Information Organization and Access

University of Illinois

School of Information Sciences

IS 501  
Fall 2018  
Lecture: Tuesday 1:00-2:20 PM 217 Noyes Laboratory  
Lab 501A: Thursday 10:00-11:50 AM Room 46

Lab 501B: Thursday 1:00-2:50 PM Room 12A

Lab 501C: Wednesday 5:00-6:50 PM Room 109

4 credit hours

**Instructor**: Rhiannon Bettivia

Email: [rbettivi@illinois.edu](mailto:rbettivi@illinois.edu)

Office: LIS 329

Office Hours: Wednesday 3:00-4:45 PM

**Instructor**: Emily Knox

Email: [knox@illinois.edu](mailto:knox@illinois.edu) (Best way to contact me – I generally respond within 24 hours)

Office: LIS 332

Office Hour: Thursdays, 12:00-1:00 PM and by appointment

Phone: (217) 300-0212

**Instructor**: Jodi Schneider  
Email: [jodi@illinois.edu](mailto:jodi@illinois.edu) (Best way to contact me – I generally respond within 24 hours)  
Office: LIS 334  
Office Hour: After class and by appointment

Phone: (217) 300-4328

**TA**: Jamillah Gabriel

Email: [jrg3@illinois.edu](mailto:jrg3@illinois.edu)

## 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:

Who uses information, how they use it, and what constraints shape their use of information;

How recorded knowledge can be organized and structured;

Ways of providing access to the world's knowledge.

## Learning Objectives

To provide a foundation for further study in library and information science, including an appreciation for forms of systematic research in LIS.

To introduce central concepts, theories, principles, research issues, and people associated with the practice and study of information organization and access.

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/infosci/research/#dictionaries> and  
<http://www.library.illinois.edu/infosci/research/#encyclopedias>

They include: *ODLIS: Online Dictionary for Library and Information Science* and the *Encyclopedia of Library and Information Sciences*.

**About Rhiannon Bettivia**

Rhiannon Bettivia is a postdoctoral research associate in the School of Information Sciences. She has a PhD in Library and Information Science from the University of Illinois. Her research examines the politics embedded in the technologies that support mass data aggregation, with a focus on digital cultural heritage and the intersection of commercial advertising entities with online identity formation. She teaches in the areas of digital preservation and metadata. She previously worked in moving image archiving and preservation in New York City at places including NYU, the Federal Reserve Bank, and MoMA. She also worked on the preservation of video games with funding from the Institute of Museum and Library Services.

**About Emily Knox**

Emily Knox is an assistant professor at the School of Information Sciences. She received her Ph.D. from Rutgers University’s School of Communication & Information. Her research interests include intellectual freedom and censorship, print culture and reading practices, and information ethics and policy. She was the associate director and reference librarian at a theological seminary in New York City for five years before returning to school. Emily holds a B.A. in Religion from Smith College, an M.A. in Religion from the University of Chicago, and an M.S. in Library and Information Science from the iSchool at Illinois.

**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 has worked as an actuarial analyst for a Fortune 500 insurance company, as the gift buyer for a small independent bookstore, and in college and university libraries. She has also held research positions across the U.S. as well as in Ireland, England, France, and Chile.

## 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=3389> 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

[Inclusive Illinois Committee Diversity Statement](http://www.inclusiveillinois.illinois.edu/supporting_docs/Inclusive%20Illinois%20Diversity%20Statement.pdf)

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](http://disability.illinois.edu/) (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.

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

## Assignments and Evaluation

Assignments are due by 11:59 PM on Thursdays meets unless otherwise noted in the assignment description. 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). Late assignments will include a penalty (half a letter grade for each day late), and no late assignments will be accepted after 5 days from the date due. Full assignment descriptions are available on your lab Moodle page.

### Grade Distribution

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Deadline** | **Percentage** |
| Participation | All semester | 10% |
| Collections Assessment | September 6, 11:59pm | 20% |
| Information Needs | September 20, 11:59pm | 20% |
| Final Assignment | November 8, 11:59pm | 50% |

### 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

As of Fall 2018, the minimum passing grade for required courses at the iSchool is a “C.” Please also note that students must maintain a B average in order to remain in good standing with the Graduate College.

