Information Organization and Access

University of Illinois School of Information Sciences

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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 (217) 333-4603 (V/TTY), or e-mail a message to disability@uiuc.edu.

# Topic Schedule

## Week 1, August 23: LIS Education and professional life

### Readings

Bates, Marcia J. “The Invisible Substrate of Information Science.” *Journal of the American Society for Information Science* 50, no. 12 (January 1, 1999): 1043–50. doi:10.1002/(SICI)1097-4571(1999)50:12<1043::AID-ASI1>3.0.CO;2-X.

Buckland, Michael K. “What Is a ‘document’?” *Journal of the American Society for Information Science* 48, no. 9 (September 1, 1997): 804–9. doi:10.1002/(SICI)1097-4571(199709)48:9<804::AID-ASI5>3.0.CO;2-V.

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

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/.

Ferraris, Maurizio. “Social Ontology and Documentality.” In *Approaches to Legal Ontologies: Theories, Domains, Methodologies*, edited by Giovanni Sartor, Pompeu Casanovas, Mariangela Biasiotti, and Meritxell Fernández-Barrera, 1:83–97. Law, Governance and Technology Series. Dordrecht: Springer Netherlands, 2011. http://dx.doi.org/10.1007/978-94-007-0120-5\_5.

Lavoie, Brian, Lorcan Dempsey, and Lynn Silipigni Connaway. “Making Data Work Harder.” *Library Journal* 131, no. 1 (January 1, 2006): 40–42.

### Background

Glushko, Robert J. “Foundation for Organizing Systems.” In *The Discipline of Organizing*, 3rd ed., 33–96. O’Reilly, 2015. http://disciplineoforganizing.org/.

Levie, Françoise., and Sofidoc Productions. *The Man Who Wanted to Classify the World*, 2004.

Wright, Alex. *Cataloging the World: Paul Otlet and the Birth of the Information Age*. Oxford: Oxford University Press, 2014.

———. “The Secret History of Hypertext — The Atlantic,” May 22, 2014. http://www.theatlantic.com/technology/archive/2014/05/in-search-of-the-proto-memex/371385/.

## Week 2, August 30: Users and information needs

### Readings

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. doi:10.1177/0165551508095781.

Blair, Ann. “Reading Strategies for Coping With Information Overload ca.1550-1700.” *Journal of the History of Ideas* 64, no. 1 (2003): 11–28. doi:10.1353/jhi.2003.0014.

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. doi:http://dx.doi.org/10.1016/j.lisr.2010.12.002.

### Background

Bates, Marcia J. “Information Behavior.” In *Encyclopedia of Library and Information Sciences, Third Edition*, null:2381–91. null. Taylor & Francis, 2009.

Connaway, Lynn Silipigni, and Ixchel M. Faniel. *Reordering Ranganathan: Shifting User Behaviors, Shifting Priorities*. Dublin, OH: OCLC Research, 2014. http://www.oclc.org/content/dam/research/publications/library/2014/oclcresearch-reordering-ranganathan-2014.pdf.

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.

Foss, Elizabeth, Allison Druin, Robin Brewer, Phillip Lo, Luis Sanchez, Evan Golub, and Hilary Hutchinson. “Children’s Search Roles at Home: Implications for Designers, Researchers, Educators, and Parents.” *Journal of the American Society for Information Science and Technology* 63, no. 3 (March 1, 2012): 558–73.

Glushko, Robert J. “Interactions with Resources.” In *The Discipline of Organizing*, 3rd ed., 499–542. O’Reilly, 2015. http://disciplineoforganizing.org/.

Hyder, Eileen Mary. “Reading Groups and Social Justice.” In *Reading Groups, Libraries and Social Inclusion: Experiences of Blind and Partially Sighted People*, 49–63. Farnham, Surrey, England : Burlington, VT: Ashgate Publishing, Ltd., 2014.

Johnson, J. David. “Health-Related Information Seeking: Is It Worth It?” *Information Processing & Management* 50, no. 5 (September 2014): 708–17.

Miksa, Francis. “Information Organization and the Mysterious Information User.” *Libraries & the Cultural Record* 44, no. 3 (2009): 343–70.

Naumer, Charles M., and Karen E. Fisher. “Information Needs.” In *Encyclopedia of Library and Information Sciences, Third Edition*, null:2452–58. null. Taylor & Francis, 2009.

Wilson, Tom. “The Information User: Past, Present and Future.” *Journal of Information Science* 34, no. 4 (August 1, 2008): 457–64.

## Week 3, September 6: Research Methods

### Readings

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.

Shachaf, Pnina, and Sarah Horowitz. “Are Virtual Reference Services Color Blind?” *Library & Information Science Research* 28, no. 4 (2006): 501–20. doi:10.1016/j.lisr.2006.08.009.

Whitmire, Ethelene. “Racial Differences in the Academic Library Experiences of Undergraduates.” *The Journal of Academic Librarianship* 25, no. 1 (January 1, 1999): 33–37. doi:10.1016/S0099-1333(99)80173-6.

### Background

Connaway, Lynn Silipigni, and Ronald R. Powell. *Basic Research Methods for Librarians*. Vol. 5th ed. Library and Information Science Text Series. Santa Barbara, Calif: ABC-CLIO, 2010. http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=348676&site=ehost-live.

———. “Selecting the Research Method.” In *Basic Research Methods for Librarians*, 71–106. Library and Information Science Text Series. Santa Barbara, Calif: Libraries Unlimited, 2010.

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. doi:10.1016/j.lisr.2008.04.001.

Sandstrom, Alan R., and Pamela Effrein Sandstrom. “The Use and Misuse of Anthropological Methods in Library and Information Science Research.” *The Library Quarterly: Information, Community, Policy* 65, no. 2 (1995): 161–99. http://www.jstor.org/stable/4309020.

Sutton, Brett. “Qualitative Research Methods in Library and Information Science [ELIS Classic].” In *Encyclopedia of Library and Information Sciences, Third Edition*, null:4380–93. null. Taylor & Francis, 2009. http://dx.doi.org/10.1081/E-ELIS3-120044785.

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 4, September 13: Structures and Standards

### Readings

Coombs, James H., Allen H. Renear, and Steven J. DeRose. “Markup Systems and the Future of Scholarly Text Processing.” *Commun. ACM* 30, no. 11 (November 1987): 933–47. doi:10.1145/32206.32209.

DeRose, Steven J. “What Do We Still Lack? Or: Prolegomena to Any Future Hypertext System.” In *Proceedings of the Symposium on HTML5 and XML*, Vol. 14. Balisage Series on Markup Technologies. Washington, DC: Muberry Technologies, Inc., 2014. doi:10.4242/BalisageVol14.DeRose01.

Vogt, Lars. “eScience and the Need for Data Standards in the Life Sciences: In Pursuit of Objectivity rather than Truth.” *Systematics and Biodiversity* 11, no. 3 (September 1, 2013): 257–70. doi:10.1080/14772000.2013.818588.

### Background

Bettels, Jürgen, and F. Avery Bishop. “Unicode: A Universal Character Code.” *Digital Tech. J.* 5, no. 3 (June 1993): 21–31. http://www.hpl.hp.com/hpjournal/dtj/vol5num3/vol5num3art2.pdf.

Glushko, Robert J. “Describing Relationships and Structures.” In *The Discipline of Organizing*, 3rd ed., 295–344. O’Reilly, 2015. http://disciplineoforganizing.org/.

## Week 5, September 20: Approaches to organizing information

### Readings

Kennedy, M.R. “Nine Questions to Guide You in Choosing a Metadata Schema.” *Journal of Digital Information* 9, no. 1 (2008). http://journals.tdl.org/jodi/article/view/226/205.

Maxwell, R.L. “Bibliographic Control. 497-505.” *Encyclopedia of Library and Information Sciences,* 2010. 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. http://www.jstor.org/stable/3175535.

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. “(2015) Zen and the Art of Metadata Maintenance.” *Journal of Electronic Publishing* 18, no. 3 (2015). http://dx.doi.org/10.3998/3336451.0018.305.

### Background

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

## Week 6, September 27: Collections

### Readings

Hadro, J. “What’s the Problem with Self-Publishing?” *Library Journa* 138, no. 7 (2013): 34–36. http://lj.libraryjournal.com/2013/04/publishing/whats-the- problem-with-self-publishing/.

Hunter, N. C., Legg, and J.B. Oehlerts. “Two Librarians, an Archivist, and 13,000 Images: Collaborating to Build a Digital Collection.” *Library Quarterly* 80, no. 1 (1981): 81–103. doi:10.1086/648464.

Lewis, D. W. “From Stacks to the Web: The Transformation of Academic Library Collecting.” *College & Research Libraries* 14, no. 2 (2013): 159–76. doi:10.5860/crl-309.

“Update on the Twitter Archive at the Library of Congress.” Library of Congress, 2013. http://www.loc.gov/today/pr/2013/files/twitter\_report\_2013jan.pdf.

### Background

Glushko, Robert J. “Activities in Organizing Systems.” In *The Discipline of Organizing*, 3rd ed., 97–168. O’Reilly, 2015. http://disciplineoforganizing.org/.

Junus, Ranti. “Digital Collections and Accessibility.” MSU Libraries Blogs. *Digital Scholarship Collaborative Sandbox*, November 11–14, 2014. http://blogpublic.lib.msu.edu/index.php/dscsandbox/digital-collection-and-accessibility.

## Week 7, October 4: Preservation

### Readings

Shilton, Katie, and Ramesh Srinivasan. “Participatory Appraisal and Arrangement for Multicultural Archival Collections.” *Archivaria* 63 (2007): 87. http://rameshsrinivasan.org/wordpress/wp-content/uploads/2010/03/8-Final-ShiltonSrinivasan-Archivaria.pdf.

Teper, Jennifer Hain. “Selection for Preservation.” *Library Resources & Technical Services* 58, no. 4 (October 2014): 220–32. http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=99263271&site=ehost-live.

### Background

Glushko, Robert J. “The Organizing System: Roadmap.” In *The Discipline of Organizing*, 3rd ed., 543–70. O’Reilly, 2015. http://disciplineoforganizing.org/.

## Week 8, October 11: Search and discovery

### Readings

Adkins, Denice, and Jenny E. Bossaller. “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, no. 3 (September 2007): 354–68. doi:10.1016/j.lisr.2007.03.004.

Barton, Joshua, and Lucas Mak. “Old Hopes, New Possibilities: Next-Generation Catalogues and the Centralization of Access.” *Library Trends* 61, no. 1 (2012): 83–106. doi:10.1353/lib.2012.0030.

Bawden, David. “Encountering on the Road to Serendip? Browsing in New Information Environments.” In *Innovations in Information Retrieval: Perspectives for Theory and Practice London*. London: Facet Publishing, 2011. https://reserves.library.illinois.edu/.

Saarinen, Katariina, and Pertti Vakkari. “A Sign of a Good Book: Readers’ Methods of Accessing Fiction in the Public Library.” *Journal of Documentation* 69, no. 5 (September 2, 2013): 736–54. doi:10.1108/JD-04-2012-0041.

### Background

Bates, Marcia J. “What Is Browsing—really? A Model Drawing from Behavioural Science Research.” *Information Research* 12, no. 4 (October 2007). http://www.informationr.net/ir/12-4/paper330.html.

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). https://journal.lib.uoguelph.ca/index.php/perj/article/view/2503.

Gossen, Tatiana, and Andreas Nürnberger. “Specifics of Information Retrieval for Young Users: A Survey.” *Information Processing & Management* 49, no. 4 (July 2013): 739–56. doi:10.1016/j.ipm.2012.12.006.

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.

## Week 9, October 18: Evaluation of systems and services

### Readings

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. doi:10.5860/crl-374.

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. doi:10.1016/S0099-1333(96)90056-7.

### Background

Fuhr, Norbert, Giannis Tsakonas, Trond Aalberg, Maristella Agosti, Preben Hansen, Sarantos Kapidakis, Claus-Peter Klas, et al. “Evaluation of Digital Libraries.” *International Journal on Digital Libraries* 8, no. 1 (2007): 21–38. doi:10.1007/s00799-007-0011-z.

Voorhees, EllenM. “The Philosophy of Information Retrieval Evaluation.” In *Evaluation of Cross-Language Information Retrieval Systems*, edited by Carol Peters, Martin Braschler, Julio Gonzalo, and Michael Kluck, 2406:355–70. Lecture Notes in Computer Science. Springer Berlin Heidelberg, 2002. http://dx.doi.org/10.1007/3-540-45691-0\_34.

## Week 10, October 25: Subject analysis and subject languages

### Readings

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.

Buckland, Michael K. “Obsolescence in Subject Description.” *Journal of Documentation* 68, no. 2 (2012): 154–61. http://www.emeraldinsight.com/doi/abs/10.1108/00220411211209168.

Fister, Barbara. “The Dewey Dilemma.” *Library Journal* 134, no. 16 (2009): 22–25. http://eric.ed.gov/?id=EJ859403.

Higgins, Colin. “Library of Congress Classification: Teddy Roosevelt’s World in Numbers?” *Cataloging & Classification Quarterly* 50, no. 4 (2012): 249–62. http://www.tandfonline.com/doi/abs/10.1080/01639374.2012.658989.

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). https://journal.lib.uoguelph.ca/index.php/perj/article/view/1427.

### Background

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

Beghtol, Clare. “Classification Theory.” In *Encyclopedia of Library and Information Sciences, Third Edition*, 1045–60. Taylor & Francis, 2009. http://www.tandfonline.com/doi/abs/10.1081/E-ELIS3-120043230.

Chan, Lois Mai, and Theodora L. Hodges. “Library of Congress Classification (LCC).” In *Encyclopedia of Library and Information Sciences, Third Edition*, 3383–91. Taylor & Francis, 2009. http://www.tandfonline.com/doi/abs/10.1081/E-ELIS3-120043714.

Kreyche, Michael. “Subject Headings in Spanish: The Lcsh-Es. Org Bilingual Database.” *Cataloging & Classification Quarterly* 51, no. 4 (2013): 389–403. http://www.tandfonline.com/doi/abs/10.1080/01639374.2012.740610.

Mitchell, Joan S., and Diane Vizine-Goetz. “Dewey Decimal Classification (DDC).” In *Encyclopedia of Library and Information Sciences, Third Edition*, 1507–17. Taylor & Francis, 2009. http://www.tandfonline.com/doi/abs/10.1081/E-ELIS3-120043240.

# 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 1 (20%).
* Assignment 2: Digital Collections Assessment. Due September 29 (20%).
* Assignment 3: Final Project. Due October 27 (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 1. 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 September 29. 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](http://dp.la/exhibitions) (28 exhibitions)
   * [Flickr galleries](https://www.flickr.com/photos/flickr/galleries) (there are 322)
   * [Europeana Pinterest boards](https://www.pinterest.com/europeana/) (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/>

# Assignment 3: Research Design Proposal

## 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 four weeks of class, review the literature related to open questions in a part of our discipline that interests you.
* Complete the research methods exercise during our Week 3 lab session.
* As background for Zotero, complete the September 29 Zotero exercise.
* As background for the annotated bibliography, review the Purdue University resources on annotated bibliographies here: <https://owl.english.purdue.edu/owl/resource/614/01/> .

## Milestone Deliverables

1. Research Question due September 8, to be posted to the class discussion forum designated by your instructor
   * 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. Research Methods due September 22, to be posted to the class discussion forum designated by your instructor
   * 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. Post no more than two paragraphs (research question paragraph, revised from LABDATE3 + new paragraph on research methods). Also provide feedback and suggestions to your classmates by replying to their posts.
3. Resource List due October 6, to the class discussion forum designated by your instructor
   * 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.

## Final Deliverables

Due October 27 Two page extended abstract

Develop the two paragraph summary of your research question 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.

Due October 27 Annotated bibliography of 20 items

Following the Purdue Writing Lab Guidelines, create a document that integrates annotations with formatted entries. For each resource, write an annotation that situates the work presented with respect to your research question. 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.

Due October 27 Five minute oral presentation

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.

### Submitting Final Deliverables

Upload the extended abstract and annotated bibliography files to the Moodle drop box associated with this exercise.

Present your project during one of the last two class meetings.

## Resources

* [Walliman on defining the research problem](http://methods.sagepub.com/book/social-research-methods/n6.xml)
* [Purdue University resources on annotated bibliographies](https://owl.english.purdue.edu/owl/resource/614/01/)
* [Background readings on research methods](https://www.zotero.org/groups/lis501/items/collectionKey/7TJ9WWEE)