LIS 9201:
Classification and Indexing
Fall 2021

INSTRUCTORS

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    Office Hours: Thursdays 12:00 – 1:00 p.m   Office Hours:

COURSE TIMES

    Classes: Online via Zoom , **Wednesdays, 1:30 – 2:30 pm**

COURSE DESCRIPTION

Classification and indexing within a broader perspective of human intellectual activity. Current research trends in the subject control of information. Further opportunities to practice classifying, subject cataloguing and indexing of documents. Ways in which classification and indexing principles are affecting, and affected by, new information technologies

COURSE OBJECTIVES

Upon successful completion of readings, assignments, and class participation, students will be able to:

1. Contextualize classification and indexing as both a human social and intellectual activity and as a suite of professional skills and practices (PLLO 5);
2. Research topics related to classification and indexing within the body of LIS scholarly and professional literature (PLLO 2);
3. Recognize, use and evaluate classification and indexing practice within a variety of traditional and emerging technologies (PLLO 4);
4. Use standard library tools and standards to index and classify information accurately and effectively (PLLO 6)

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?
1. Contextualize classification and indexing as both a human social and intellectual activity and as a suite of professional skills and practices	5. Relate the practices and roles of individual librarians and information professionals to broader organizational, professional, political, economic, social and technological contexts	Practicum assignments Final Term Project	The mid-term paper will require students to investigate the intellectual dimensions of the course material; the term project will emphasize the social dimensions, and the practicum assignments will concentrate on acquiring the tangible skills.
2. Research topics related to classification and indexing within the body of LIS scholarly and professional literature	2. Explain, analyse and interpret professional and scholarly literature, research data and information resources to articulate their implications for LIS and related fields of knowledge and practice	Reflections	The mid-term paper will require students to use standard scholarly databases to research relevant literature from both the scholarly and professional knowledge organization communities.
3. Recognize, use and evaluate classification and indexing practice within a variety of traditional and emerging technologies	4. Discriminate among current and emerging information and communication technologies to judge effective management and use in constantly changing information workplaces.	Reflections Final Project Participation	Much of the class discussion will center on evaluating existing professional practices, assessing both their problems and their virtues, in the context of traditional library materials and also extending them to other technological and administrative contexts.
4. Use standard library tools and standards to index and classify information accurately and effectively	6. Navigate, evaluate and use multiple elements of a range of information environments, including those associated with data curation, information visualization, databases and information architectures.	Practicum assignments Participation	the use of the standard tools in both in-class and take-home exercises, the students will learn the basics of using DDC, LCC and LCSH, as well as other systems such as Universal Decimal Classification.

TEXTS
There is no required textbook for the course. Readings will be assigned from a selection of books and articles on reserve on the OWL Course Website. Practical assignments (i.e., practica) can be done using the tools available online via the OWL site or the Graduate Library.

ELECTRONIC RESOURCES
The OWL Course Website will contain course materials such as this syllabus, select readings, and lecture videos.

Classification Web, RDA Toolkit, and **the Cataloguer's Desktop** and several other electronic resources are available at the Graduate Library Electronic Resources via FIMS Intranet (https://intranet.fims.uwo.ca/graduate/services_groups/electronic_resources.html).

COURSE OUTLINE

Lecture	Date	Practice	Topics/Readings
1	Sep 8		Theory of Subject Analysis: Introduction
2	Sep 15	Practice: DDC	Theory: Document vs Depth Indexing
3	Sep 22		Theory: Ontological vs Epistemological Approaches
4	Sep 29	Practice: DDC	Theory: The Facet
5	Oct 6		Theory: The Concept of "Equivalence"
6	Oct 13	Practice: DDC	Theory: "Taxonomic" vs. "Associative" Relationships
7	Oct 20		Theory: "Taxonomic" vs. "Associative" Relationships
8	Oct 27	Practice: LCC	Theory: The Concept of "Bias"
--	Nov 3		**No class. Research Week.**
9	Nov 10		Theory: The Concepts of "Voice" and "Marginalization"
10	Nov 17	Practice: LCC	Theory: The Concept of "Dialectic" and Theories of History
11	Nov 24		Theory: The Concept of Folksonomies
12	Dec 1	Practice: LCC	Theory: The Concept of Linked Data
13	Dec 8		Course Conclusion

EVALUATION

Assignments are to be **uploaded to OWL by the end of the day of the class (at 11:55 p.m.)** on the indicated date.

A series of short practicum exercises (6 worth 5% each)	**30 %**
3 Small Reflections (worth 10% each, one for each third of the course)	**30 %**
1 Final Project Proposal (Due date to be determined by the student before reading week)	**5 %**
1 Final Term Project (Due date to be determined by the student before end of the course)	**25 %**
Participation (substantive, constructive participation in class: discussion, questions, etc)	**10 %**
Total	**100 %**

3 Small Reflections (10% each)

Group A Due: Week 1,2, 3, or 4	Reflection paper 1 due by this date on one of these readings
Group B Due: Week 5, 6, 7, or 8	Reflection paper 2 due by this date on one of these readings
Group C Due: Week 9, 10, 11, or 12	Reflection paper 3 due by this date on one of these readings

Students will be required to write three short (300 words) reflection papers. Students should write about questions or interests that arise naturally from your reading or the lecture. The reading responses should never be summaries of the readings or lecture that week, but thoughtful commentary, analysis, or a substantive researched-based opinion that reflects analytical or critical engagement with the week's course material. What is your contribution to this conversation? Do not waste your time summarizing or setting up large ideas from that week's lecture—get to the nitty-gritty interesting contribution as soon as you can. You only have 400-500 words, and you want to give yourself space to say something! Consider comparing and making a judgement, prescribing a course of action, or otherwise taking a stand. I want to know your opinion and what you think that opinion implies.

These papers are due on the Friday of each week for the topic covered. If you wish to write on the topics covered in week 1, you must submit your reflection by the Friday of week 1. Students can respond to the readings, the lectures, and/or the in-class discussion. There are three groups of papers, A, B, and C, indicated by the colours above, and one reflection must be written from each group. This means students must turn in at least one reflection in the first third of the course, one in the second third, and one in the final third.

Project proposal (5%) (Due date to be determined by the student)
Students will create a two-page document (500-600 words) that describes the topic or research question with a list of initial sources and the reasons for their choice. Possible project ideas include:

- A traditional essay on an agreed upon topic (~8 pages)
- Creation of a website, wiki, or other electronic resource related to classification or cataloguing
- Development of a policy document, research guide, or other professional resource
- Creation of an instructional document explaining a relevant classification or cataloguing system
- Develop a library program related to issues in classification or cataloguing
- Create a podcast relating issues in classification or cataloguing in a library context

Many projects outside of the ones listed here are possible. Please consult with the instructor if you have any questions. All projects are expected to be roughly equivalent to an 8 page essay.

A selection of traditional essay topics will be provided if an original project is unappealing, however a proposal will still be required.

Final Term Project (25%) (Due date to be determined by the student)
The final project will consist of two parts, a 'project' and a reflection paper on that project. The project itself can be any sort of product related to classifications: a website, an academic paper, a policy document, or anything approved by the instructor. The reflection portion will detail why the project was chosen, what impact projects like it can have on librarianship, and why it should be considered important. In the case of an essay this reflection can simply be one of the sections of the essay itself, but it will need to be clearly labeled as such. The reflection should represent about a quarter of the overall content of the final project, so about 2 pages.

Expectations for Final Project

1) The Final Project will vary, but the content should be equivalent to an **8 double-spaced page** Essay. References/Bibliography should be provided and do not count towards the page limit. Use 1-inch margins and one of standard 12-pt fonts (e.g., Times New Roman or Calibri). **Please submit all written components as a Word file or a PDF.**
2) Identify course, date, and your name at the top of your assignment. Do **not** attach a cover page.
3) Pay attention to paragraphing, sentence structure, and punctuation as these may be considered in the marking.
4) The style should be that appropriate to a report, the gist easily and quickly ascertained (e.g., each part of the paper should be labelled with an appropriate section heading to aid the flow and presentation of a coherent narrative of ideas).
5) Consider starting your report with an introductory statement and concluding with a summary.
6) Citations should conform to one of the major style guides, e.g., MLA, APA, Chicago, etc. Citations are required whenever you borrow someone else's ideas or comments either through direct quotation or by paraphrasing. **Please note which citation style is used.**
7) The bibliography or reference list should show evidence of readings beyond those that have been assigned. All citations and sources of reading should be listed in Reference List/Bibliography.
8) Writing should be non-sexist and bias-free.
9) You may use first person.

10) Include print-outs of displays from the OPAC or photocopies of pages from relevant cataloguing tools as appendices, if necessary. If attaching appendices, make sure that you number them and refer to them in the text of your report. Appendices that are not numbered and referred to are relatively useless for the reader.
11) Assignments should be professional in form and content. At a minimum, this includes word-processing, legible font with suitably dark impression, correct grammar and spelling (at a minimum, use the spell-checker), proper indentation and spacing, adequate section headings, and citations and references, as above.
12) You must avoid plagiarism with great care. Please take note of the FIMS policy on plagiarism and make sure you credit ideas and sources meticulously.

TERM-LENGTH PROJECT (GRADING RUBRIC)

Evaluation Criteria	Exemplary	Acceptable	Needs Improvement
Project Clarity	The purpose of the project is made readily apparent	The purpose of the project is apparent	The purpose of the project is unclear without substantial explanation
Project Originality	The project is based on a novel idea or approaches a topic in a novel way	The project attempts to explore an established topic in a new way	The project does not attempt to engage beyond the traditional bounds of the field
Project Engagement	The project invites participants to interact with it or otherwise seek out material related to it	The project elicits some further interest	The project is does not prompt participants to engage further
Reflection Clarity	Language used is clear and accessible Is free from spelling, grammar, and sentence structure errors	Language used is accessible Is mostly free from spelling, grammar, and sentence structure errors	Language used is obscure Has many spelling, grammar, and sentence structure errors
Reflection Context	The implications of the project on the broader LIS context is made explicit and is well supported	The implications of the project on the broader LIS context is implicit and is supported	The implications of the project on the broader LIS context is not substantially investigated

Reflection Evidence	Multiple sources of evidence are included, and all are integrated appropriately	Multiple sources of evidence are included, and most are integrated appropriately	Few sources of evidence are included, and some are integrated appropriately
	High-quality sources are primarily used	Moderate-quality sources are primarily used	Weak-quality sources are primarily used

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. Appeals regarding graded assignments must be made within 2 weeks of receiving the graded assignment.

Class Policies

Attendance: Students are expected to attend every class in the course, and to read the required readings beforehand. Students who need to miss a class for whatever reason should inform me beforehand if possible.

Academic accommodation will be made only on medical or compassionate grounds and for religious holidays. For religious holiday accommodation, the student must notify the Instructor at least one week in advance (please check all class dates and assignment deadlines and notify us as soon as possible if there is any conflict).

Plagiarism: In accordance with policy at UWO, students must write their assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see 13.01 Appeals and Discipline Policy in Section 13 of the Western Graduate Calendar at https://grad.uwo.ca/administration/regulations/1.html).

Statement on 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

Statement on Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western https://www.uwo.ca/health/ 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.

Enrollment: Enrollment in this course is restricted to graduate students in the Masters of Library and Information Science program