FACULTY OF INFORMATION AND MEDIA STUDIES
University of Western Ontario

LIS 9002: Information Organization, Curation and Access
Winter 2021 Section 001
January 11-April 5, 2021

Mondays, 3:00-4:00
Instructor: Prof. Melissa Adler
email: madler7@uwo.ca
Office hours (via zoom): Wednesdays 1:00-2:00, or by appointment.

The structure of this course:

This course is divided into four modules, and for each module there is a set of recorded lectures, one small activity (for your participation mark), and required readings. I will also hold one required synchronous session over Zoom in each module (see schedule below). Other weeks the synchronous sessions will be optional question and answer sessions. Each module includes a graded assignment.

The only required forums will be the ones associated with an activity. Optional forums will also be offered for you to ask questions about the course content.

My hope is that this arrangement provides some flexibility for you and that each way of engaging with the material will support your learning in different ways.

Land Acknowledgement:

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation,

Oneida Nation of the Thames, and Munsee Delaware Nation. In this region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First nations and all of the Original peoples of Turtle Island (North America).

This Land Acknowledgement is important for LIS 9002 for the following reasons:

•It reminds us that librarianship and scholarship do not take place in a vacuum; we are striving to do our best work within a complex, diverse, and sometimes contentious collection of social contexts and historical narratives;

•It reminds us that what seems right from one perspective can seem deeply wrong from another;

•It reminds us that information entities—authors, works, subjects, categories, locations—can hold more than one name and sustain more than one narrative;

•It reminds us that learning can be a destabilizing and painful process for all of us.

These four reminders have deep implications for information organization, curation and access.

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.

OBJECTIVES:

•To provide an introduction to the 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:

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

•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 (Program-Level Learning Outcome 3);

•Navigate, evaluate and use current standard tools for performing very basic tasks in information classification, arrangement, description and encoding (Program-Level Learning Outcome 7);

•Communicate concepts of information organization with a clarity and style appropriate to diverse information communities (Program-Level Learning Outcome 9).

Course Learning Outcomes:

Students who complete this course will be able to	Related MLIS Program-Level Learning Outcomes	Assessment
Recognize and comprehend how the values and principles of library and information science manifest themselves in both the historical dimensions and the theoretical	3. Exercise and enact the values and principles of the field and its specialisations with an awareness of overarching social responsibility	Essays 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

principles of modern information systems	associated with progressive public service for the public good.	definitions. Cited readings in the essays, 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.
Navigate, evaluate and use current standard tools for performing very 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.	Presence during in-class tutorials and completion of in-class assignments will provide evidence of exposure to the standard tools. The three practicum assignments will involve the use of standard tools: RDA, MARC, LCSH and DDC.
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.	The written essays will be set in a contextual frame that requires the student to write for a particular community and audience. The essays will emphasize those areas where the course content intersects with professional and lay information communities

REQUIRED TEXTS:

There is no required text for this class. Readings will be available electronically via OWL or the library site.

EVALUATION:

Three practicum assignments worth 10, 15 and 20 percent

Two written assignments worth 20 and 25% each

Class participation 10 %

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. Students who miss more than 2 classes may be required to compensate with extra work.

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

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

Support Services: Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Outline of Classes

Module	Readings	Assignment due at the end of the module

Module 1, Jan. 11- Feb. 7 Introductions Bibliographic/ documentary worlds Synchronous session:	Chandel, A.S., & Prasad, R. V. (2013). Journey of catalogue from Panizzi's principles to Resource Description and Access. DESIDOC Journal of Library & Information Technology, 33(4), 314-322. Jones, E. (2017) FRBR, before and after: A look at our bibliographic models, *Cataloging & Classification Quarterly*, 55(4), 266-267. Rafferty, P. (2015). FRBR, information and intertextuality. *Library Trends*, 63,3, 487-511. Intner, S.S. (2014). Thoughts on cataloger's judgment. *Technicalities*, 34(1), 1, 4-6. Keenan, T. (2014). Resource description and access: cataloging standards affect reference service. *Reference Services Review*, 42,3, 446-466. Duranti, L. (1992). "Origin and Development of the Concept of Archival Description" *Archivaria* 35 (January). https://archivaria.ca/index.php/archivaria/article/view/11884	Practicum 1
Module 2, Feb. 8-Marc 7 (includes reading week, Feb. 15-19) Authority control Access points	Martinez-Avila, D., & Budd, J. (2017). Epistemic warrant for categorizational activities and the development of controlled vocabularies. *Journal of Documentation*, 73,4, 700-715. Thompson, K. J. (2016). More than a name: A content analysis of name authority records for authors who self-identify as trans. *Library Resources and Technical Services*, 60,3, 140-155.	Practicum 2

	Sandra Littletree, Miranda Belarde-Lewis & Marisa Duarte, "Centering Relationality: A Conceptual Model to Advance Indigenous Knowledge Organization Practices," *Knowledge Organization,* 47, no. 5 (2020): 410-426. Day, R.E. (2019). "Documentarity in the Works of Paul Otlet and Georges Bataille: Two Competing Notions of "Document" and Evidence," in *Documentarity,* MIT Press https://documentarity.mitpress.mit.edu/pub/swdnhde7/release/1	
Module 3, March 8- March 28 Subjects	Satija, M.P., & Martinez-Avila, D. (2017). Mapping of the universe of knowledge in different classification schemes. *International Journal of Knowledge Content Development & Technology*, 7,2, 85-105. Drucker, D. (2017). How Subjects Matter: The Kinsey Institute's Sexual Nomenclature: A Thesaurus (1976). *Information & Culture*, 52,2, 207-228. Sanford Berman & Tina Gross (2017) Expand, Humanize, Simplify: An Interview with Sandy Berman, *Cataloging & Classification Quarterly*, 55:6, 347-360, DOI: 10.1080/01639374.2017.1327468 Murphy, H., & Rafferty, P. (2015). Is there nothing outside the tags? Towards a post-structuralist analysis of social tagging. *Journal of Documentation*, 71,3, 477-502.	Written 1
Module 4, March 29 - April 11	Marc	Practicum 3

Encoding		
Final week, ends April 16		Written 2