Course Syllabus
LI804XC

Organization of Information
Summer Semester 2015

Faculty: Dr. James H. Walther
E-mail: jwalthe1@emporia.edu
Primary Phone: 620-341-5698
Online Course Login: canvas.emporia.edu
Credit Hours: 3 Hours
Meetings: Internet begins on May 18
Denver: June 12 and 13; July 24 and 25

Important Dates for Summer 2015
5/18 First Day of Class 5/25 Memorial Day (ESU Closed) 5/26 Last Day to Add/Drop
7/1 Last Day to Withdraw 7/3 Independence Day (ESU Closed) 8/7 Last Day of Classes
8/11 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

In this 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 3/9/2015)*

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discuss information access systems and how they reflect the role of organization in human endeavors.</td>
<td>2, 3, 4</td>
<td>1</td>
<td>3A, 3B, 3C, 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>2, 3</td>
<td></td>
<td>3A, 3B, 3C</td>
</tr>
<tr>
<td>3 Explain how theories of organization can be applied to the design of information retrieval systems.</td>
<td>2, 3, 4</td>
<td>1</td>
<td>3A, 3B, 3C, 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>1, 3</td>
<td>1, 3</td>
<td>3A, 3B, 3C</td>
</tr>
<tr>
<td>5 Demonstrate relationships between information packages and collections, and theories and practices of their organizations.</td>
<td>3</td>
<td></td>
<td>3A, 3B, 3C</td>
</tr>
</tbody>
</table>

*Approved* 11/30/11

Instructor Contact Information

My email address and phone number are included at the top of the syllabus. We will discuss on the first week, office hours, etc. and that information will be added online to Canvas. For specific activities, the Canvas module will include the specific dates, times, and locations in which I will hold office hours for those activities.

Office hours will be set aside exclusively for communicating with you, however you are welcome to contact me at any time through any means. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as I possibly can. I reserve the right not to respond to communication during late evening hours or on the weekend (outside of office hours). Usually, my weekend will be Sunday and Monday during this summer session.
This is the only class I am teaching for the summer semester; so if you email me outside of Canvas, no need to include course number etc.

**Required Readings**

**Textbooks**


*IMPORTANT NOTE:* For Glushko text, you can make the decision of which version to use; the 2013 edition is available in print; the 2014 edition is an e-book. Either version will be sufficient to learn the content and achieve the goals for the course. Page numbers are not listed for this text to avoid confusion on the outline, e.g. Glushko chapter 8.

**Additional Readings**

Additional required readings will be assigned for each weekly module. Some, but not all, are identified below and 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's electronic resources. I will also be lecturing and developing course materials from other source material I will provide reference to in Canvas.

Those that are available through the WAW library you should find for yourself. I expect you to be proficient in the use of all WAW Library resources or to become so by asking a librarian for assistance.

*An introduction to XML: The basics part 1.* (2010). Retrieved from https://www.youtube.com/watch?v=Q0k5ySZGPBc&feature=youtube_gdata_player


Learning Activities

Learning activities encompass assignments (the larger of which are described briefly below) as well as other activities in which students are expected to participate both online and in our face-to-face class meetings. Each week I will post a lesson (module) in Canvas that includes readings and other course content materials, instructions for learning activities, and my office hours for the week.
When possible, I will 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, sec. 1). Educause. (2012). 7 things you should know about flipped classrooms. Retrieved from https://net.educause.edu/ir/library/pdf/ELI7081.pdf.

Assignments

In addition to providing opportunities for you to demonstrate your achievement of the course learning outcomes, assignments in this course are directly related to your development of your research literacy skills outlined in the four SLIM MLS core courses that will be taught by the professor in partnership with an academic librarian. Research literacy is defined as the knowledge and skills library and information science professionals need to actively practice and instruct others to search, select, analyze, and use published research to make evidence-based claims and recommendations for best information practice.

The overarching research literacy goal for this course is Organizing Information.

![Research Literacy Diagram](image)

Collecting, Analyzing, and Communicating Information Performance Skills

Students will:

20. Recognize models of and mechanisms for information organization as they are used in library information resources (e.g. OPAC, databases, etc.).

21. Understand the advantages and disadvantages of models of and mechanisms for information organization as they are used in library information resources (e.g. OPAC, databases, etc.).

22. Apply their recognition and understanding to personal academic information retrieval problems and achieve successful results.