# Reading and Assignment Schedule

## Week 1, Lecture: August 28: What is Data? Information? Knowledge?

*Required Readings*

Sweeney, M. (2014). How to read for grad school.<http://miriamsweeney.net/2012/06/20/readforgradschool/>

Bates, M. J. (2015). The information professions: knowledge, memory, heritage. *Information Research 20*(1), paper 655.

Buckland, M. K. (2017). Introduction. In *Information and Society*. Cambridge: MIT Press, 1-19. [https://vufind.carli.illinois.edu/vf-uiu/Record/uiu\_8275269](%20https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_8275269) or<https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_8286111>

Buckland, M. K. (1997). What is a “document”? *Journal of the American Society for Information Science* *48*(9): 804-809.<http://people.ischool.berkeley.edu/~buckland/whatdoc.html>

Bush, V. (1945). As we may think. *Atlantic Monthly.*

<http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/>

*Optional*

Video: Memex animation <http://www.youtube.com/watch?v=c539cK58ees>

Video: The Man Who Wanted to Classify the World <http://search.alexanderstreet.com/view/work/1641522>

## Week 1, Lab: Introductions and Library Instruction with Dan Tracy

*To Do:*

Sign up for site to visit for Assignment #1 – Collections Assessment

## Week 2, Lecture: September 4: Collections – Knox

*Required Readings*

Barbakoff, A. (2017). Balancing connections and collections. *Library Journal.* September 15.<http://lj.libraryjournal.com/2017/09/buildings/lbd/balancing-connections-collections-library-design/>

Björk, B.-C. (2017) Gold, green, and black open access. *Learned Publishin*g *30*: 173-175. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Hunter, N. C., Legg, & Oehlerts, J. B. (1981). Two librarians, an archivist, and 13,000 images: Collaborating to build a digital collection. *Library Quarterly 80*(1), 81–103. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Junus, R. (2014). Digital collections and accessibility. *DSC Sandbox blog.*[https://blogpublic.lib.msu.edu/digital-scholarship-collaborative/2014/nov/digital-collections-and-accessibility/](http://blogpublic.lib.msu.edu/dsc-sandbox/2014/nov/digital-collections-and-accessibility/)

Lewis, D. W. (2013). From stacks to the web: The transformation of academic library collecting. *College & Research Libraries 14*(2), 159–176. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Library of Congress. (2013). Update on the Twitter Archive at the Library of Congress. Retrieved from <http://blogs.loc.gov/loc/2013/01/update-on-the-twitter-archive-at-the-library-of-congress/>

Roberts, A. (2016). Chapter 10. Conceptualising the library collection for the digital world. In: *Digital Information Strategies: From Applications and Content to Libraries and People*. Waltham, MA: Chandos Publishing, 143-156. <https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_7980039>

*Optional Readings*

Public libraries

Tomka, P. (2014). Unusual Collections: Oddities and Necessities. *Illinois Library Association Reporter 32*(8), 4-7. <https://www.ila.org/content/documents/Reporter_0814.pdf>

Definitions

Lee, H-L. (2000). “What Is a Collection?” *Journal of the American Society for Information Science 51*(12): 1106–13. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

## Week 2, Lab: Collection Policy Lab

## Assignment 1 Due Thursday September 6

## Week 3, Lecture: September 12: Users and Information Needs – Schneider

*Required Readings:*

Savolainen, R. (2016). Elaborating the conceptual space of information-seeking phenomena. *Information Research 21*(3). Retrieved from http://www.informationr.net/ir/21-3/paper720.html#.WZRkYJN96L4

Blair, A. (2003). Reading strategies for coping with information overload ca. 1550-1700. *Journal of the History of Ideas 64*(1): 11-28. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Bawden, D., & Robinson, L. (2009). The dark side of information: Overload, anxiety and other paradoxes and pathologies. *Journal of Information Science 35*(2): 180-191. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Johnson, J. D. (2014). Health-related information seeking: is it worth it? *Information Processing & Management 50*(5): 708-717. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Connaway, L. S.; Faniel, I. M. (2014). *Reordering Ranganathan: Shifting User Behaviors, Shifting Priorities.* Dublin, OH: OCLC Research, 1-5, 103-108. <http://oclc.org/research/publications/library/2014/oclcresearch-reordering-ranganathan-2014-overview.html>

*Optional Readings:*

*Archival users*

Rhee, H. L. (2015). Reflections on archival user studies. *Reference and User Services Quarterly 54*(4): 29-42. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

*Effects of age on information overload*

Benselin, J. C.; Ragsdell, G. (2016). Information overload: the differences that age makes. *Journal of Librarianship and Information Science 48*(3): 284-297. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

*Libraries & countering information overload*

Weiss, A. (2018). Chapter 7: The shock of information overload and big data. In *Big Data Shocks: An Introduction to Big Data for Librarians and Information Professionals.* Lanham, MD: Rowman & Littlefield, 53-59. <https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_8587766>

## Week 3, Lab: Information Behavior Theories and Library Instruction with Chris Bailey

To Do:

Read Text editor vs. Word Processor <https://idrh.ku.edu/text-editors-and-word-processors>

and complete lab assignment about text editors and word processors.

For Final Assignment: Post your topic to the lab forum

## Week 4, Lecture: September 18: Research Methods and Evaluations – Knox

*Required Readings*:

Aufderheide, P. (2016, August 17). Does this have to go through the IRB? *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Does-This-Have-to-Go/237476/>

Connaway, L. S., & Powell, R. R. (2010). Chapter 3. Selecting the research method. In Basic *Research Methods for Librarians*, 5th ed (pp. 71-106). Santa Barbara, CA: Libraries Unlimited. [linked in Moodle course space]

Crotty, M. (1998). Introduction: The research process. In *The foundations of social research: Meaning and Perspectives in the Research Process*, (pp. 1-17). London: Sage Publications. [linked in Moodle course space]

Research Study Examples:

Experimental: Shachaf, P., & Horowitz, S. (2007). Are virtual reference services color blind? *Library & Information Science Research*, 28(4), 501-520. [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Indirect Observation: Buchanan, G. R., & McKay, D. (2017, March). Something is lost, something is found: Book use at the library shelves. In *Proceedings of the 2017 Conference on Human Information Interaction and Retrieval* (pp. 37-46). ACM. <http://doi.org/10.1145/3020165.3020187>

Qualitative: Lee, C. P., & Trace, C. B. (2009). The role of information in a community of hobbyist collectors. *Journal of the American Society for Information Science and Technology*, 60(3), 621-637. [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Quantitative: Whitmire, E. (1999). Racial differences in the academic library experiences of undergraduates. *The Journal of Academic Librarianship*, 25(1), 33-37. [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

*Optional*:

Chu, H. (2015). Research methods in library and information science: A content analysis. *Library & Information Science Research*, 37(1), 36-41. [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Fidel, R. (2008). Are we there yet?: Mixed methods research in library and information science. *Library & Information Science Research*, 30(4), 265-272. [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

McDowell, K. (2009). Toward a history of children as readers, 1890–1930. *Book History*, 12(1), 240-265. [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Rhee, H. L. (2015). Reflections on archival user studies. *Reference and User Services Quarterly* 54(4): 29-42. [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Sutton, B. (2017). Qualitative research methods in library and information science [ELIS classic]. In M.J. Bates & M. Niles Maack (Eds.), *Encyclopedia of Library and Information Sciences*, 4th ed. (pp. 3806-3819). Boca Raton, FL: CRC Press. <https://i-share.carli.illinois.edu/vf-uiu/Record/UIUdb.8212089>

Walliman, N. (2006). Defining the research problem. In *Social Research Methods*, (pp 67-74). London: Sage Publications. [linked in Moodle course space]

## Week 4, Lab: Research Methods Exercise and Discussion of Assignment 2

## Assignment 2 Due Thursday September 20

To Do:

Complete Part 1 of Assignment #2 BEFORE lab

## Week 5, Lecture: September 25: Preservation – [Jennifer Hain Teper](https://www.library.illinois.edu/bios/jhain/)

*Required Readings:*

Selection for preservation

Madrigal, A. C. (2017). Future historians probably won’t understand our Internet, and that’s okay. *The Atlantic*. December 6. <https://www.theatlantic.com/technology/archive/2017/12/it-might-be-impossible-for-future-historians-to-understand-our-internet/547463/>   
  
Sheffield, R. T. (2016). More than acid-free folders: extending the concept of preservation to include the stewardship of unexplored histories. *Library Trends* *64*(3): 572-584. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]  
  
Teper, J. H. (2014). Selection for preservation: a survey of current practices in the field of preservation. *Library Resources & Technical Services 58*(4): 220-232. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]  
  
Digital preservation

Barone, F.; Zeitlyn, D.; Majer-Schönberger, V. (2015). Learning from failure: The case of the disappearing website. *First Monday* 20(5). <http://firstmonday.org/ojs/index.php/fm/article/view/5852/4456>   
  
Houghton, B. (2016). Preservation challenges in the digital age. *D-Lib Magazine* 22(7/8). <http://www.dlib.org/dlib/july16/houghton/07houghton.html>   
  
Conway, P. (2010). Preservation in the age of Google: Digitization, digital preservation, and dilemmas. *The Library Quarterly* *80*(1), 61-79. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

## Week 5, Lab: Disaster Planning Lab and Command Line Mini-Lab

To do:

Complete interfaces reading <http://www.ictlounge.com/html/operating_systems.htm> and, if necessary, complete Code Academy course on the command line (<https://www.codecademy.com/learn/learn-the-command-line> ) before lab. For further exploration, previous students have also recommended Basics and Navigation of Conquering the Command Line (<http://conqueringthecommandline.com/book/basics> ) and Learn Enough Command Line to Be Dangerous (<https://www.learnenough.com/command-line-tutorial> )

For Final Assignment: Post your revised topic to the lab forum

## Week 6, Lecture: October 2: Metadata – Bettivia

*Required Readings:*

Swoger, B. (2012). What is metadata? A Christmas-themed exploration. Info Culture. <https://blogs.scientificamerican.com/information-culture/what-is-metadata-a-christmas-themed-exploration/>   
  
Pomerantz, J. (2015). Chapter 1. Introduction. In: Metadata. Cambridge, MA: MIT Press, 1-18. <http://vufind.carli.illinois.edu/vf-uiu/Record/uiu_7937922>   
  
Choosing a metadata scheme

Kennedy, M. R. (2008). Nine questions to guide you in choosing a metadata schema. Journal of Digital Information 9(1). <http://journals.tdl.org/jodi/article/view/226/205>

Smith-Yoshimura, K. (2017). How much metadata is practical? Hangingtogether.org blog. November 14. <http://hangingtogether.org/?p=6328>

Metadata standards for different purposes

Elings, M. W.; Waibel, G. (2007). Metadata for all: Descriptive standards and metadata sharing across libraries, archives, and museums. First Monday 12(3).   
<http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1628/1543>

Gartner, R. (2016). Chapter 3. Metadata becomes digital. In: *Metadata: Shaping knowledge from antiquity to the semantic web*. Switzerland: Springer, 27-39. <https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_8128614>

Warren, J. W. (2015). Zen and the art of metadata maintenance. *Journal of Electronic Publishing*. 18(3). <http://quod.lib.umich.edu/j/jep/3336451.0018.305?view=text;rgn=main>   
  
*Optional Readings:*

Map of metadata standards  
Riley, Jenn. (2009-2010). Seeing Standards: A Visualization of the Metadata Universe. Retrieved from <http://jennriley.com/metadatamap/>   
  
Historical context  
Coyle, K. (2016). The evolving catalog: cataloging tech from scrolls to computers. *American Libraries*. 47(1/2): 48-  
53. <https://americanlibrariesmagazine.org/2016/01/04/cataloging-evolves/>   
  
Blei, D. (2017). How the index card cataloged the world. *The Atlantic*. December 1. <https://www.theatlantic.com/technology/archive/2017/12/how-the-index-card-catalogued-the-world/547271/>

## Week 6, Lab: Cultural Heritage Lab. Wednesday class meets in classroom. Thursday classes meet at Spurlock Museum & return to classroom.

To do:

Read the instructions for the Cultural Heritage Object Description Lab. In particular,

* Look at the [example description](https://raw.githubusercontent.com/LIS501/syllabi/master/labs/chalice.md)
* Look up the Getty Art & Architecture Thesaurus (AAT) and the Getty Thesaurus of Geographic Names (TGN) <http://www.getty.edu/research/tools/>
* Read Spurlock Museum [Visitor Conduct Policy](https://www.spurlock.illinois.edu/about/policies/visitor-conduct.html) and [Visitor Photography Policy](https://www.spurlock.illinois.edu/about/policies/visitor-photography.html)

## Week 7, Lecture: October 9: Interfaces, Searches, and Discovery – [Bill Mischo](https://www.library.illinois.edu/bios/w-mischo/)

*Required readings and video:*

[Video] Christen, K. (2017, July 13). We have never been neutral: Search, discovery, and the politics of access. OCLC Distinguished Seminar Series. Retrieved

via <http://www.oclc.org/research/events/2017/07-13.html>

Searching and search systems

Burke, J. J.; Tumbleson, B. E. (2016). Search systems and finding tools. *Library Technology Reports 52*(2): 17-22. [e-journal] [Locate full text from<https://sfx.carli.illinois.edu/sfxuiu/az>]

LaFrance, A. (2016). Searching for lost knowledge in the age of intelligent machines. *The Atlantic.* December 1.<http://www.theatlantic.com/technology/archive/2016/12/the-search-for-lost-knowledge/506879/>

Browsing and serendipitous discovery

Bawden, D. (2011). Encountering on the road to Serendip? Browsing in new information environments. In Innovations in information retrieval: Perspectives for theory and practice (pp. 1-21). London: Facet. [linked in Moodle course space]

Bell, S. J. (2014). Collections are for collisions: design it into the experience. *American Libraries* *45*(9/10): 46-49. [e-journal] [Locate full text from<https://sfx.carli.illinois.edu/sfxuiu/az>]

Maloney, A.; Conrad, L. Y. (2016). *Expecting the unexpected: Serendipity, discovery, and the scholarly research process.* Thousand Oaks, CA: SAGE Publishing.<http://us.sagepub.com/sites/default/files/serrdiscovery.pdf>

Recommending

Behnert, C.; Lewandowski, D. (2015). Ranking search results in library information systems—Considering ranking approaches adapted from web search engines. *The Journal of Academic Librarianship 41*(6): 725-735. [e-journal] [Locate full text from<https://sfx.carli.illinois.edu/sfxuiu/az>]

Online catalogs

Owen, W.; Michalak, S. C. (2015). Engine of innovation: Building the high performance catalog. *Information Technology and Libraries* 34(2): 5-18.<http://ejournals.bc.edu/ojs/index.php/ital/article/view/5702/pdf>

Petrucciani, A. (2015). Quality of library catalogs and value of (good) catalogs. *Cataloging & Classification Quarterly* *53*(3-4): 303-313, 2015. [e-journal] [Locate full text from [https://sfx.carli.illinois.edu/sfxuiu/az](https://www.google.com/url?q=https://sfx.carli.illinois.edu/sfxuiu/az&sa=D&ust=1533666903440000&usg=AFQjCNFZ2pb7-eNMd_WoCNahRqkscUy7EQ)]

Young users

Gossen, T.; Nünberger, A. (2013). Specifics of information retrieval for young users: a survey. *Information Processing & Management* *49*: 739-756. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Mobile access

McCrillis, A.; Piazza, A.; Larson, C. (2017). Seeing the big picture through smaller screens: Characterizing the library users’ experience on mobile devices. *Journal of Electronic Resources in Medical Libraries* *14*(3-4): 114-119. [e-journal] [Locate full text from [https://sfx.carli.illinois.edu/sfxuiu/az](https://www.google.com/url?q=https://sfx.carli.illinois.edu/sfxuiu/az&sa=D&ust=1533666903440000&usg=AFQjCNFZ2pb7-eNMd_WoCNahRqkscUy7EQ)]

## Week 7, Lab: Pandoc

To Do:

Read instructions for Pandoc Lab and try to install Pandoc from <http://pandoc.org>   
For Final Assignment – Submit 1-3 paragraphs of research journal.

