IRLS515-010/011 Organization of Information (Fall 2010 Virtual, Cui)

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COURSE NAME, NUMBER AND PREREQUISITES:

IRLS 515-010/011 Organization of Information

[Prerequisite: IRLS 504 or consent of the instructor]

Instructor: Dr. Hong Cui

A few words from the Instructor [i.e., Read Me First]:

The learning curve at the beginning of 515 (Hong's version) is rather steep for most students, especially when you take it online. You need to be prepared to do a lot of readings and repeat them a few times. Class discussions are very helpful and you need to be prepared to read them all rather carefully. No assignment or quiz is due in week 1-4 because you truly need the time to digest many new concepts.

I think a fair statement about this 515 class is that "you will have a lot of fun and learn many new things, but it does require strong motivation and a lot of effort".

Judi Alamia will be our GTA for Fall 2010. She took 515 from me and she knows the course and my requirements well. Judi and I are committed to help you whenever you need.

Important: Students registered in Hong's virtual offerings of 515 must have access to a PC that has MS Access 2003 or later installed and that the student can also install a trial-version software TermTree. TermTree (installs on PCs only) and MS Access are necessary for students to complete two of the assignments. This requirement may be relaxed depending on the availability of the virtual lab we are implementing. You will need either a PC or a MAC to install the virtual lab. Instructions will be provided. We shall know the status of the virtual lab before the term starts.

COURSE DESCRIPTION:

Official Course Description

Introduction to the theories and practices used in the organization of information. Overview of national and international standards and practices for access to information in collections.

Specific Course Description
We will study the history, theories, and practices in the organization of recorded information, print and digital. An introductory course, IRLS 515 will survey the information and knowledge organization techniques that exist or are emerging, such as controlled vocabularies and the Semantic Web. We will focus on standards and tools that are used in large text-based information environments. We will approach these fascinating topics through intellectual discussions and hands-on exercises. We will be using the D2L (Desire to Learn) learning support system. All course related materials can be found there. Log on D2L at http://d2l.arizona.edu using your UA username and password. That website also contains d2l tutorials you may consult. Further D2L help can be found at D2L@email.arizona.edu or (520) 626-6804. Questions about the virtual lab should be direct to Bruce Fulton(bfulton@email.arizona.edu)

When should you take IRLS 515?

IRLS 515 Organization of Information is a required core course. This course surveys main theories and techniques currently in use (or have a potential for the future) for organizing data, information, and knowledge. The course is a mixture of lecture, discussion, and hands-on exercises involving a number of different computer software applications. This course is the prerequisite for IRLS 530 Cataloging and Metadata Management, IRLS 531 Indexing and Abstracting, and IRLS 630 Controlled Vocabularies. It is also a helpful intro to IRLS 570/588 Database Development and Management. The professor of record for this course is Dr. Hong Cui.

Student feedback so far suggests that IRLS 515 is not easy but certainly manageable. A lot of concepts and most software introduced in 515 are new to most students, even to those with library experience. These and the readings can be overwhelming. At the same time, some students felt that they learned a lot from 515 and some of them felt 515 was helpful to other courses not listing 515 as a prerequisite. Some students regretted that they took 515 too late to take subsequent courses.

Based on student feedback, Hong thoughtfully advises students to consider taking IRLS 515 early (in their first term) if they are interested in any subsequent courses in the knowledge organization thread. Students are at the same time advised not to take more than two core courses per term. Students interested in academic libraries, special libraries, or industry are especially encouraged to take 515 early.

While students evaluation of the face2face and online delivery of the course has been roughly the same, more students would recommend taking Hong's 515 in a face2face mode, which Hong agrees.

COURSE OBJECTIVES:

The main goal of the course is to help students become familiar with the concepts and practices of bibliographic and non-bibliographic information organization and to nurture students’ interests in exploring this field further after completing the course. By the end of the course, the student will be able to:

· Understand the existing and new challenges involved in organization of information.

· Define a number of approaches that have been used to organize information in different settings and for different purposes.

· Compare and contrast the range of information organization approaches.

