

## LIS 9002: INFORMATION ORGANIZATION, CURATION AND ACCESS

Fall 2021 – ONLINE

INSTRUCTOR	TEACHING ASSISTANT
Sarah Cornwell	TBD
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### COURSE TIMES:

Online *via* Zoom, **Fridays, 1:00-3:00pm**

### ENROLLMENT RESTRICTIONS:

Enrollment in this course is restricted to graduate students in the Master's of Library and Information Science program.

### COURSE DESCRIPTION

An introduction to the theory and practice of organizing and curating information for optimal access in libraries, archives and other organizations, using appropriate standards and tools for information description, arrangement and classification.

### COURSE OBJECTIVES

- To introduce history and theory of information organization as practiced in the domains of libraries, archives and records management.
- To develop an initial understanding of the practices of information classification, arrangement, description and encoding, using current tools and standards.
- To develop an ability to communicate the concepts of information organization clearly and effectively to users, colleagues, paraprofessionals and other stakeholders in information communities.

### LEARNING OUTCOMES

Course Learning Outcome: Students who complete this course will be able to:	Related MLIS Program-Level Learning Outcomes	What assignments provide evidence of learning outcomes?	How will instructors assess mastery of learning outcome?
Recognize and comprehend how the values and principles of library and information science manifest themselves in both the historical dimensions and the theoretical principles of modern information systems	3. Exercise and enact the values and principles of the field and its specialisations with an awareness of overarching social responsibility associated with progressive public service for the public good.	Essays, Participation	<ul style="list-style-type: none"><li>- Reports will be directed at both the history and theory of information organization, curation and access, and designed to require students to display an understanding of the basic definitions.</li><li>- Cited readings in the reports, together with active participation in the class will provide evidence that the student has learned to place the practical skills into a broader professional context.</li></ul>

Navigate, evaluate and use current standard tools for performing basic tasks in information classification, arrangement, description and encoding	7. Identify and explore opportunities to engage in experiential learning and to participate, advocate, and lead in professional development and training in professional organizations relevant to emerging specialisations and career paths.	Practica Participation	<ul style="list-style-type: none"> <li>- Presence during in-class tutorials and completion of in-class assignments will provide evidence of exposure to the standard tools.</li> <li>- The three practicum assignments will involve the use of standard tools: RDA, MARC, LCSH and DDC.</li> </ul>
Communicate concepts of information organization with a clarity and style appropriate to diverse information communities	9. Differentiate among the numerous areas of LIS practice and scholarship, and demonstrate a facility across media when speaking, writing and presenting about them to diverse audiences in formal and informal professional and scholarly domains.	Essays, Participation	<ul style="list-style-type: none"> <li>- The written reports will be set in a contextual frame that requires the student to write for a particular community and audience.</li> <li>- The reports will emphasize those areas where the course content intersects with professional and lay information communities.</li> </ul>

## COURSE MATERIALS

There is **no required textbook** for the course. Readings will be assigned from a selection of books and articles on reserve in the Graduate Resource Centre and on the course OWL site.

Practical assignments can be done using the tools available in the Graduate Resource Centre.

The OWL site will also include links to the weekly required synchronous Zoom sessions.

## METHODS OF EVALUATION

The evaluation of assignments is based on the MLIS Grading System

Assignment	Due Dates <b>**THURSDAYS**</b>	Value
Description & Analysis of an Information System Essay	September 30	20%
Practica #1 (RDA)	October 14	15%
Practica #2 (Access Points)	October 28	15%
Practica #3 (MARC)	November 11	15%
DDC & LCC comparative essay	November 26	20%
Participation	Ongoing	15%
<i>Optional: Bonus Essay. Bonus grade can optionally replace lowest Essay mark</i>	December 10	*20%

