Information Organization and Access

University of Illinois School of Information Sciences

Sun, Aug 14, 2016 1:33:01 PM

LIS 501A
Fall 2016
Tuesday 1:00-2:50pm Room 126
Thursday 1:00-3:50pm Room 46
4 credit hours

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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 articles and book chapters are available electronically, through the UIUC Library's electronic reserves system (https://reserves.library.illinois.edu/ares/), the UIUC Library's e-journals search tool (http://openurl.library.uiuc.edu/sfxlcl3/az), or the open Web (as indicated).

The textbook *The Discipline of Organizing* by Robert J. Glushko is recommended for those new to the field. It provides a discussion of many of the concepts we will discuss in class, and can be accessed online at http://vufind.carli.illinois.edu/vf-uiu/Record/uiu_7572272.

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/encyclopedias.html and http://www.library.illinois.edu/lsx/findit/tools/dictionaries.html.
They include: *ODLIS: Online Dictionary for Library and Information Science* and the *Encyclopedia of Library and Information Sciences.*

About Maria Bonn

Maria is a senior lecturer at the Graduate School of Library and Information Science at the GSLIS. She is developing courses on the role of libraries in scholarly communication and publishing. Prior to her teaching appointment, Maria served as the associate university librarian for publishing at the University of Michigan Library, with responsibility for publishing and scholarly communications initiatives, including the University of Michigan Press, the Library's Scholarly Publishing Office, the institutional repository (Deep Blue), the Copyright Office, and the Text Creation Partnership. She has also been an assistant professor of English at Albion College and taught at Sichuan International Studies University (Chongqing, China) and Bilkent University (Ankara, Turkey). She received a bachelor's degree with a major in English from the University of Rochester, masters and doctoral degrees in American Literature from SUNY Buffalo, and a masters in information and library science from the University of Michigan.

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.

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 Chris D'Arpa

Christine D'Arpa's research seeks to understand how archives, libraries, and other public information institutions can help reinvigorate public commitment to civic education and engagement, and participation in public policy development.

Library Resources

http://www.library.illinois.edu/lsx/
lislib@library.illinois.edu
Phone: 217-333-3804

Writing Resources

The Writers Workshop 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

http://www.inclusiveillinois.illinois.edu/chancellordivstmtswf.html#ValueStmt

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.

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 333-4603 (V/TTY), or e-mail a message to disability@uiuc.edu.

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). There will be three main assignments, and ten labs. The weighting of each assignment in the final grade is noted below.

Assignments, Exercises & Grade Distribution:

- Assignment 1: Information Needs/Information Seeking Behavior. Due September due date at 11:59 PM (20%).
- Assignment 2: Digital Collections Assessment. Due October due date at 11:59 PM (20%).
- Assignment 3: Final Project. Due October due date at 11:59 PM (40%).
- 10 Labs for Attendance and Completion/Class Participation (20%)

Labs:

1. Library resources (August 25)
2. ITD on computing resources (September 1)
3. Research methods exercise (September 8)
4. Pandoc encoding and transformation (September 15)
5. Cultural heritage object description (September 22)
6. Zotero bibliography and formatting (September 29)
7. Bibo/DC output from Zotero (October 6)
8. Collection stewardship exercise (October 13)

9. Poster prep (October 20)
10. Poster presentations (October 27)

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

Assignment 1 Information Needs/Information Seeking Behavior

Due September due date at 11:59 PM. This assignment is worth 20 points.

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 1 Moodle dropbox.
2. Post a one-paragraph summary of your article on the Assignment 1 discussion forum.
3. Bring a copy of your article to class for small group discussion.

Strategies for locating research studies

Articles indexed under the subject "Information needs" or "Information-seeking behavior" in Library & Information Science Source:

- http://www.library.illinois.edu/lsx/
- http://openurl.library.uiuc.edu/sfxlcl3/az

Articles indexed under the descriptor "Information seeking behavior" or "User needs" in LISA:

- http://www.library.illinois.edu/lsx/
- http://openurl.library.uiuc.edu/sfxlcl3/az
- http://www.library.uiuc.edu/orr/results.php?types=A&subject=29

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://openurl.library.uiuc.edu/sfxlcl3/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://uiuc.libguides.com/content.php?pid=28713&sid=209698
- http://uiuc.libguides.com/content.php?pid=28713&sid=214766
- http://uiuc.libguides.com/content.php?pid=28713&sid=214766

Assignment 2 Digital Collections Assessment

Summary

Pick one DPLA exhibition, or one Flickr gallery or one Europeana pinterest board as an exemplar for your analysis. write a narrative assessment of the content, organization, and potential users and uses.

Due October due date at 11:59 PM. This assignment is worth 20 points.

Before you begin

Read the required assigned readings for our collections topic before starting this assignment. The background readings will also make your task easier.

Rationale

The reading and discussion topic for week 5 is the nature of collections, challenges we face in making their contents accessible, and ways in which perspectives of librarians, archivists, and information scientists contribute to meeting those challenges. In bringing a critical, reviewer's attention to an existing digital collection, those issues will become more vivid and understandable to you.

Tasks

1. Pick a topic of interest to you; perhaps something related to your final project.
2. Browse across these three differing approaches to digital collections:
   - DPLA exhibitions (28 exhibitions)
   - FLICKR galleries (there are 322)
   - Europeana Pinterest boards (74 boards).
3. For the exemplar you select, write a narrative assessment of the content, organization, and potential users and uses. Include the following considerations:
   - How easy was it for you to find your exemplar?
   - Was it hard to determine what individual or institution is responsible for your exemplar?
   - Would it be appropriate to call your exemplar a collection? If so, why? If not, why not?
   - What categories of users is your exemplar intended to serve?
   - How would you characterize the content and scope of your exemplar?
   - Can a user easily grasp the scope and arrangement?
   - How do the available content and organization serve the needs of the intended users?
   - Does the exemplar meet or exceed expectations for accessibility?

