on what constitutes plagiarism and how to cite sources appropriately, now is the time to learn. Please ask me! Please be aware that the consequences for plagiarism or other forms of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.

# Statement of Inclusion

# Accessibility Statement

# Assignments and Evaluation

All assignments are required for all students. Completing all assignments is not a guarantee of a passing grade. All work must be completed in order to pass this class. Late or incomplete assignments will not be given full credit unless the student has contacted the instructor prior to the due date of the assignment (or in the case of emergencies, as soon as practicable). The weighting of each assignment in the final grade is noted below.

**Graded Written Assignments** (67 points total)

1. Collections Assessment - 15 points - due January 26
2. Use and Users - 15 points - due February 14
3. Final Project - 25 points comprised of:
   - Presentation due March 30 (5 points)
   - 2-page research proposal due April 6 (10 points)
   - 20-item annotated bibliography due April 6 (10 points)
4. 4 Reading Responses - 12 points total (3 points each) - due by 11 PM on the day following the class meeting they are discussed. 3 reading responses should be completed following March 28; all 4 should be completed following April 6.

**Graded Participation Assignments** (7 points total)

1. Lead 1 in-class discussion of the readings - 3 points - Sign up for 1 topic, groups of 1-3 students.
2. Overall participation - 4 points - Written & oral participation in class

**Ungraded Milestones (towards the Final Project)** (8 points total)

These are ungraded; submit materials by 11PM on the deadline for full credit.

1. Research question (1 paragraph) - due February 2
2. Research reflection plan - due February 2
3. Research Methods (2 paragraphs) - due February 16
4. One annotated bibliography item - due February 23
5. One reflection about finding items - due March 2
6. Share 20 resources via Zotero - due March 9
7. Abstract outline & 2 annotations - due March 14
8. Research Reflection notebook - due March 30

**Ungraded In-Class Exercises** (18 points total)

These are ungraded; participate in class and submit any associated by 11PM on the deadline for full credit.

1. Introduce yourself both in person in class and in writing on the Moodle forum. - due January 17
2. File format exercise - planned for January 17
3. Sign up for 2 collections for Assignment 1 on the wiki set up for this purpose. - planned for January 19
4. Collection stewardship exercise - participate on January 24
5. Command line exercise - planned for January 26
6. Reference question exercise - participate on January 26
7. Return to reference question exercise - participate on January 31
8. Zotero introduction exercise - planned for February 9
9. Research methods exercise - planned for February 14
10. Use & Users discussion - participate on February 14
11. Cultural heritage object description exercise - planned for February 23
12. Pandoc on cultural heritage object description - planned for February 28
13. Markdown of an ebook - planned for February 28
14. Character encoding exercise - planned for March 2
15. Pandoc assembly of an EPUB ebook - planned for March 2
16. Zotero output and applications exercise - planned for March 9
17. Database design exercise - planned for March 14
18. Practice presentations - participate on March 28

**Grading Scale:**

94-100 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59 and below = F

# Topic Schedule

## Week 1, session 1: January 17:

### In class:
- File format exercise
- Presentation of the syllabus & core competencies
- Introductions exercise
- Lecture on documents

## Core Competencies

American Library Association. "ALA's Core Competences of Librarianship," 2009. http://tinyurl.com/ALAcore.

———. "Knowledge and Competencies Statements Developed by Relevant Professional Organizations." Text. *Education & Careers*, August 3–3, 2006. http://tinyurl.com/ALAcomptencies.

ASIST Board. "ASIST Educational Guidelines," November 8, 2001. https://www.asis.org/Board/educational_guidelines.html.

Sweeney, Miriam E. "How to Read for Grad School," June 20, 2012. https://miriamsweeney.net/2012/06/20/readforgradschool/.

## Documents

Buckland, Michael K. "What Is a 'document'?" *Journal of the American Society for Information Science* 48, no. 9 (September 1, 1997): 804–9. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Ferraris, Maurizio. "Documentality-Or Why Nothing Social Exists beyond the Text." *From Ontos Verlag: Publications of the Austrian Ludwig Wittgenstein Society-New Series (Volumes 1-18)* 3 (2013). http://wittgensteinrepository.org/agora-ontos/article/viewFile/2015/2214.

Renear, Allen H. "Text Encoding." In *A Companion to Digital Humanities*, 218–39. Blackwell Publishing Ltd, 2007. http://dx.doi.org/10.1002/9780470999875.ch17.

## Week 1, session 2: January 19:

### In class:
- Lecture on Collections
- Sign up for 2 collections for Assignment 1 on the wiki set up for this purpose

## Collections

Lee, Hur-Li. "What Is a Collection?" *Journal of the American Society for Information Science* 51, no. 12 (2000): 1106–13. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Roberts, Angharad. "Chapter 10 - Conceptualising the Library Collection for the Digital World." In *Digital Information Strategies*, edited by David Baker and Wendy Evans, 143–56. Chandos Publishing, 2016. http://www.sciencedirect.com/science/article/pii/B978008100251300010X.

## Week 2, session 1: January 24:

### In class:
- Collection stewardship exercise
- Student-led discussion of interfaces and interaction
- Visit from Instructional Technology and Design on Computing resources

## Interfaces and interaction

Bush, Vannevar. "As We May Think." *The Atlantic Monthly*, 1945. http://www.theatlantic.com/unbound/flashbks/computer/bushf.htm.

Hearst, Marti A. "The Evaluation of Search User Interfaces." In *Search User Interfaces*. Cambridge: Cambridge University Press, 2009. http://searchuserinterfaces.com/book/sui_ch2_evaluation.html.

Shneiderman, Ben. "Codex, Memex, Genex: The Pursuit of Transformational Technologies." In *CHI 98 Conference Summary on Human Factors in Computing Systems*, 98–99. CHI '98. New York, NY, USA: ACM, 1998. doi:10.1145/286498.286548.

The ICT Lounge. "Operating Systems," n.d. http://www.ictlounge.com/html/operating_systems.htm.

## Week 2, session 2: January 26:

### Due today:
- Assignment 1: Collections Assessment and Comparison

### In class:
- Reference question exercise
- Command line exercise

## Week 3, session 1: January 31:

### In class:
- Visit from Dan Tracy, LIS and Research Services Librarian
- Revisit reference questions exercise

## Browsing and serendipity

Bawden, David. "Encountering on the Road to Serendip? Browsing in New Information Environments." In *Innovations in Information Retrieval: Perspectives for Theory and Practice*. London: Facet Publishing, 2011. [Locate full text from http://vufind.carli.illinois.edu/vf-uiu/].

Breeding, Marshall. "Serendipity: The Virtual-Library Experience." *Computers in Libraries* 35, no. 9 (November 1, 2015): 9–11. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Maloney, Alan, and Lettie Y. Conrad. "Expecting the Unexpected: Serendipity, Discovery, and the Scholarly Research Process." SAGE White Paper. SAGE Publishing, 2016. http://us.sagepub.com/sites/default/files/serrdiscovery.pdf.

## Search strategy

Bates, Marcia J. "Information Search Tactics." *Journal of the American Society for Information Science* 30, no. 4 (1979): 205–14. doi:10.1002/asi.4630300406.

———. "What Is Browsing—really? A Model Drawing from Behavioural Science Research." *Information Research* 12, no. 4 (October 2007). [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Mann, Thomas. "Chapter 11: The Methods-of-Searching Model." In *Library Research Models*, 151–79. New York: Oxford University Press, 1993. https://uofi.app.box.com/files/0/f/16297257349/1/f_120858216803.

## Week 3, session 2: February 2:

### Due today:
- Assignment 3 Milestone 1: Research question draft
- Assignment 3 Milestone 2: Research reflection plan

- Student-led discussion of small worlds, convenience and information poverty
- Student-led discussion of anomalous states of knowledge
- Student-led discussion of information overload and anxiety

## Anomalous states of knowledge

Belkin, Nicholas J, Robert N Oddy, and Helen M Brooks. "ASK for Information Retrieval: Part I. Background and Theory." *Journal of Documentation* 38, no. 2 (1982): 61–71. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

## Small worlds, convenience and information poverty

Chatman, Elfreda A. "Life in a Small World: Applicability of Gratification Theory to Information-Seeking Behavior." *Journal of the American Society for Information Science* 42, no. 6 (July 1, 1991): 438. doi:10.1002/(SICI)1097-4571(199107)42:6<438::AID-ASI6>3.0.CO;2-B.

———. "The Impoverished Life-World of Outsiders." *Journal of the American Society for Information Science (1986-1998)* 47, no. 3 (3, 1996): 193. http://search.proquest.com/docview/216900346?accountid=14553.

Connaway, Lynn, Timothy Dickey, and Marie Radford. "'If It Is Too Inconvenient I'm Not Going after It:' Convenience as a Critical Factor in Information-Seeking Behaviors." *Library & Information Science Research* 33, no. 3 (2011): 179–90. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

## Information overload and anxiety

Bawden, David, and Lyn Robinson. "The Dark Side of Information: Overload, Anxiety and Other Paradoxes and Pathologies." *J. Inf. Sci.* 35, no. 2 (April 2009): 180–91. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Blair, Ann. "Reading Strategies for Coping With Information Overload ca.1550-1700." *Journal of the History of Ideas* 64, no. 1 (2003): 11–28. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

## Week 4, session 1: February 7:

**In class:**
- Lecture on Information use and users

## Information use and users

Fidel, Raya. "User-Centered Indexing." *Journal of the American Society for Information Science* 45, no. 8 (1994): 572–76. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Gossen, Tatiana, and Andreas Nürnberger. "Specifics of Information Retrieval for Young Users: A Survey." *Information Processing & Management* 49, no. 4 (July 2013): 739–56. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

La Barre, Kathryn A., and Carol L. Tilley. "The Elusive Tale: Leveraging the Study of Information Seeking and Knowledge Organization to Improve Access to and Discovery of Folktales." *Journal of the American Society for Information Science and Technology* 63, no. 4 (April 1, 2012): 687–701. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Rhee, Hea Lim. "Reflections on Archival User Studies." *Reference & User Services Quarterly* 54, no. 4 (2015): 29–42. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

## Week 4, session 2: February 9:

### In class:
- Zotero exercise
- Lecture on Research methods

## Research methods

Aufderheide, Patricia. "'Does This Have to Go through the IRB?'" *The Chronicle of Higher Education*, August 17, 2016. http://chronicle.com/article/Does-This-Have-to-Go/237476/.

Connaway, Lynn Silipigni, and Ronald R. Powell. "Selecting the Research Method." In *Basic Research Methods for Librarians*, 71–106. Library and Information Science Text Series. Santa Barbara, Calif: Libraries Unlimited, 2010. [Locate full text from http://vufind.carli.illinois.edu/vf-uiu/].

Fidel, Raya. "Are We There yet?: Mixed Methods Research in Library and Information Science." *Library & Information Science Research* 30, no. 4 (December 2008): 265–72. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Sutton, Brett. "Qualitative Research Methods in Library and Information Science [ELIS Classic]." *Encyclopedia of Library and Information Sciences*. CRC Press, December 9, 2009. [Locate full text from http://www.library.illinois.edu/lsx/findit/tools/encyclopedias.html].

Walliman, Nicholas. "Defining the Research Problem." In *Social Research Methods*, 67–74. London: SAGE Publications, Ltd, 2006. http://methods.sagepub.com/book/social-research-methods.

## Week 5, session 1: February 14:

**Due today:**
• Assignment 2: Information Needs/Information Seeking Behavior Essay

**In class:**
• Research methods exercise
• Small group discussion of Use and Users (drawing on Assignment 2)

## Week 5, session 2: February 16:

**Due today:**
• Assignment 3 Milestone 3: Research methods draft

**In class:**
• Student-led discussion of approaches to organizing information

## Approaches to organizing information

Duffy, Eamon P. "Searching HathiTrust: Old Concepts in a New Context." *Partnership: The Canadian Journal of Library and Information Practice and Research* 8, no. 1 (June 8, 2013). [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Glushko, Robert J. "Resources in Organizing Systems." In *The Discipline of Organizing*, 3rd ed., 169–230. O'Reilly, 2015. http://disciplineoforganizing.org/.

Gross, Tina, Arlene G. Taylor, and Daniel N. Joudrey. "Still a Lot to Lose: The Role of Controlled Vocabulary in Keyword Searching." *Cataloging & Classification Quarterly* 53, no. 1 (January 2, 2015): 1–39. doi:10.1080/01639374.2014.917447.

Maxwell, R.L. "Bibliographic Control." *Encyclopedia of Library and Information Sciences*, 2010. [Locate full text from http://www.library.illinois.edu/lsx/findit/tools/encyclopedias.html].

Olson, Hope A. "The Power to Name: Representation in Library Catalogs." *Signs* 26, no. 3 (2001): 639–68. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Taylor, Arlene, and Daniel N. Joudrey. "Appendix A. An Approach to Subject Analysis." In *The Organization of Information*, 3rd ed., 419–27. Westport, Conn: Libraries Unlimited, 2009. https://reserves.library.illinois.edu/.

Tillett, Dr Barbara. "What Is FRBR? A Conceptual Model for the Bibliographic Universe." *The Australian Library Journal* 54, no. 1 (February 1, 2005): 24–30. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

## Week 6, session 1: February 21:

### In class:

- Student-led discussion of classification and folksonomy

## Classification and folksonomy

Anderson, James Doig, and José Pérez-Carballo. "Library of Congress Subject Headings (LCSH)." *Encyclopedia of Library and Information Sciences*. CRC Press, December 9, 2009. [Locate full text from http://www.library.illinois.edu/lsx/findit/tools/encyclopedias.html].

Beghtol, Clare. "Classification Theory." *Encyclopedia of Library and Information Sciences*. CRC Press, December 9, 2009. [Locate full text from http://www.library.illinois.edu/lsx/findit/tools/encyclopedias.html].

Brown-Sica, Margaret, and Jeffrey Beall. "Library 2.0 and the Problem of Hate Speech." *Electronic Journal of Academic and Special Librarianship* 9, no. 2 (2008). http://southernlibrarianship.icaap.org/content/v09n02/brown-sica_m01.html.

Chan, Lois Mai, and Theodora L. Hodges. "Library of Congress Classification (LCC)." *Encyclopedia of Library and Information Sciences*. CRC Press, December 9, 2009. [Locate full text from http://www.library.illinois.edu/lsx/findit/tools/encyclopedias.html].

Fister, Barbara. "The Dewey Dilemma." *Library Journal* 134, no. 16 (2009): 22–25. http://lj.libraryjournal.com/2010/05/public-services/the-dewey-dilemma/.

Gerolimos, Michalis. "Tagging for Libraries: A Review of the Effectiveness of Tagging Systems for Library Catalogs." *Journal of Library Metadata* 13, no. 1 (2013): 36–58. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Higgins, Colin. "Library of Congress Classification: Teddy Roosevelt's World in Numbers?" *Cataloging & Classification Quarterly* 50, no. 4 (2012): 249–62. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Kreyche, Michael. "Subject Headings in Spanish: The Lcsh-Es.org Bilingual Database." *Cataloging & Classification Quarterly* 51, no. 4 (2013): 389–403.

Mitchell, Joan S., and Diane Vizine-Goetz. "Dewey Decimal Classification (DDC)." *Encyclopedia of Library and Information Sciences*. CRC Press, December 9, 2009. [Locate full text from http://www.library.illinois.edu/lsx/findit/tools/encyclopedias.html].

Weinberg, Bella Hass. "Indexing: History and Theory." *Encyclopedia of Library and Information Sciences*. CRC Press, December 9, 2009. [Locate full text from http://www.library.illinois.edu/lsx/findit/tools/encyclopedias.html].

## Week 6, session 2: February 23:

### Due today:

- Assignment 3 Milestone 4: One annotated bibliography item

### In class:

- Visit to Spurlock Museum
- Cultural heritage object description exercise

## Week 7, session 1: February 28:

### In class:

- Lecture on Structuring and representing information
- Pandoc exercise: cultural heritage metadata
- Pandoc exercise: text encoding

## Structuring and representing information

Dominici, Massimiliano. "An Overview of Pandoc." *TUGboat* 35, no. 1 (2014): 44–50.

Dyson, Freeman. "How We Know." *The New York Review of Books*, March 10, 2011. http://www.nybooks.com/articles/archives/2011/mar/10/how-we-know/.

Wikipedia. "YAML — Wikipedia, The Free Encyclopedia," 2017. https://en.wikipedia.org/w/index.php?title=YAML&oldid=759599372.

## Week 7, session 2: March 2:

### Due today:

- Assignment 3 Milestone 5: One search reflection

### In class:

- Pandoc exercise: Pandoc and EPUB
- Lecture on Standards and standardization
- Character encoding exercise

## Standards and standardization

Leonard, S. "Guidance on Markdown: Design Philosophies, Stability Strategies, and Select Registrations." RFC. RFC Editor, March 2016. https://tools.ietf.org/html/rfc7764.

———. "The Text/markdown Media Type." RFC. RFC Editor, March 2016. https://tools.ietf.org/html/rfc7763.

McCallum, Sally. "What Makes a Standard?" *Cataloging & Classification Quarterly* 21, no. 3–4 (1996): 5–15. doi:10.1300/J104v21n03_02.

## Week 8, session 1: March 7:

### In class:

- Lecture on Evaluation of systems and services

## Evaluation of systems and services

Asher, Andrew D, Lynda M Duke, and Suzanne Wilson. "Paths of Discovery: Comparing the Search Effectiveness of EBSCO Discovery Service, Summon, Google Scholar, and Conventional Library Resources." *College & Research Libraries* 74, no. 5 (2013): 464–88. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Gross, Melissa. "The Imposed Query: Implications for Library Service Evaluation." *Reference & User Services Quarterly* 37, no. 3 (1998): 290–99. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Nitecki, Danuta A. "Changing the Concept and Measure of Service Quality in Academic Libraries." *The Journal of Academic Librarianship* 22, no. 3 (January 1, 1996): 181–90. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

## Week 8, session 2: March 9:

### Due today:

- Assignment 3 Milestone 6: 20-item resource list, as Zotero RSS feed

### In class:

- Lecture on metadata and metadata interchange
- Zotero applications

## Metadata and metadata interchange

"Bibliographic Ontology." *Wikipedia*, September 29, 2016. https://en.wikipedia.org/w/index.php?title=Bibliographic_Ontology&oldid=741752 708.

Elings, Mary W., and Günter Waibel. "Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives and Museums." *First Monday* 12, no. 3 (March 5, 2007). http://journals.uic.edu/ojs/index.php/fm/article/view/1628.

Gartner, Richard. "Metadata Becomes Digital." In *Metadata*, 27–39. Springer International Publishing, 2016. http://link.springer.com.proxy2.library.illinois.edu/chapter/10.1007/978-3-319-40893-4_3.

Kennedy, M.R. "Nine Questions to Guide You in Choosing a Metadata Schema." *Journal of Digital Information* 9, no. 1 (2008). [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Pomerantz, Jeffrey. "Chapter 1. Introduction." In *Metadata*, 1–18. The MIT Press Essential Knowledge Series. Cambridge, Massachusetts: The MIT Press, 2015. http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1100624&site=ehost-live.

Swoger, B. "What Is Metadata? A Christmas-Themed Exploration. Info Culture." *Scientific American*, 2012. http://blogs.scientificamerican.com/information-culture/2012/12/17/what-is-metadata-a-christmas-themed-exploration/.

Warren, John. "Zen and the Art of Metadata Maintenance." *Journal of Electronic Publishing* 18, no. 3 (2015). [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

## Week 9, session 1: March 14:

### Due today:

• Assignment 3 Milestone 7: Abstract outline and two annotations

### In class:
• Database Design exercise
• Student-led discussion of database design

## Database design

Harrington, Jan L. "Chapter 3 - Why Good Design Matters." In *Relational Database Design and Implementation (Fourth Edition)*, 47–53. Boston: Morgan Kaufmann, 2016. http://www.sciencedirect.com/science/article/pii/B978012804399800003X.

———. "Chapter 4 - Entities and Relationships." In *Relational Database Design and Implementation (Fourth Edition)*, 55–88. Boston: Morgan Kaufmann, 2016. http://www.sciencedirect.com/science/article/pii/B9780128043998000041.

Leigh, Katharine. "Collaborating Over the Centuries: Creating the What Middletown Read Database." *Cataloging & Classification Quarterly* 51, no. 1–3 (January 2013): 224–38. doi:10.1080/01639374.2012.731678.

Wilson, Bee. "The Archive of Eating." *The New York Times*, October 29, 2015. https://www.nytimes.com/2015/11/01/magazine/the-archive-of-eating.html.

## Week 9, session 2: March 16:

**In class:**
- Visit from Jennifer Hain Teper, Bud Velde Professor of Library Preservation and Head, Preservation Services, Professor, University Library

## Resource preservation

Conway, Paul. "Preservation in the Age of Google: Digitization, Digital Preservation, and Dilemmas." *Library Quarterly* 80, no. 1 (January 2010): 61–79. http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=47797788&site=ehost-live.

Heritage Preservation. "The Public Trust at Risk: The Heritage Health Index Report on the State of America's Collections." Washington, DC: Heritage Preservation, 2005. http://www.pcah.gov/sites/default/files/HHIsummary.pdf.

Shilton, Katie, and Ramesh Srinivasan. "Participatory Appraisal and Arrangement for Multicultural Archival Collections." *Archivaria* 63 (2007): 87. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Teper, Jennifer Hain. "Selection for Preservation." *Library Resources & Technical Services* 58, no. 4 (October 2014): 220–32. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

## Week 10, Spring break, no class meeting: March 21:

## Week 10, Spring break, no class meeting: March 23:

## Week 11, session 1: March 28:

**Due today:**
- 3 of your 4 Reading Responses should be complete by 11 PM tomorrow.

**In class:**
- Student-led discussion of information life cycles and production
- Practice presentations

## Information life cycles and production

Carey, Kevin. "A Peek Inside the Strange World of Fake Academia." *The New York Times*, December 29, 2016. http://www.nytimes.com/2016/12/29/upshot/fake-academe-looking-much-like-the-real-thing.html.

Hadro, J. "What's the Problem with Self-Publishing?" *Library Journal* 138, no. 7 (2013): 34–36. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

MacmillanUSA. *From the Typewriter to the Bookstore: A Publishing Story.* Accessed January 13, 2017. https://www.youtube.com/watch?v=NQ78WHpGZ1o.

Schmidt, Jeremy, and Jacquelyn Ardam. "On Excess: Susan Sontag's Born-Digital Archive," October 26, 2014. https://lareviewofbooks.org/article/excess-susan-sontags-born-digital-archive#!

## Week 11, session 2: March 30:

### Due today:
- Assignment 3 Final deliverable: Oral presentation
- Assignment 3 Milestone 8: Reflections journal

### In class:
- Project presentations

## Week 12, session 1: April 4:

### In class:
- Project preparation

## Week 12, session 2: April 6:

### Due today:
- All 4 Reading Responses should be complete by 11 PM tomorrow.
- Assignment 3 Final deliverable: Extended abstract
- Assignment 3 Final deliverable: Annotated bibliography

### In class:
- Lecture on problems of social reproduction, subject analysis, identity, and authority
- ICES evaluations

## Problems of social reproduction, subject analysis, identity, and authority

Bates, Jo, and Jennifer Rowley. "Social Reproduction and Exclusion in Subject Indexing: A Comparison of Public Library OPACs and LibraryThing Folksonomy." *Journal of Documentation* 67, no. 3 (2011): 431–48. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Buckland, Michael K. "Obsolescence in Subject Description." *Journal of Documentation* 68, no. 2 (2012): 154–61. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Higgins, Molly. "Totally Invisible: Asian American Representation in the Dewey Decimal Classification, 1876-1996." *Knowledge Organization* 43, no. 8 (December 2016): 609–21. [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

Lee, Deborah. "Indigenous Knowledge Organization: A Study of Concepts, Terminology, Structure and (Mostly) Indigenous Voices." *Partnership: The Canadian Journal of Library and Information Practice and Research* 6, no. 1 (July 3, 2011). [Locate full text from http://sfx.carli.illinois.edu/sfxuiu/az].

# Course Reading Responses

## Summary

You are responsible for writing brief two paragraph (300-400 words) reading responses for *four* class sessions. Post to the forum set up for the week's discussion by 11 pm on the day following the class meeting for that week.

Include Reading Response #N in the subject line, so it will be clear which of your posts is to be evaluated as a reading response.

## Before you begin

Read each assigned chapter or article carefully and critically. What are the key points? What are the key assumptions? How do the themes in the readings connect with others you have completed for this course or others? Do you have any experiences which relate to the readings? Stating criticisms of the readings are acceptable provided you make a clear argument and provide examples to back it up. Suggesting other readings or resources is perfectly acceptable, but tell us why/how you chose these alternative sources.

## Rationale

Analysis and integration of readings, lectures, and class discussion are enhanced by opportunities to reflect on and synthesize the ideas presented. This assignment is designed to allow you to explore questions that you have or connections you have made between your own experiences, readings for this course or other coursework you have completed. These responses will provide an opportunity to demonstrate your ability to synthesize concepts, theories and practices covered in this course.

## Writing

Some issues you may want to consider in your writing include:

1. The response must show you have read the article and thought about it, but it should not be a mere summary of what is in the article or reading(s). So,
2. Try to concentrate your writing on a focused topic. This may be a single article, or about a single topic that brings in several readings (that may include references to other material from outside of the class readings).
3. Try to make an argument, that is, support your opinion (viewpoint) with points from the article or your experience. You may also refute some points from the

article. Try starting the response with a statement about the reading(s), and then see what you can write about it.

4. Why are you saying this? (For example, why is this topic or point important? Alternatively, how does it relate to class?)

5. When drawing parallels or making connections, explain the nature of the connection. In addition to referring to the class reading(s), you also might cite other readings for this connection if you want.

## Submitting

Post to the forum set up for the week's discussion by 11 pm on the day following the class meeting for that week. Include Reading Response #N in the subject line, so it will be clear which of your posts is to be evaluated as a reading response. Assessment will be based on evidence of engagement with issue(s) related to the class topic. Each response is worth a possible 3 points. Be sure to complete 3 reading responses following March 28 and the fourth following April 6, the last day of class.

# Assignment 1 Collections Assessment and Comparison

Due January 26 .

## Summary

Pick two collections. Write a narrative assessment comparing the collections, including the content, organization, and potential users and uses.

## Before you begin

Read the assigned readings for our collections topic before starting this assignment.

## Rationale

Issues around collections will become more vivid and understandable to you by critically assessing two exemplars.

## Tasks

1. Decide which exemplar collections you will visit. Sign up for exemplar collections on the Assignment 2 wiki page.

2. Visit both of the exemplar collections. Document your observations.

3. Write an evaluative essay, comparing your exemplars. Include the following considerations:
    – How would you characterize the content and scope of your exemplar?
    – How would you characterize the arrangement and organization of your exemplar?

- What categories of users is your exemplar intended to serve?
- How do the available content and organization serve the needs of the intended users?
- Can a user easily grasp the scope and arrangement?
- Are any changes in the content and organization conceivable? What implications would those have, for the users, and for the stewards of the exemplar?
- Who stewards the collection? What individuals and institutions are responsible for your exemplar?
- Do universal design or accessibility appear to have been taken into consideration? How or how not? What implications or the users, and for the stewards of the exemplar?
- Do you consider your exemplar a collection? Justify why or why not, drawing on the readings.

## Deliverables

The essay should be a 750-800 word evaluative essay with an introduction, strong arguments, a conclusion, and a bibliography. Integrate relevant readings in support of your arguments as appropriate. PDF, docx, and Pandoc markdown are all acceptable file formats. Pandoc expression requires a separate bibliography file, unless your references and citations are formatted at the markdown source level (by hand, via Zotero, etc.).

## Submitting

Post the essay to the Moodle Dropbox designated for this assignment.

## Resources

The readings for our collections topic may be useful for this assignment.

