Course Syllabus
LI804XC

Organization of Information
Summer Semester 2014

Faculty: Dr. Sarah W. Sutton
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Primary Phone: (620) 341-5816
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: 5/30-31; 7/18-19

Important Dates for Summer 2014

5/19 First Day of Class
7/2 Last Day to Withdraw
5/26 Memorial Day (ESU closed)
7/4 Independence Day (ESU closed)
5/27 Last Day to Add/Drop
8/2 Last Day of Classes
8/12 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

Introduction to the individual, social, and institutional perspectives of organizing information. Students examine the assumptions, practices, issues and tools of commonly used subject analysis and classification systems in various types of information organizations. The impact of different approaches to accessing information is emphasized. (Required) Prerequisite: LI 801 or concurrent enrollment. (Approved 11/30/11)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the semester, the student will be able to:</th>
<th>Related class assignment(s)</th>
<th>MLS Program Outcomes</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe information access systems and how they reflect the role of organization in human endeavors.</td>
<td>Quizzes, Paper</td>
<td>2, 3, 4</td>
<td>3, 4D</td>
</tr>
<tr>
<td>2. Explain and provide examples of systems that have been developed to make sense of collections of information.</td>
<td>Schema</td>
<td>2, 3</td>
<td>3</td>
</tr>
<tr>
<td>3. Explain how theories of organization of information can be applied to the design of information retrieval systems.</td>
<td>Lab, Paper</td>
<td>2, 3, 4, PV 1</td>
<td>3, 4D, 5B, 5G</td>
</tr>
<tr>
<td>4. Identify appropriate approaches to the organization of information materials and resources in various situations and environments.</td>
<td>Schema</td>
<td>1, 3, PV 1</td>
<td>3</td>
</tr>
<tr>
<td>5. Demonstrate knowledge of theories of organization of information relevant to information objects, collections of information objects, and systems for organizing information objects.</td>
<td>Lab, Schema</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved 4/23/2014

Office Hours & Contact Information

Office hours are those hours that I set aside exclusively for communicating with you; however, you are welcome to contact me at any time through any means. During office hours I will endeavor to reply to you immediately. During other times, I will make every effort to reply within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as possible. I do reserve the right not to respond to communications during evening hours or on the weekends (outside of office hours).

IF you email me outside of Canvas, please always include the course number (e.g. LI804XC) in the email subject line. All of the email that I receive with that in the subject line goes into a special folder in my Outlook mailbox and these are the ones I always answer first.
Required Readings


Additional required readings will be assigned for each module. Some, but not all, are identified below in the Tentative Course Schedule. Full citations will be made available to you through Canvas. I will provide you with copies of readings that are not available to you through the WAW Library. Those that are available through the WAW library I will expect you to find for yourself. I expect you to be proficient in the use of all WAW Library resources or to ask a librarian for assistance. *It is entirely possible (and quite probable) that I will add required readings as the semester progresses. Please check each module for an up to date list of readings.*

Learning Activities

Learning activities encompasses assignments (which are described below) and other activities in which students are expected to participate both online and in our face-to-face class meetings. In order to make the most of our face-to-face meetings, when it is feasible, I employ the “flipped classroom” teaching model. “The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities” (Educause, 2012, section 1).


Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Throughout</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Throughout</td>
<td>20</td>
</tr>
<tr>
<td>Schema Analysis</td>
<td>6/29/2014</td>
<td>20</td>
</tr>
<tr>
<td>Research Project</td>
<td>7/27/2014</td>
<td>20</td>
</tr>
<tr>
<td>Organizing Information Resources Lab and Presentation</td>
<td>7/18/2014</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Participation.** Participation consists of engaging in discussions (both online and face to face), collaborations, and other activities with your classmates in a timely, professional manner.

**Quizzes.** There will be 4 quizzes throughout the semester each worth 5 points toward your final grade in the course.

**Schema Analysis.** Students will choose an existing schema for organizing information, write an explanation and summary of it, and prepare an example of it for the class.

**Research project.** This assignment is designed to give students the opportunity to explore a topic related to the course and of interest to them in greater depth than we can cover together in class. The final product is a paper or a recorded presentation on the topic.

