IRLS515-011 Organization of Information (Virtual Frické)

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COURSE NAME, NUMBER AND PREREQUISITES:

Organization of Information
IRLS515 Section 001

This course is a core course for the SIRLS Masters degree. Prerequisite: IRLS 504 or consent of the instructor.

Fall 2009 Instructor: Martin Frické

COURSE DESCRIPTION:

"Online instructional course on the Organization of Information." (3 credit hours)

General overview

The SIRLS catalog description is:

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

The organization of information, as a practice, has existed for those many thousands of years that there has been recorded information. Over the years, this activity has been codified in the theories and practices of information organization in traditional libraries, and in other information environments such as archives, museums and management information systems. Some of this course studies the history, theory and practices of such traditional information organization. In the last 30 years, though, with the development of the computer, digital information, the Internet, and World Wide Web, much has changed. Many of these changes are to do with quantity (the Web, 2009, contains, ballpark figures, 2-3000 times as much information as there is in the entire print collection of the Library of Congress), and to do with the capabilities of the computer (tremendous speed, accuracy, processing volume, etc.) and networks (pretty well all resources available everywhere all the time). And some of the changes are connected with the need to share resources and data about those resources across information repositories. Organization of information 2009, and going into the future, may well be very different to library practices of the last hundred years. This course tries to educate and develop on that theme. This is a time of change for the discipline of 'organization of information'.

How this course will be taught

This is an online course taught virtually at a distance using the Web. The course is conceived of as discussions on 15 (or so) topics. A lecture course in the University of Arizona amounts to 37 1/2 hours of instruction spread through a semester.
Our 'discussions' will be the virtual counterpart of 15 (or so) two and a half hour lectures, delivered at a rate of one topic a week. There will be notes, readings, discussion groups, chat, and (of course) assignments.

The course has a start date and an end date, and the class as a whole will move through the course together. The primary means of introducing the scholarly material will be Notes. These are going to be posted one at a time steadily through the session, keeping the whole class moving forward through the material. There are 15 plus sets of Notes, and these normally will be delivered at a rate of one set a week (usually with one part put up on a Tuesday and another part on a Thursday). There will be assignments, with due dates, and formal discussions, and these will serve to check progress. There also will be readings or references to be followed up on the Web.

Almost all interactions will be asynchronous. That is, students can log on whenever they wish, and read material and post replies on timetables that suits their individual needs. A student will typically need to log on about 5 times a week. (An analog here is email-- most folk check their email at least five times a week.)

d2l (desire to learn) is used as the instructional and course management environment. Students who enrol in the course will be given an account. They will be able to log in to their account via the Learning Technologies Center E-Learning Portal. d2l has facilities for internal email, and this will be one way to contact the Instructor or the Graduate Assistant Teacher (GAT).

Students are expected to log on reasonably regularly, to read and study the Notes and references, to participate in the online discussions, to interact by email (and other means) with their fellow students, to write (or otherwise answer) the assignments, to download and upload files (this will be taught), and to carry out various other activities. It is hard to anticipate accurately how much time all these course related activities will take in total (and such a figure would vary from student to student and from week to week), but, seven hours a week is a rough order of magnitude estimate.

The course will start in earnest a few days after the start of the semester. The d2l software can detect when students log on, and when most of the students have shown that the are present by logging on, the Instructor will get the course underway.

COURSE OBJECTIVES:

The main goal of the course is to help students become familiar with the concepts and practices of information organization across a variety of information environments. By the end of the course, the student will be able to:

- Describe the main theories and processes in library and archival cataloging including descriptive cataloging, and subject analysis
- Understand the nature and properties of databases (to the level of understanding normalization and elementary design via entity-relationship methods)
- Have an understanding of a sample range of information handling tools such as bibliographies, indexes, catalogs, pathfinders, search engines, databases, registers, inventories, and finding aids
- Demonstrate basic skills and familiarity with controlled vocabularies, structured vocabularies, and thesauri.
- Demonstrate basic skills and familiarity with subject analysis
- Demonstrate basic skills in metadata creation, including basic knowledge of at least two metadata standards (for example, MARC and Dublin Core)
- Have a knowledge of the structure of the Web and the Deep Web
- Have a knowledge of the Functional Requirements for Bibliographical Records
- Articulate the similarities and differences between a thesaurus, ontology, authority file, subject heading list, and library classification scheme
- Have a knowledge of different classification architectures such as hierarchical and faceted

REQUARED COURSE MATERIALS:

Students need online access, either by way of their own computers and Internet connection, or by public access means (such as those provided in Public Libraries or in on campus labs).