Deliverables

The essay should be a 750-800 word evaluative essay with an introduction and conclusion. 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

Upload the essay to the Moodle section designated for this assignment.

Resources

These resources may be useful for completing this assignment.

- Required readings for the Collections topic:
  - https://www.zotero.org/groups/lis501/items/collectionKey/IND4XSQX

- Background readings for the Collections topic:
  - https://www.zotero.org/groups/lis501/items/collectionKey/Z8V7XKUD

- Digital Public Library (DPLA) exhibitions
  - http://dp.la/exhibitions
  - http://tinyurl.com/DPLAguidelines
- FLICKR galleries
  - https://www.flickr.com/photos/flickr/galleries
  - https://www.flickr.com/help/galleries/
- EUROPEANA Pinterest boards
  - https://www.pinterest.com/europeana/
  - http://blog.europeana.eu/2015/01/explore-our-new-pinterest-boards/

Topic Schedule

Week 1, August 23: LIS Education and professional life

- Background: (Glushko 2015c), (Wright 2014b), (Wright 2014a), (Levie and Sofidoc Productions. 2004).
- Required: (Ferraris 2011), (Lavoie, Dempsey, and Connaway 2006), (Dyson 2011), (Bush 1945), (Buckland 1997), (Bates 1999).

Week 2, August 30: Users and information needs

- Background: (Glushko 2015d), (Naumer and Fisher 2009), (Wilson 2008), (Miksa 2009), (Foss et al. 2012), (Hyder 2014), (David Johnson 2014), (Connaway and Faniel 2014), (Marcia J. Bates 2009), (Connaway and Powell 2010).
- Required: (Connaway, Dickey, and Radford 2011), (Blair 2003), (Bawden and Robinson 2009).

Week 3, September 6: Research Methods

- Background: (Fidel 2008), (Brett Sutton 2009), (Sandstrom and Sandstrom 1995), (Connaway and Powell 2010).
- Required: (Shachaf and Horowitz 2006), (Whitmire 1999).

Week 4, September 13: Structures and Standards

- Background: (Glushko 2015b), (Bettels and Bishop 1993).
- Required: (Vogt 2013), (DeRose 2014), (Coombs, Renear, and DeRose 1987).

Week 5, September 20: Approaches to organizing information

- Background: (Glushko 2015e).

- Required: (Kennedy 2008), (Maxwell 2010), (Warren 2015), (Swoger 2012), (Olson 2001).

Week 6, September 27: Collections

- Background: (Junus 2014), (Glushko 2015a).
- Required: (Hadro 2013), ("Update on the Twitter Archive at the Library of Congress." 2013), (Hunter and Oehlerts 1981), (Lewis 2013).

Week 7, October 4: Preservation

- Background: (Glushko 2015f).
- Required: (Shilton and Srinivasan 2007), (Teper 2014).

Week 8, October 11: Search and discovery

- Background: (Gossen and Nürnberger 2013), (Hearst 2009), (Duffy 2013), (Bates 2007).
- Required: (Saarinen and Vakkari 2013), (Bawden 2011), (Barton and Mak 2012), (Adkins and Bossaller 2007).

Week 9, October 18: Evaluation of systems and services

- Background.
- Required: (Asher, Duke, and Wilson 2013), (Voorhees 2002).

Week 10, October 25: Subject analysis and subject languages

- Background: (Kreyche 2013), (Mitchell and Vizine-Goetz 2009), (Chan and Hodges 2009), (Anderson and Pérez-Carballo 2009), (Beghtol 2009).
- Required: (Lee 2011), (Higgins 2012), (Fister 2009), (Buckland 2012), (Brown-Sica and Beall 2008).

Readings

Adkins, Denice, and Jenny E. Bossaller. 2007. "Fiction Access Points Across Computer-Mediated Book Information Sources: A Comparison of Online Bookstores, Reader Advisory Databases, and Public Library Catalogs." *Library & Information Science Research* 29 (3): 354–68. doi:10.1016/j.lisr.2007.03.004.

Anderson, James Doig, and José Pérez-Carballo. 2009. "Library of Congress Subject Headings (LCSH)." In *Encyclopedia of Library and Information Sciences, Third Edition*, 3392–3405. Taylor & Francis. http://www.tandfonline.com/doi/abs/10.1081/E-ELIS3-120043717.

Asher, Andrew D, Lynda M Duke, and Suzanne Wilson. 2013. "Paths of Discovery: Comparing the Search Effectiveness of EBSCO Discovery Service,

Summon, Google Scholar, and Conventional Library Resources." *College & Research Libraries* 74 (5): 464–88. doi:10.5860/crl-374.

Barton, Joshua, and Lucas Mak. 2012. "Old Hopes, New Possibilities: Next-Generation Catalogues and the Centralization of Access." *Library Trends* 61 (1): 83–106. doi:10.1353/lib.2012.0030.

Bates, Marcia J. 1999. "The Invisible Substrate of Information Science." *Journal of the American Society for Information Science* 50 (12): 1043–50. doi:10.1002/(SICI)1097-4571(1999)50:12<1043::AID-ASI1>3.0.CO;2-X.

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Buckland, Michael K. 1997. "What Is a 'Document'?" *Journal of the American Society for Information Science* 48 (9): 804–9. doi:10.1002/(SICI)1097-4571(199709)48:9<804::AID-ASI5>3.0.CO;2-V.

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Bush, Vannevar. 1945. "As We May Think." *The Atlantic Monthly* 176 (1): 101–8. http://www.theatlantic.com/unbound/flashbks/computer/bushf.htm.

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