**Organizing Information Resources Lab and Presentation.** Groups of students will select a set of information objects for which they will develop and present an organizational schema.

## Tentative Course Outline

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topic</th>
<th>Deliverable</th>
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</thead>
</table>
| 1: 5/19 - 5/25 | Introductions Organization of Recorded Knowledge | Surveys due 5/25 @ 11:59 pm local time  
Discussion 1 due 5/25 @ 11:59 pm local time |
| 2: 5/26 - 6/1 | Retrieval Tools & Introduction to Metadata  
1st Weekend Meeting | Quiz 1 due 6/1 @ 11:59 pm local time  
Discussion 2 (in class) |
| 3: 6/2 - 6/8 | More Metadata | |
| 4: 6/9 - 6/15 | Introduction to Encoding | Quiz 2 due 6/15 @ 11:59 pm local time |
| 5: 6/16 - 6/22 | Functional Requirements for Bibliographic Records (FRBR) | Discussion 3 due 6/22 @ 11:59 pm local time |
| 6: 6/23 - 6/29 | Resource Description and Access (RDA) | Quiz 3 due 6/29 @ 11:59 pm local time  
Schema assignment due 6/29 @ 11:59 pm local time  
Discussion 4 due 6/29 @ 11:59 pm local time |
<p>| 7: 6/30 - 7/6 | Access and Authority Control | |
| 8: 7/7 - 7/13 | Subject Analysis | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 9: 7/14 - 7/20 | Subject Analysis | Lab presentation due in class (7/18 @ 6:00 pm local time)
                  | 2nd weekend | Discussion 5 (in class)                        |
| 10: 7/21 - 7/27 | Controlled vocabularies | Discussion 6 due 7/27 @ 11:59 pm local time
                  |             | Research project due 7/27 @ 11:59 pm          |
| 11: 7/28 - 8/2 | Classification | Discussion 7 due 8/2 @ 11:59 pm local time
                  |             | Survey due 8/2 @ 11:59 pm local time          |

**Grading Criteria**

_Instructions_ for each assignment are available in Canvas.

I will use a _rubric_ to grade each assignment. Each rubric is customized for a specific assignment. The instructions for each assignment contain a general description of the criteria upon which our evaluation of your work (your grade) will be based. My specific expectations for each criterion are contained in the rubric for the assignment. I strongly recommend that you review the expectations for each assignment _before_ you begin the assignment.

My goal is to post the grades you earn for each assignment in the Grades section of Canvas within two weeks of the date on which the assignment is due. Those rubrics are included in Canvas and this is where we will provide you with feedback on each assignment (as well as your grade). By using the Canvas grade center I can keep you up to date on your progress in the class.

_A note about writing_. I have high expectations for your writing. It is hugely important in our profession that you be able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J). I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, be presented in the correct format (e.g. report, essay, discussion post, and so on), and use the appropriate level of formality in its language. I expect you to be familiar with and apply _all_ sections of the _APA Publications Manual_.

There are a variety of resources available to you for writing help, not least of which are the _ESU Writing Center_ and each other. It is very useful to ask a colleague and/or classmate to review and edit your writing. You will learn not only from their edits but also by returning the favor and editing someone else's work. I will also provide help with your writing of specific assignments for this class in the Help, Samples, and Tutorials folder in the Files section of Canvas.

.Formatting written assignments_ will depend to some extent on the type of writing you are asked to do. All assignment files should include your last name and the name of the assignment, for example, Sutton_IOExploration_Bibliography.docx.
Late work. I will penalize you 0.5 (1/2, one half) point per day for work turned in after the due date. Most assignments (other than presentations and discussion posts) should be turned in by midnight on the due date. Note first that Canvas tracks this and I will use Canvas’s time stamp to determine "lateness." Note second that this means that work turned on Monday in at 12:05 am (five minutes after midnight Sunday night) is just as late as work turned in at 8 pm on Monday evening. Our advice to you is if you're going to turn it in (whatever "it" happens to be) at 12:05 am, you're going to lose .5 point anyway so go to bed, get some sleep, and read through what you're turning in one more time with a clear head before you turn it in.

SLIM Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
</tr>
</tbody>
</table>

SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.
This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

**Course Evaluations**

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.
Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.
Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Dr. / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu