Information Organization and Access

University of Illinois School of Information Sciences

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IS505-CO
CRN: 73942
Fall, 2020
Thursday, 6:30-8:30 PM. Meets online.
4 credit hours

This syllabus may be obtained in alternative formats upon request. Please contact the instructor.

Instructor: Dave Dubin
Email: ddubin@illinois.edu
Office: Room 330, Information Sciences Building
Office Hour: Thursday 3:00-5:00 PM, Friday 1:00-2:00 PM, and by appointment.

Course Description

Emphasizes information organization and access in settings and systems of different kinds. Traces the information transfer process from the generation of knowledge through its storage and use in both print and non-print formats. Consideration will be given to the creation of information systems: the principles and practice of selection and preservation, methods of organizing information for retrieval and display, the operation of organizations that provide information services, and the information service needs of various user communities.

Pre- and Co-requisites

None.

Student Learning Outcomes

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 Context

This course meets a number of learning outcomes connected to program objectives for the M.S. in Library and Information Science program, which in turn connect to larger iSchool and University of Illinois learning goals.

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.

About your instructor

David Dubin is a Teaching Associate Professor at the University of Illinois School of Information Sciences. He has over twenty five years of teaching experience in the areas of information analysis, principles of description, and the foundations of information representation and encoding.

Assignments and Methods of Assessment

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 weekly schedule and required reading are posted on the course Moodle page. Any changes will be announced in class.

Grade distribution

Assignment Group	Percentage of Final Grade
Resource Description Project	49
Reflection notes on class activities	10
Community access issues bibliography	30
Instructor Assessment	11

Incomplete grades

An exceptional request for an incomplete grade is most often granted to students encountering a medical emergency or other extraordinary circumstances beyond their control. Students must request an incomplete grade from the instructor. The instructor and student will agree on a due date for completion of coursework. The student must submit an Incomplete Form signed by the student, the instructor, and the student's academic advisor to the front office: https://uofi.app.box.com/v/ISIncompleteForm

Please see the Student Code for full details: http://studentcode.illinois.edu/article3/part1/3-104/

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

Course Policies

Class attendance and participation are essential components of this course. As such, I expect everyone to come to class on time, having read the required material, and prepared to critically and substantially engage with concepts and applications.

Use of cell phones and recording devices is prohibited while class is in session. Laptops and tablets may be used for note-taking and access to course materials only.

It is also your responsibility to ask questions regarding concepts that you don't understand. Remember, asking questions is an excellent form of participation. Please do not be afraid to ask questions; no question is "dumb."

Attendance/ Participation Policy

The iSchool expects students to attend all classes except in cases of emergency.

Student Code on Attendance: http://studentcode.illinois.edu/article1/part5/1-501/

Class discussion/participation grades are based on the quality of what was said and how it added to the discussion, rather than the quantity of the participation by a student. For a graduate level course, attendance is expected, and is not counted toward the final grade.

Enrollment in this course includes expectation of regular attendance. If you find you must miss (or have missed) class, contact the instructor as soon as possible. Students may miss **one** class session with no penalty; thereafter, **each *unexcused absence* will result in your grade being lowered by one step** (for example, an A- will become a B+). Repeated tardiness or leaving sessions early may be considered an unexcused absence unless alternate arrangements have been made with the instructor.

Students share some of the responsibility for fostering an inclusive classroom. Students are expected to be respectful of others' perspectives and lived experiences during class discussion.

Academic Integrity

The iSchool has the responsibility for maintaining academic integrity so as to protect the quality of education and research in our school and to protect those who depend on our integrity. Consequences of academic integrity infractions may be serious, ranging from a written warning to a failing grade for the course or dismissal from the University.

See the student code for academic integrity requirements:
http://studentcode.illinois.edu/article1/part4/1-401/

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

http://www.inclusiveillinois.illinois.edu/mission.html

As the state's premier public university, the University of Illinois at Urbana-Champaign's core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

Inclusiveness as a topic in IS505

The material we cover in this class frames the ways that we understand resources, our professional roles with respect to their stewardship, and the access and preservation problems to which our efforts are directed. Under the right circumstances they can help make our services more inclusive, as we've seen, for example, with the digital encoding of writing systems and attention to web content accessibility issues. But knowledge organization systems can also marginalize, as reforms of library subject and medical classifications have shown. The assignment and project requirements for this course offer flexibility for students to relate broader course objectives to their own learning goals, interests, and current or prior professional experience. Your instructor invites you to consider among those options exploring issues such as:

- The needs of underserved communities
- Preservation of cultural heritage
- Institutional bigotry in classification systems
- Wealth and power distribution impacts on standards development

The readings and discussion topics for our class meetings are selected with the aim of encouraging reflection and discussion, but those choices are not socially or culturally neutral. Where we may be missing opportunities to align the class content and conduct with the values expressed in the inclusion statement, students are encouraged to call classmate and instructor attention to those issues.

Accessibility Statement

To obtain accessibility-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call (217) 333-4603 (V/TTY), or e-mail a message to disability@illinois.edu.

Land acknowledgement Statement

Adopted by the University of Illinois in 2018

More information: https://chancellor.illinois.edu/land_acknowledgement.html

As a land-grant institution, the University of Illinois at Urbana-Champaign has a responsibility to acknowledge the historical context in which it exists. In order to remind ourselves and our community, we will begin this event with the following statement. We are currently on the lands of the Peoria, Kaskaskia, Peankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. It is necessary for us to acknowledge these Native Nations and for us to work with them as we

move forward as an institution. Over the next 150 years, we will be a vibrant community inclusive of all our differences, with Native peoples at the core of our efforts.

Land Acknowledgement Statement Suggested by Native American House:
I/We would like to begin today by recognizing and acknowledging that we are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.

As a land-grant institution, the University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years. We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.