## Week 8, Lecture: October 16: Subject Analysis and Languages – Schneider

*Required Readings:*

Subject analysisJoudrey, D. N.; Taylor, A. G. (2018). *The Organization of Information.* 4th ed. Santa Barbara, CA: Libraries Unlimited. Appendix A. An approach to subject analysis (pp. 579-584). [linked in Moodle course space]

Fidel, R. (1994). User-centered indexing. *Journal of the American Society for Information Science 45*(8): 572-576. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Klenczon,W.; Rygiel, P. (2014). Librarian cornered by images, or how to index visual resources. *Cataloging & Classification Quarterly 52*(1): 42-61. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Gross, T.; Taylor, A. G.; Joudrey, D. N. (2015). Still a lot to lose: The role of controlled vocabulary in keyword searching. *Cataloging & Classification Quarterly 53*(1): 1-39. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

***(read any two of the following):*** *Limitations of subject languages*

Buckland, M. K. (2012). Obsolescence in subject description. *Journal of Documentation 68*(2): 154-161**.** [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Bates, J.; Rowley, J. (2011). Social reproduction and exclusion in subject indexing: A comparison of public library OPACs and LibraryThing folksonomy. *Journal of Documentation 67*(3): 431-448. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Adler, M.; Huber, J. T.; Nix, A. T. (2017). Stigmatizing disability: Library classifications and the marking and marginalization of books about people with disabilities. *Library Quarterly 87*(2): 117-135. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Higgins, M. (2016). Totally invisible: Asian American representation in the *Dewey Decimal Classification,* 1876-1996. *Knowledge Organization 43*(8): 609-621. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Nesset, V. (2016). A look at classification and indexing practices for elementary school children: who are we really serving? *The Indexer 34*(2): 63-65. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

*Optional readings:*

Subject headings

Ferris, A. M. (2018). Birth of a subject heading. *Library Resources and Technical Services* 62(1): 16-27. <https://journals.ala.org/index.php/lrts/article/view/6555>

TaxonomiesHedden, H. (2016). Chapter 1. What are taxonomies? *The Accidental Taxonomist.* 2nded. Medford, NJ: Information Today, 16-32. <https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_8104155>

Tagging  
Rafferty, P. M. (2017). Tagging. *Encyclopedia of Knowledge Organization.* <http://www.isko.org/cyclo/tagging>

New uses for metadata  
Bauder, J.; Lange, E. (2015). Exploratory subject searching in library catalogs: reclaiming the vision. *Information Technology and Libraries 34*(2): 92-102. <http://ejournals.bc.edu/ojs/index.php/ital/article/view/5888/pdf>

OCR  
Kean, S. (2018). Artificial intelligence is cracking open the Vatican’s secret archives. *The Atlantic.* April 30. <https://www.theatlantic.com/technology/archive/2018/04/vatican-secret-archives-artificial-intelligence/559205/>

Kichuk, D. (2015). Loose, falling characters and sentences: The persistence of the OCR problem in digital repository e-books. *Portal: Libraries and the Academy 15*(1): 59-91. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Quality

Beall, J. (2005). Metadata and data quality problems in the digital library. *Journal of Digital Information,*6(3). <http://journals.tdl.org/jodi/article/viewArticle/65>

## Week 8, Lab: Indexing Lab and Library Instruction with Chris Bailey

To Do:

Read Leckie paper (find this on your section Moodle) and fill out template before lab

For Final Assignment – Sample annotation due

For Final Assignment – Presentation signup due

## Week 9, Lecture: October 23: Structures and Standards – Bettivia

*Required Readings and videos:*

Introducing terminology  
Banerjee, K. (2017). Translating technobabble: All you really need to know about URIs, linked data, and FRBR. *Computers in Libraries* *37*(10): 21-24. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]  
  
[Video] Ray, K. (2010). Web 3.0: a documentary. <https://vimeo.com/11529540>  
  
FRBR  
[Video] Bram Stoker’s Dracula in FRBR Terms.  
(2009). <http://www.youtube.com/watch?v=LN0vKCFsXPE>   
  