# Assignment 2 Information Needs/Information Seeking Behavior

Due February 14.

## Rationale

The purpose of this exercise is two-fold. First, it is intended to allow you to examine the factors that condition the information needs or influence the information seeking behavior of a specific user group. Second, it affords you the opportunity to explore what types of research methods are used to do research on concrete user groups. The handout from the first lab of class will assist you with this exercise.

Methods Handout If you'd like to know more about the method(s) in your article, you can refer to this Research Methods portal: http://InformationR.net/rm/

## Tasks

1. Select a category of information user that interests you (e. g., high school student, scientist, health care consumer, migrant farm worker).
2. Identify a published research study that investigates information needs and/or information seeking behavior of individuals from this population.

## Deliverable

In a brief essay of 600-700 words (1-2 pages) discuss your article's research question, methods, findings, and implications for design of information systems and services (in-person, web-based, or both). Integrate relevant readings from those assigned for class and especially those you have read to date (and from the users and information needs session in particular) in support of your arguments.

## Submitting

1. Upload your essay to the Assignment 2 Moodle dropbox.
2. Post a one-paragraph summary of your article on the Assignment 2 discussion forum. Your forum post should have a descriptive title and please attach a copy of your article.
3. Bring a copy of your article to class on February 14 for small group discussion.

## Strategies for locating research studies

1. Articles indexed under the subject "Information needs" or "Information-seeking behavior" in Library & Information Science Source:
2. Articles indexed under the descriptor "Information seeking behavior" or "User needs" in LISA:

LIS Source and LISA can be located from one of these starting points:

- http://www.library.illinois.edu/lis/
- http://sfx.carli.illinois.edu/sfxuiu/az

Studies need not be recently published, but an example of a recent study of this type is the following:

Darby, P.; Clough, P. (2013). Investigating the information-seeking behaviour of genealogists and family historians. Journal of Information Science 39(1): 73-84.

People are increasingly investigating their family history (or genealogy) as part of their everyday information-seeking activities. This paper provides insight into this behaviour and presents a new conceptual model that captures the stages of activity carried out during people's lifelong family history research. The model offers a multi-phase view of the research process, intended to illustrate: (a) the different research phases themselves; (b) the inter-relationship between phases; (c) distinct phase-specific behaviours; and (d) phase-specific resource preferences. Data collected from amateur family historians by interview and questionnaire has helped to validate the model and provide insights into the

information resources used. The findings complement existing knowledge about family history research and will benefit: family historians as they seek to navigate within the research process; providers of genealogical resources as they seek to better support users; and academics as they study information-seeking behaviours in various contexts.

To determine whether the full text of an article is available online, search for the journal title at http://sfx.carli.illinois.edu/sfxuiu/az. The text of the article may also be freely available on the web (e. g., on the author's web site), so you might also try doing a Google search using the article title. If the text is not available online, you will need to request a copy of the article. See the LibGuide for Online and Continuing Education Student Resources from the Library:

- http://guides.library.illinois.edu/c.php?g=347210&p=2342494
- http://guides.library.illinois.edu/c.php?g=347210&p=2342499

# Assignment 3: Research Design Proposal

Ungraded milestones due February 2, February 16, February 23, March 2, March 9, March 14, March 30.

Final deliverables due March 30 and April 6.

## Rationale

This aim of this assignment is to acquaint you with the rudiments of research design, and invite you to think about a topic you might investigate yourself, following up on the work in this class. This is part of your education because:

1. Librarians, archivists, and other professionals in our discipline conduct and publish both academic research and institutional evaluation studies.

2. Understanding the aims and practices of academic and applied research is necessary for working in partnership with and in support of researchers in the communities that we serve.

3. Proposing an investigation of your own will sensitize you to design issues in published research that you read in this and other LIS classes.

4. According to ALA's Core Competences of Librarianship, "A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ: ... A. The fundamentals of quantitative and qualitative research methods. B. The central research findings and research literature of the field. C. The principles and methods used to assess the actual and potential value of new research."

## Before you begin

- Think about any problems that interest you. How could they be formulated as research questions?

- During the first few weeks of class, review the literature related to open questions in a part of our discipline that interests you.
- Complete the readings on search strategy and on browsing and serendipity.
- Attend Dan Tracy's library instruction session in Week 3.
- As background for Zotero, complete the February 9 Zotero exercise.
- Complete the research methods exercise during our February 14 lab session.

## Milestone Deliverables

1.  **Research Question due February 2**, to be posted to the *Assignment 3A: Research Question* forum
    -   Pose a research question. Your post should be a sentence or two (no more than a paragraph). Also provide feedback and suggestions to your classmates by replying to their posts.
2.  **Start your research reflection notebook due February 2**, post about how/where you will keep these reflections *Assignment 3B: Research Reflection* forum.
    -   In this project you will attend not only to your research question but also, especially, to the process of identifying a question, determining how to address it, and how to search and annotate. Indicate what method you will be using to track your reflections (while we call this a 'notebook', various approaches can be used). Your instructors will be happy to provide feedback as often as you wish. While this first post is public, future communications about your research reflection may be either public or private as you prefer.
3.  **Research Methods due February 16**, to be posted to the *Assignment 3C: Research Methods* forum
    -   Post no more than two paragraphs (the first paragraph is revised from Assignment 3A; the second paragraph is on research methods). In the new paragraph, devise methods for addressing your research question and write a one paragraph description of an approach that you feel would be appropriate for investigating the question. Draw on and connect this to research methods discussed in class. Also provide feedback and suggestions to your classmates by replying to their posts.
4.  **1 annotated bibliography item due February 23**, to be posted to the *Assignment 3D: Annotated Bibliography* forum
    -   Share 1 entry from your annotated bibliography. Provide a formatted citation (indicate the citation format used) and a 2-paragraph annotation. The first paragraph should describe the item while the second paragraph should indicate how this item is related to your research question and or/methods. Also provide feedback and suggestions to your classmates by replying to their posts.
5.  **1 reflection about finding items due March 2**, to be shared with the instructors and/or posted to the *Assignment 3B: Research Reflection* forum

- Reflections might include search strategies, ideas, failed approaches, things you want to try next, or requests for advice.
- This is a good week to reflect on your choice of topic. You may change your topic at any point (consult with the instructors); after this point such a shift will become more time-consuming.

6. **Resource List due March 9**, to the *Assignment 3E: Resource List* forum
    - Use Zotero to share 20 resources related to your research question and/or method. Your post should include a link to Zotero's RSS feed for the collection and 1-2 sentences. This could cover either how you found resources, types of items you are still looking for, or a very brief commentary about a resource you found interesting. Also provide feedback and suggestions to your classmates by replying to their posts.

7. **Outline of your abstract & 2 annotated bibliography items due March 14**, to be shared with the instructors
    - Develop the two paragraph summary of your research question into an outline. Your outline should have one bullet point for each of these items, in order:
        1. What is the problem
        2. Why is it important?
        3. What is known?
        4. What is the gap in knowledge? (What do we not know?)
        5. What methods do you propose using? (may include hypotheses, data)
        6. What would the results & implications be useful for?

        Reference items from your resource list as appropriate. Identify gaps where additional bibliography resources might support your argument.
    - The second annotated item should follow the same format from Milestone 4; one of your two annotated items may be a rewrite of the first item from Milestone 4 if you like.

8. **Research Reflection notebook due March 30**, to be shared with the instructors and/or posted to the *Assignment 3B: Research Reflection* forum
    - In this project you will attend not only to your research question but also, especially, to the process of identifying a question, determining how to address it, and how to search and annotate.

## Final Deliverables

1. **Due March 30 Five minute oral presentation, during the last class meeting**
    - Use this presentation to efficiently summarize the relevance of this problem to people and organizations who have a stake in resolving the knowledge gap that you have identified. Do explain the general approach to investigating the question, but save methodological details

for the extended abstract. Five minute summaries are difficult, so practice your presentation with a classmate or colleague outside class.

2. **Due April 6 Two page extended abstract**, to the Moodle drop box *Assignment 3 abstract & bibliography*
   - Develop your outline into a two page extended abstract. Focus on describing and justifying the methods for investigating your research question. The extended abstract is a proposal. It should include a statement of your research problem, a description of research methods for investigating the problem, and an explanation of what form the results of the investigation will take.

3. **Due April 6 Annotated bibliography of 20 items**, to the Moodle drop box *Assignment 3 abstract & bibliography*
   - Create an annotated bibliography. Format entries consistency and indicate the citation format you use. Number each entry. See the Purdue University Online Writing Lab resources on annotated bibliographies: https://owl.english.purdue.edu/owl/resource/614/01/

For each resource, write a 2-paragraph annotation. The first paragraph should describe the resource while the second paragraph should situate it with respect to your research question and/or method.

Overall, the annotated bibliography should connect your problem to what is already known. It should have a meaningful order (which might be alphabetical, chronological, or something else). The resource list previously submitted may need to be modified, either removing or adding items as necessary to cover as many aspects of the problem, and the knowledge gap, as feasible. Your annotations should draw your reader's attention to the connections between the resource and your problem, and to other resources in the bibliography.

## Resources

- Walliman on defining the research problem
  - http://methods.sagepub.com/book/social-research-methods/n6.xml
- Purdue University Online Writing Lab resources on annotated bibliographies
  - https://owl.english.purdue.edu/owl/resource/614/01/
- Our readings on research methods
- Using Zotero to create an annotated bibliography
  - http://guides.main.library.emory.edu/c.php?g=49913&p=323640