· Describe the main theories of information organization in library settings.

· Demonstrate basic skills in controlled vocabulary creation.

· Demonstrate basic knowledge of at least two metadata standards.

· Demonstrate basic skills in database construction.

· Articulate the similarities and differences between foundational concepts such as a thesaurus, ontology, authority file, subject heading list, and library classification scheme

REQUIRED COURSE MATERIALS:
· Taylor, Arlene & Joudrey, Daniel 2008. The Organization of Information (3rd Ed). Englewood, CO: Libraries Unlimited. [While the book may not be the easiest to read, it is the most comprehensive]

· Other course readings are online. Students will be able to access them for free. [We will use these readings mostly in the second half of the term]

· It is absolutely necessary for students to complete all required readings and note their questions before coming to the class. Students should selectively read some recommended readings according to their levels.

COURSE REQUIREMENTS:

In addition to weekly discussions/exercises (one to two topics a week, unless explicitly marked as "elective", all topics are required topics), students will complete three assignments and four quizzes. Students may work in groups of 2-3 on the assignments. Students may also work individually [but be aware most students find 515 assignments are totally "new" to them, working in a group help them understand the material better and produce better works]. A discussion forum will be set up to facilitate team forming for the assignments.

Even if you prefer to work individually on assignments, it is highly recommended for you to form a study group.

Quizzes must be taken individually on D2L. Quizzes are available for three days over some weekends. Students are allowed for three attempts (we record the highest mark). No make-up quiz will be given.

Quizzes (5% each, total 20%):

1. Encoding Standards and Metadata
2. Controlled Vocabulary and Subject Analysis
3. Database
4. Web Information Organization and Knowledge Management

Assignments: (15% each, total 45%, due dates are roughly 3-week apart)

1. Metadata Schema and Revision
2. Controlled Vocabulary Construction
3. Database Theory and Construction

Participation (35%)

1. Substantial contributions to weekly discussions/exercises.
2. Other activities that contribute to a positive learning experience for class members, for example read and comment on others' posts, answer each other's questions, sharing your experiences etc.
COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity. 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

Assignment Policies

- All work must be turned in on the dates due by midnight (12:00pm) Arizona time. Late work without prior notice to and approval from the Instructor will receive 5% deduction for each late day. For example, if your work is marked at 80% but you hand it in 1 min after the midnight, your mark for that assignment will be 80%*0.95=76%. Assignments late for 5 days will not be marked unless an extension is granted by the Instructor.

- In case of D2L malfunctions, email your assignment to hong1.cui@gmail.com (so your assignment will not be marked as late) and then resubmit your assignment to D2L dropbox (or “late” dropbox). Only assignments in D2L dropbox will be graded. Email submissions only establish a timestamp on an assignment.

- Be sure to check your submissions are successful. “I am not sure what had happened, but I honestly thought I had submitted my assignment on time” is not an acceptable excuse for waiving the late penalties.

- HTML format must be used for all written assignments turned in for grading. Assignments in any other format will receive 5% deduction in grading. Feel free to use any editor to produce the HTML documents.

- Missing one assignment will result in a C, so please DO stick to these guidelines. You’ve been warned.

- An assignment is due on the same date the next assignment is assigned. See the schedule for the starting dates.

- All work may be checked by Turnitin.com or other tools made available to the Instructor.

Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

Course grades will be assigned as follows:
A=90+ (Superior Work)
B=80-89 (Very Good)
C=70-79 (Marginally Satisfactory)
F=0-69 (Failed to meet requirements)

INSTRUCTOR NAME AND CONTACT ADDRESSES:

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    - IRLS574 Digital Libraries
    - IRLS588-011 ISSUES IN INFORMATION RESOURCES: Intellectual Freedom
    - IRLS608 Fall 2010
    - IRLS671 Introduction to Digital Collections
    - IRLS675 Advanced Digital Collections (Fall 2010)
Related categories

Course: IRLS515
People: Faculty » Cui
Semester: Fall 10

Guided keyword

Search More options
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