Tillett, B. (2003). What is FRBR? A conceptual model for the bibliographic universe. <http://www.loc.gov/cds/downloads/FRBR.PDF>   
  
Linked data  
Fons, T. (2016). Making libraries visible on the web. *Library Journal* *141*(13): 44-46. <https://www.libraryjournal.com/?detailStory=making-libraries-visible-on-the-web-the-digital-shift>   
  
Szeto, K. (2017). The mystery of the Schubert song: the linked data promise. *Notes* *74*(1), 9-23. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

UCLA Continuing Resources Study Group. (n.d.). Semantic Web and Linked Data Research Guide. <http://guides.library.ucla.edu/c.php?g=357266>   
  
*Optional:*   
Linked data  
Eric Lease Morgan and LiAM. (2014). Linked Archival Metadata: A Guidebook. version .99 pages 6-24 <http://infomotions.com/sandbox/liam/tmp/guidebook.pdf>   
  
MARC & bibliographic records  
Library of Congress. (2004). Understanding MARC Bibliographic. (Part I- VI). <http://www.loc.gov/marc/umb>   
  
Clarke, R. I. (2015). Breaking records: the history of bibliographic records and their influence in conceptualizing bibliographic data. Cataloging & Classification Quarterly *53*(3-4): 286-302. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

*Standards making*  
Example: Unicode as a standard  
Bettels, J., & Bishop, F. A. (1993). Unicode: A Universal Character Code. *Digital Technical Journal* *5*(3), 21–31. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]  
  
Example: markdown as a standard  
Leonard, S. (2016, March). Guidance on markdown: Design philosophies, stability strategies, and select registrations (No. RFC 7764). RFC Editor. Retrieved  
from <https://tools.ietf.org/html/rfc7764>   
  
Leonard, S. (2016, March). The text/markdown media type (No. RFC 7763). RFC Editor. Retrieved from <https://tools.ietf.org/html/rfc7763>   
  
Historical context  
Blei, D. (2017). How the index card cataloged the world. The Atlantic. December 1. <https://www.theatlantic.com/technology/archive/2017/12/how-the-index-card-catalogued-the-world/547271/>   
  
Semantic Web  
Wong, E. Y. (2016). UCLA CRSG semantic web resources. *Technical Services Quarterly* *33*(3): 340-341. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

## Week 9, Lab: Presentations and FRBR & RDA

## For Final Assignment – Presentations

## Week 10, Lecture: October 30: Wrap Up

*Required Readings:*

Dyson, F. (2011). How we know. *The New York Review of Books*. Retrieved from<http://www.nybooks.com/articles/archives/2011/mar/10/how-we-know/?pagination=false>.

Ferraris, M. (2013). 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*. Retrieved from  
<http://wittgensteinrepository.org/agora-ontos/article/viewFile/2015/2214>

Kichuk, D. (2015). Loose, falling characters and sentences: The persistence of the OCR problem in digital repository e-books. *Portal: Libraries and the Academy 15*(1): 59-91.

[e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Loesch, M. F. (2011). VIAF (Virtual International Authority File). *Technical Services Quarterly 28*(2): 255-256. [e-journal] [Locate full text from <https://sfx.carli.illinois.edu/sfxuiu/az>]

Secker, J., Morrison, C., Stewart, N., & Horton, L. (2016, September 16). To boldly go…the librarian’s role in text and data mining. *CILIP blog*. Retrieved from <https://archive.cilip.org.uk/blog/boldly-go-librarians-role-text-data-mining>

Walker, L. A., & Armstrong, M. (2014). “I cannot tell what the dickens his name is”: Name disambiguation in institutional repositories. *Journal of Librarianship and Scholarly Communication 2*(2). Retrieved from <https://jlsc-pub.org/articles/abstract/10.7710/2162-3309.1095/>

## Week 10, Lab: Presentations

## For Final Assignment: Presentations

## Week 11, Lecture: November 6: No Class Meeting

## Week 11, Lab: Final Assignment Due Thursday November 8