23. Know and accurately use APA rules for creating an academic paper or presentation.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions, Learning Activities and Participations, &amp; Quizzes</td>
<td>All</td>
<td>Throughout course</td>
<td>25</td>
</tr>
<tr>
<td>Metadata Schema Analysis</td>
<td>2, 4, and 5</td>
<td>July 5, 2015, 11:59 pm</td>
<td>25</td>
</tr>
<tr>
<td>Org of Information Resources Lab Exercise &amp; Presentation</td>
<td>3 and 5</td>
<td>July 24, 2015 (in class)</td>
<td>25</td>
</tr>
<tr>
<td>Research Paper</td>
<td>Topic Dependent</td>
<td>August 2, 11:59 pm</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Discussions, Learning Activities and Participations, and Quizzes.** This consists of engaging in discussions (both online and face to face), collaborations, and other activities with your classmates in a timely, professional manner. The quizzes will be short, on Canvas exercises and in person activities to clarify course topics and outcomes as the course progresses.

**Metadata 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.

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

**Research Paper.** 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. It is also intended to demonstrate the students’ accomplishment of the Research Literacy Performance Skills.

---

**Tentative Course Outline**

This is a *tentative* schedule for the semester. It is likely to change slightly as we move together through the course content and I see that we need to focus on something further or pick up our pace. The course outline is presented here in order to give you an overall sense of the course content. This course outline will not be updated. You will be notified of changes in Canvas in the weekly modules. Thus, your primary source of up-to-date information about course readings, activities, and assignments will be Canvas modules and **NOT** this schedule.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: 5/25-5/31</td>
<td>Activities in Organizing Systems</td>
<td>Glushko chapter 2</td>
<td>Discussion</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W3C (2011) (4 pages)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TheOnDemandDemoGuy (2010) (~8 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>McCutcheon (2012) (16 pages)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCLC (2012) (~15 minutes)</td>
<td></td>
</tr>
<tr>
<td>Week 8: 7/6-7/12</td>
<td>Categorizing: Describing Resource Classes and Types</td>
<td>Glushko chapter 6</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 9: 7/13-7/19</td>
<td>Classification: Assigning Resources to Categories</td>
<td>Glushko chapter 7</td>
<td>Online Quiz (Tentative)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Markey (2007) (15 pages)</td>
<td>Org of Information Resources Lab Exercise &amp; Presentation (in class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optionally: Shatford (1986) (15 pages)</td>
<td></td>
</tr>
<tr>
<td>Week 11: 7/27-8/2</td>
<td>Interactions with Resources</td>
<td>Glushko chapter 9</td>
<td>Research Paper due August 2, 11:59 pm</td>
</tr>
<tr>
<td>Week 12: 8/3 – 8/7</td>
<td>The Organizing System Road Map</td>
<td>Glushko chapter 10</td>
<td>Discussion and Course Wrap Up and Reflections</td>
</tr>
</tbody>
</table>

**Grading Criteria**

I will use a rubric to grade each assignment. Each rubric is customized for a specific assignment. The instructions for each assignment (available in Canvas) contain a description of the criteria upon which my evaluation of your work (your grade) will be based. My specific expectations for each criterion are contained in the rubric for each assignment. I strongly recommend that you review the rubric for each assignment before you begin the assignment.
My goal is to post the grades you earn for each assignment in Canvas within two weeks of the date upon which the assignment is due. I will provide grades and feedback on each assignment in the rubric in Canvas. By using the Canvas grade center I can keep you up to date on your progress in the class.

**Writing**

A note about writing: I have high expectations for your writing. It is hugely important in our profession that you are 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. Formatting for 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, StudentName_Policy Analysis.doc.

**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 should be turned in by midnight on the due date. Canvas tracks the date and time that an assignment is turned in. I will use Canvas's time stamp to determine "lateness." You have the capability of setting your time zone in Canvas. Note that this means that work turned in on Monday at 12:15 am (fifteen minutes after midnight on Sunday night) is just as late as work turned in at 8 pm on Monday evening.

Also, since we have an assignment due at the end of the 4th of July holiday, consider turning it in before the holiday (should you choose).

### SLIM Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>96 -100</th>
<th>90 - 95</th>
<th>87 - 89</th>
<th>84 - 86</th>
<th>80 - 83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td>77 - 79</td>
<td>74 - 76</td>
<td>70 - 73</td>
<td>0 - 69</td>
<td>0 - 63</td>
</tr>
</tbody>
</table>

### 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 courses, 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. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.
When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s 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 upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

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 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).

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

Course evaluation is an important part of the process of teaching and learning. SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each and every course. The resulting data is reviewed by the instructors and the Dean, who work together to improve teaching and learning across the whole of SLIM. 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 through the Campus Labs platform, and student responses are anonymous (unless students share any identifying information in their comments). Nobody in SLIM has access to individual student surveys at any time, and aggregated data is only made available to instructors at least one week after final grades have been 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 Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu