# Information Organization & Access

LIS 501C  
Fall 2015  
Tuesday 1:00-2:50pm Room 126  
Friday 9:00-11:50 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 Emily Knox

Emily Knox is an assistant professor at GSLIS. She received her Ph.D. from Rutgers University's School of Communication & Information. Her research interests include intellectual freedom and censorship, the intersection of 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.L.I.S. from GSLIS.

# 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 4 (20%).
* Assignment 2: Digital Collections Assessment. Due October 2 (20%).
* Assignment 3: Final Project (annotated bibliography and poster). Due October 28 (40%).
* 10 Labs for Attendance and Completion/Class Participation (20%)

Labs:

1. Library resources (week of 08/25)
2. ITD on computing resources (week of 09/01)
3. Zotero bibliography and formatting (week 0f 09/08)
4. Cultural heritage object description (week of 09/15)
5. Bibliographic database comparison (week of 09/22)
6. Pandoc encoding and transformation (week of 09/29)
7. Bibo/DC output from Zotero (week of 10/06)
8. Collection stewardship exercise (week of 10/15)
9. Poster prep (week of 10/20)
10. Poster presentations (week of 10/27)

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 4 at 11:59pm. 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 (link from <http://www.library.illinois.edu/lsx/> <http://openurl.library.uiuc.edu/sfxlcl3/az)>

Articles indexed under the descriptor "Information seeking behaviour" or "User needs" in LISA (link from <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 2 by midnight. 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> (about: <https://docs.google.com/document/d/1caBYKDdQCpFCildS5XquNML5YzaugSL7Jf3CdBIIqOA/edit>)
* FLICKR galleries <https://www.flickr.com/photos/flickr/galleries> (about: <https://www.flickr.com/help/galleries/>)
* EUROPEANA Pinterest boards <https://www.pinterest.com/europeana/> (about: <http://blog.europeana.eu/2015/01/explore-our-new-pinterest-boards/>)

# Assignment 3: Topical Poster and Annotated Bibliography

## Rationale

Throughout the term, you may find a topic that piques your interest. You should explore the topic starting with resources designated as additional background readings, or as part of the resources posted by the instructor or by your classmates. You may draw from these resources and others you find on your own to build your final project. The goal here is to learn how to use presentation software while assembling a set of core resources that allow you to pursue a 501 topic of interest to you.

Example topics:

* Information seeking strategies of homeless women
* LGBT themes in comics for high school students
* Changes in cataloging for school librarians because of RDA
* Quilt project for immigrant mothers: Objective – preserving heritage
* Effect of open access on scientific publishing
* Data Curation: trends and themes
* Web accessibility and the University of Illinois
* Is the Dewey Decimal Classification dead to public libraries?
* Should Urbana Free Library maintain their print periodical collection?
* Frustrating search experiences for graduate students using library resources and some possible solutions.

## Before you begin

* Topics must be approved. Post a topic for instructor approval to the designated Moodle forum no later than September 29th.
* Create a Zotero account during our Week 3 lab session.
* Review the Purdue University resources on annotated bibliographies here: <https://owl.english.purdue.edu/owl/resource/614/01/>
* Review our LibGuide on research poster creation here: <http://uiuc.libguides.com/content.php?pid=86227&sid=1404728>
* Compare research posters around our building or found online for inspiration on formatting and graphic layout.
* Consider the relative advantages of using different presentation software applications, such as Powerpoint vs. Inkscape (see resources below).

## Tasks

1. During the first six weeks of class, select candidate resources for your bibliography, enter them into Zotero, and draft preliminary annotations to them as attached notes.
2. Following the Purdue Writing Lab Guidelines, integrate revised annotations with formatted entries as a document.
3. Create the research poster as a digital file (e.g., pptx or SVG format).
4. Post an RSS link for your bibliography to the class Moodle forum.
5. Present your topic to the class at the last meeting.

## Deliverables

You have three deliverables which you will share with the class: an annotated bibliography, a research poster (including an in-class presentation), and an RSS feed to your resources in Zotero.

Poster

This will be formatted as if for expression on paper, but you will produce only a digital version. You will give us a 5 minute presentation of your poster on the last day of class.

Annotated bibliography of 20 items

These should consist of resources that would be of interest to those wishing to learn more about your subject. Create descriptions, or annotations for these items rather than simply linking to them. Your items may be websites, examples of similar projects, webliographies, published literature, etc. Provide access to each of the to the 20 items (a citation, URL or by embedding the material). Use whatever citation style with which you are most familiar. Each resource should be accompanied by a paragraph advising the reader of the value and general content of each item. The annotated bibliography does **not** need to be double spaced.

RSS Feed

Links to your feed should be posted to the Assignment 3 forum in the main lecture Moodle. You can submit it as a reply to your initial post on your topic.

## Submitting

Upload the digital poster file and annotated bibliography file to the Moodle drop box associated with this exercise.

Post your Zotero RSS feed to the main lecture forum for Assignment 3.

## Resources

* Poster LibGuide: <http://uiuc.libguides.com/content.php?pid=86227&sid=1404728%3Er>
* Zotero Documentation: <https://www.zotero.org/support/>
* How to annotate (and export) in Zotero: <http://guides.main.library.emory.edu/c.php?g=49913&p=323640>
* How to export the bibliography in HTML (or other) format (s): <https://www.zotero.org/support/creating_bibliographies>
* Purdue Writing Lab guidelines on annotated bibliographies <https://owl.english.purdue.edu/owl/resource/614/1/>
* Felix Breur's example of a poster produced using Inkscape: <http://blog.felixbreuer.net/2010/10/24/poster.html>

# Topic Schedule

* LIS Education and professional life (Bonn, Dubin, Knox) 08/25
* Users and information needs (Knox) 09/01
* Approaches to organizing information (Bonn) 09/08
* Structures and Standards (Dubin) 09/15
* Collections (Bonn) 09/22
* Search and discovery (Knox) 09/29
* Evaluation of information retrieval (Dubin) 10/06
* Preservation (Dubin and Teper) 10/13
* Authority and identity (Bonn and Dubin) 10/20
* Subject Analysis and subject languages (Knox and Bonn) 10/27