WEEK OF: (days are FRIDAY – our synchronous meeting date!)	TOPICS, DUE DATES, & READINGS
September 10	<p><b>Introduction to the Course and Key Concepts</b>  <b>Talking About Information Systems</b>  <b>Historical &amp; Cultural Ideas about Information Organization</b></p> <p>Coyle, K.(2016) The Model. In <i>FRBR Before and After: A look at our bibliographic models</i>. Chicago: ALA Editions. <a href="http://kcoyle.net/beforeAndAfter/">http://kcoyle.net/beforeAndAfter/</a>  Sandra Littletree, Miranda Belarde-Lewis &amp; Marisa Duarte. (2020). “Centering Relationality: A Conceptual Model to Advance Indigenous Knowledge Organization Practices,” <i>Knowledge Organization</i>, 47, 5: 410-426.</p>
September 17	<p><b>Archives &amp; Records Management</b></p> <p>Millar, Laura. (2010). What are archives? <i>Archives: Principles and practices</i>. New York: Neal-Schuman, 1-25.</p>
September 24	<p><b>Descriptive Cataloguing: Metadata &amp; Data</b></p> <p>Hider, P. (2018). Information resource attributes. In <i>Information Resource Description: Creating and managing metadata</i>. Facet.  doi:10.29085/9781783302253.004 , 23-42.</p> <p>Long, K., Thompson, S. Potvin, S., &amp; Rivero, M. (2017). The “wicked problem” of neutral description: Toward a documentation approach to metadata standards. <i>Cataloging &amp; Classification Quarterly</i>, 55,3: 107-128.</p>
October 1	<p><b>**Description &amp; Analysis of An Information System Essay Due this week**</b></p> <p><b>Descriptive Cataloguing pt 2: RDA &amp; Bibliographic Description</b></p> <p>Keenan, T. (2014). Resource description and access: cataloging standards affect reference service. <i>Reference Services Review</i>, 42,3: 446-466.</p>
October 8	<p><b>Standardizing Description pt 1: Authority Control</b></p> <p>Billey, A. (2019). Just Because We Can, Doesn’t Mean We Should: An Argument for Simplicity and Data Privacy With Name Authority Work in the Linked Data Environment, <i>Journal of Library Metadata</i>, 19,1:1-17, DOI: <a href="https://doi.org/10.1080/19386389.2019.1589684">10.1080/19386389.2019.1589684</a></p>
October 15	<p><b>**Practica #1 (RDA) Due this week**</b></p> <p><b>Standardizing Description pt 2: Access Points</b></p> <p>Wallheim, H. (2016). From Complex Reality to Formal Description: Bibliographic Relationships and Problems of Operationalization in RDA, <i>Cataloging &amp; Classification Quarterly</i>, 54,7: 483-503, DOI: <a href="https://doi.org/10.1080/01639374.2016.1200169">10.1080/01639374.2016.1200169</a></p>

October 22	<b>Standardizing Description pt. 3: Putting it all together with MARC (and eventually BIBFRAME?)</b>  <i>No Reading, but please browse &amp; review: <a href="https://www.loc.gov/marc/bibliographic/">https://www.loc.gov/marc/bibliographic/</a></i>
October 29	<b>**Practica #2 (Access Points) Due this week**</b>  <b>Classification Theory &amp; Subject Analysis</b>  Bowker, G.C., & Star, S.L. (1999). "Introduction: To classify is human." In <i>Sorting things out: Classification and its consequences</i> . Cambridge, Mass.: MIT Press.
November 5	<b>MLIS READING WEEK – NO LECTURE, NO SYNCHRONOUS MEETING</b>
November 12	<b>**Practica #3 (MARC) Due this week**</b>  <b>Library of Congress Classification (LCC)</b>  Satija, M.P., & Martinez-Avila, D. (2017). Mapping of the universe of knowledge in different classification schemes. <i>International Journal of Knowledge Content Development &amp; Technology</i> , 7,2: 85-105. DOI: 10.5865/IJKCT.2017.7.2.085
November 19	<b>The Dewey Decimal System (DDC)</b>  Dewey Decimal Classification. "DDC 23 Introduction." <a href="https://www.oclc.org/content/dam/oclc/dewey/versions/print/intro.pdf">https://www.oclc.org/content/dam/oclc/dewey/versions/print/intro.pdf</a>
November 26	<b>**DDC &amp; LCC comparative essay due this week**</b>  <b>Verbal Subject Access &amp; Library of Congress Subject Headings</b>  Sanford Berman & Tina Gross (2017) Expand, Humanize, Simplify: An Interview with Sandy Berman, <i>Cataloging &amp; Classification Quarterly</i> , 55:6, 347-360, DOI: 10.1080/01639374.2017.1327468
December 3	<b>Wrap up &amp; Conclusion</b>  <i>No Reading this week</i>
December 10	<b>**Bonus essay (optional) due this week**</b>  <b>NO LECTURE, NO SYNCHRONOUS MEETING</b>

## POLICIES

### Attendance:

Students are expected to attend the synchronous sessions on Zoom when scheduled. Students who miss more than two sessions may be required to do extra work to verify their command of the material.

### Late Penalties:

Late assignments will be penalized at a rate of 5 % per day, unless an extension has been negotiated beforehand. Extensions for medical reasons must be accompanied by the appropriate documentation.

**Academic Offences:**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)

No plagiarism-checking software will be used in this course.

**Health/Wellness Services:**

Students who are in emotional/mental distress should refer to MentalHealth@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help

**Accessible Education Western (AEW):**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students.

As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.