There are three texts that might be used for the more library oriented part of the course.


You need one of them, any one will do. For this iteration of the course I will probably teach from Taylor. [Order directly from Amazon or other vendor of your choice, such as the book publisher, Libraries Unlimited...not available through the UA Bookstore.]

For the more web oriented part of the course, we will look at sections of

- Morville, Peter and Louis Rosenfeld [2006], *Information Architecture for the World Wide Web*, 3rd Ed. O'Reilly

**COURSE REQUIREMENTS:**

The course requirements are

- coursework
- final exam

The coursework requirement will be four Exercises.

The final exam will be a brief written exam of an hour duration.

The exercises will each count for 20% of the final grade, and the final exam will also count for 20%.

**COURSE, SCHOOL, AND UNIVERSITY POLICIES:**

**Academic Code of Integrity**

Students are expected to abide by The University of Arizona *Code of Academic Integrity*, see . '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**

- Submission: The papers are to be submitted usually by the d2l assignment Dropbox, which can be found as a link on the toolbar. (A less preferable alternative is by d2l internal email to the Instructor, put, for example, 'Assignment One' as the subject and send the assignment either as the message or as an attachment to the message. Pure electronic documents need to be either plain text or formatted using HTML (just 'Save As' HTML using your favourite word processor).
- Format, style and content: Content is all important in this course. Style should be plain and transparent (be guided by the classic Strunk and White Elements of Style). If English is not your native language, and you would like some assistance, please contact the Instructor. The format is unimportant, except that it should be html.
- Late papers: There will be due dates and students are expected to meet them. With an online course like this, difficulties can arise (such as computers or d2l being temporarily out of service) and appropriate decisions will be made as needed.
Incompletes

The 1997-8 University of Arizona General Academic Manual, p.23 reads

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

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

GRADING:

The following scales will be used

For IRLS415 students

<table>
<thead>
<tr>
<th>Internal</th>
<th>For the University</th>
</tr>
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<tbody>
<tr>
<td>85-100%</td>
<td>A</td>
</tr>
<tr>
<td>65-84%</td>
<td>B</td>
</tr>
<tr>
<td>below 65%</td>
<td>C</td>
</tr>
</tbody>
</table>

For IRLS515 students

The following scales will be used

<table>
<thead>
<tr>
<th>Internal</th>
<th>For Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>below 80%</td>
<td>C</td>
</tr>
</tbody>
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General grading criteria: For ordinary papers, and unless specified otherwise, you should write about the equivalent of four pages of ordinary text (ie about 1200 words). Grammar, style, or spelling are not central-- provided the paper is understandable and the faults are not so severe as to be a distraction. Then, important grading criteria include:-

- clear articulation of your views and arguments
- soundness of what is said
- appropriate appeal to evidence
- clear and concise exposition of the points you are making
• consideration of intellectual context and relevant literature

How to find out your grades: d2l has two main ways to help a student find grades. There is a link on the toolbar named 'Grades' which, if clicked on, will display all the grades. Second, if a student clicks on a submitted and graded assignment in the Dropbox, the grade, and feedback comments from the Instructor, will be displayed.

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Please raise queries by email. When the course is up and running, and you are a registered student, use the course's internal email (this is best for me as it keeps material related to this course in one place). Failing that, use ordinary email to mfricke(AT)u.arizona.edu .

There will be an online office hour, during which I will be available in a Chat room and also on Skype. This will be at a time to suit you students, but it may well be an evening at 7pm MST.

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