Course Syllabus

LI804XA

Organization of Information

Spring Semester 2016

Faculty: Melissa Messina
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Primary Phone: (816) 785-3013
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins 1/20
Weekends 2/19-20; 4/8-9

Important Dates for Spring 2016

1/20 First Day of Class
4/6 Last Day to Withdraw and receive “W”
2/2 Last Day to Add/Drop
5/6 Last Day of Classes
2/2 Last Day to Withdraw with full refund
5/14 Commencement
5/17 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 contact information is provided in the syllabus header. We will discuss office hours the first week and that information will be added online to Canvas. For topical questions, please post to the appropriate Canvas discussion forum so that your classmates can benefit from your curiosity. For personal issues or to schedule a time to talk with me, Canvas email is best and I will respond promptly. My goal is to be as accessible and responsive to you as I possibly can. Phone calls (no texts, please) and weekend emails will most likely be returned during business hours (M-F, 8am-4pm).
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. Most are identified below and in the Tentative Course Schedule. Full citations and copies of readings will be made available to you through Canvas. I will also be lecturing and developing course materials from other source material I will provide reference to in Canvas.


*Dracula in FRBR terms*. (2009). Retrieved from [http://www.slideshare.net/librarygeeky/frbr-group?qid=27708b1c-6746-45c4-8ec1-60ff1b907869&v=default&b=&from_search=3](http://www.slideshare.net/librarygeeky/frbr-group?qid=27708b1c-6746-45c4-8ec1-60ff1b907869&v=default&b=&from_search=3)


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


Learning Activities

Learning activities encompass assignments (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 weekly Canvas module includes readings and other course content materials, instructions for learning activities, and my availability for the week.

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, sec. 1).

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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metadata Schema Summary and Single Record Creation</td>
<td>2, 4, 5</td>
<td>03/06</td>
<td>25</td>
</tr>
<tr>
<td>Organizing Resources Lab and Presentation</td>
<td>3, 5</td>
<td>04/08</td>
<td>25</td>
</tr>
<tr>
<td>Term Paper</td>
<td>1, 3</td>
<td>05/1</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>1, 2, 3, 4, 5</td>
<td>Throughout</td>
<td>25</td>
</tr>
</tbody>
</table>

Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 1/20-1/24</td>
<td>Introductions</td>
<td>Syllabus, Canvas course site</td>
<td>Introductions post; course overview lecture; photo &amp; bio added to your Canvas profile</td>
</tr>
<tr>
<td>Week 2: 1/25-1/31</td>
<td>Foundations for organizing systems I</td>
<td>TDO Chapter 1</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 3: 2/1-2/7</td>
<td>Foundations for organizing systems II</td>
<td>TDO Chapter 1 Brodkin 2007</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 4: 2/8-2/14</td>
<td>Activities in organizing systems</td>
<td>TDO Chapter 2</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 5: 2/15-2/21</td>
<td>Resources in organizing systems</td>
<td>TDO Chapter 3 Layne 2011 El-Sherbini 2013</td>
<td>Class meeting 2/19 &amp; 2/20</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>Week 7: 2/29-3/6</td>
<td>Resource description and metadata II</td>
<td>TDO Chapter 4</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 8: 3/7-3/13</td>
<td>Forms of resource descriptions</td>
<td>TDO Chapter 8, IBM 2010, Miller 2011, W3C 2011</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 9: 3/14-3/20</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12: 4/4-4/10</td>
<td>Categorizing: Describing resource classes and types</td>
<td>TDO Chapter 6</td>
<td>Class meeting 4/8 &amp; 4/9</td>
</tr>
<tr>
<td>Week 14: 4/18-4/24</td>
<td>Classification: Assigning resources to categories</td>
<td>TDO Chapter 7</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 15: 4/25-5/1</td>
<td>Interactions with resources</td>
<td>TDO Chapter 9</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 16: 5/2-5/6</td>
<td>The organizing system roadmap</td>
<td>TDO Chapter 10</td>
<td>Discussion</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 assignment name; for example, messina_metadata_schema_summary.docx.

Late Assignments

Assignments must be completed on time. Late assignments will incur a penalty of 0.5 (1/2, one half) point per day for work turned in after the due date unless you have contacted me before the due date to request an extension. Please be sure to start early and leave enough time to complete the readings and other research in preparation for the coursework.

SLIM Grading Scale

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

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 Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: disabser@emporia.edu