IST 602: INFORMATION AND KNOWLEDGE ORGANIZATION
Fall 2017 (Online)

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Office hours:
• Mondays 1:00-4:00 (face-to-face office hours),
• Wednesdays 10:00-12:00 (office hours through BLS Office Hours Chat and/or Skype-id:dhsinn)

Course Description
The course is an introduction to fundamental concepts, theoretical principles, and practices of knowledge and information organization. This course covers essential concepts and techniques that are used to facilitate access to information resources.

The key themes include:
Subject Analysis (Ofness and Aboutness)
Vocabulary Control and Thesauri
Systematic Classification
Information Representation and Information Discovery
Authority Control
Metadata
Organization of Non-textual Information
Social Classification, and
User Perspectives in Information Organization

Course Objectives
• to introduce the principles, theories, standards, and methods for information and knowledge organization;
• to understand the relationship between information organization and information discovery in information retrieval systems;
• to discuss approaches for understanding users to meet their information needs in the information organization systems and practices and;
• to promote critical thinking and problem solving abilities for addressing challenges of information organization in the digital age.

Course design and teaching methodologies
This is an online course which will be delivered through the Blackboard Learning System (BLS). Each module will consist of readings, reading journals, lecture notes (ppt slides), class discussions, and additional resources. Team discussions should be asynchronously participated
within time provided (mostly weekly). Students are required to read and watch assigned materials and to participate in course activities in each module. Supplemental readings may be added.

**Course Learning Activities and Evaluation Guidelines: Masters Students**

Below are descriptions of the activities you will engage in during this course. *Please note that this is NOT a self-paced course.* Each module will be available one or two weeks in advance, so you will have a window of time, mostly 2 weeks, to complete assignments.

The course is graded out of 100 points. There is 5-point of "extra credit" built into the course. Your grade will be based on the following breakdown:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Each</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Reading Questions</td>
<td>2</td>
<td>18 (2x9)</td>
</tr>
<tr>
<td>Module Discussions</td>
<td>3</td>
<td>27 (3x9)</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>30 (10x3)</td>
</tr>
<tr>
<td>Final Project (A Literature Review paper and a virtual presentation)</td>
<td>30</td>
<td>30</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>105</strong></td>
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All content for this course will be delivered through your course textbook and additional readings. At the start of each unit, you will need to read the assigned chapter(s) and articles.

There is *Reading Journal* in each module. In the form of journal, you will have to answer reading questions from the assigned readings. For some questions, you may synthesize multiple readings to answer. For other questions, you may develop your own thoughts based on readings.

Based on the readings and other course materials, you need to participate in *Module Discussion*. Module Discussion is a team activity. You will be assigned to a team based on your concentration track, self-identified field experiences and skills on information technology. For discussions, you need to create *at least one original post and two comments* to others’ posts. However, only “active participation” will be counted in grades. Simple comment of “good idea” or “I agree” is not considered active participation. Please see the **Discussion Rubric** for criteria and qualities. Once the discussions are completed for given cases and/or questions, your team needs to submit a collective response to share with other teams at the Class Discussion forum. Please respond to other teams’ responses to facilitate a sense of community.

You can decide on role assignments in your team who will aggregate the discussion and/or compile a response in what module. You can use forums in *Module Discussion, Chit Chat Central* and *Class Email* for informal communication with your team members. There is a notification function in BLS for new messages in discussion forums and/or class email. You can edit your notification settings to choose what updates you want to hear about and where you want those updates (email, phone, etc.).
You will find many materials to help you understand course content in each module. This includes assigned readings, lecture notes, related video clips, further readings, etc. These materials are selected to help you identify key terms, concepts, and important applications. If you find any concepts or material to be unclear, you can create a post for assistance in the Ask a Question forum. A classmate or the instructor will respond to your inquiry there.

In addition to each module’s grading activities (Reading Journal—individual assignment; Module Discussions—team discussions and team responses), there are three short written assignments, and a final project. Each grading component will be assessed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>How it will be evaluated</th>
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<tbody>
<tr>
<td>Reading Journal</td>
<td>This assignment is to guide your reading. In each module, reading questions are provided for you to answer and they are for drawing your attention to important content in each module.</td>
<td>Responses to reading questions are worth 2 points each module. Students can use this assignment to make notes on readings for themselves. There will be no specific ways to do this: bullet points, narratives, or any methods that would work for you should be fine. Students who answer all the questions will receive the points.</td>
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<tr>
<td>Module Discussion</td>
<td>This is a team activity. During each grading module, there will be discussion questions about case studies, important concepts, useful applications and systems. You will discuss these questions with your teammates.</td>
<td>Each module discussion is worth 3 points. In order to earn full credit, you must actively participate in each team forum to help the team organize, synthesize, and create answers.* You need to create at least one active post per discussion and two responses to other member’s posts. Once discussion is done, share your discussions in a synthesized manner with other teams. For some discussion questions, there may be no clear right and wrong answers. In this case, your team will have to justify your answers with reasonable inferences. * Please see the Discussion Rubric.</td>
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<tr>
<td>Assignments</td>
<td>There are three short written assignments. These are designed for you to review, experience, and analyze some practical applications/systems based on concepts and theories learned in modules.</td>
<td>Total of 10 points each. The instructions and grading guidelines of these assignments will be provided at least two weeks in advance in the Assignments menu. There will be major discussion points to be included in these assignments. Grades will be given based on comprehensiveness of coverage for those discussion points, depths of discussions in analysis, and evidence of critical thinking.</td>
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<tr>
<td>Final Project</td>
<td>The final project for this course is a research paper based on comprehensive</td>
<td>Total of 30 points. The instruction and grading guideline for the research paper and virtual presentation will be provided in the Assignments</td>
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literature review. In this paper, you will examine some problems of the knowledge and information organization systems of your interests.

You need to review the existing literature on a topic comprehensively. A key to be successful in this assignment is to choose a narrow and focused topic. A literature review is not summarizing related materials one by one. The paper should be written as a critical review of existing literature for author’s position (or argument) based on a good understanding of the topic. You need to submit your paper topic and a preliminary bibliography by 10/9. The paper and virtual presentation are due in the last day of class (12/11).

NOTE: All assignments for this course will be submitted electronically through BLS unless otherwise instructed. Submission through email will not be accepted.

Course Exit Competencies
At the end of this course, students will generally understand:
• Fundamental concepts of basic terms being used in the field of information studies and information organization
• How basic concepts and principles for organizing information are applied in the design of information systems
• Fundamentals of major classificatory structures and systems
• The purposes and functions of surrogates of information in information discovery
• The roles and different types of metadata for representing digital resources
• The importance of users in the information providing organizations and systems
• Different methods and approaches to organize information in archives, museums, and other types of information providing institutions
• Collective organization and information architecture for internet resources

Text

Course Expectations and Policies
What I expect from you:
An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, I can play a much bigger role in actively directing your learning, since I see you once a week. In an online course, I have to do a lot more work in designing an appropriate learning environment, so that you can learn at your convenience. Since you are in control, you need to be disciplined enough to stay up to date with the course. The following tips will help you succeed in the course:

Blackboard Login: Log in to BLS every day to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when team discussions are due.
Manage your Time: This is a course where you are expected to internalize a broad variety of concepts with your own control. This requires good planning. Good planning allows you to plan for the unexpected sickness, travel requirements, Internet outages etc. Allow for 8-10 hours per week on this course, which would mean about 2 hours per day for 4 to 5 days of the week. This is no different than a F2F course, where we meet for about 3 hours (class attendance) and you do at least 4-6 hours of work (reading, assignments, etc.) outside the classroom. This is not a class that you can log into once a week and pass!

Keep track of due dates: You can use the calendar tool on BLS to keep track of due dates. Print out the schedule or the syllabus, but look for updates on BLS.

What your peers expect from you:
Netiquettes: Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.

Remember that the person receiving your message is someone like you, someone who deserves and appreciates courtesy and respect.
- Be brief. Succinct, thoughtful messages have the greatest impact.
- Your messages reflect on YOU. Take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in e-mail messages and postings.
- Think about your audience and the relevance of your messages.
- Be careful with humor and sarcasm; without the voice inflections and body language of face-to-face communication, Internet messages can be easily misinterpreted.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said. Needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else’s ideas, thoughts, or words.

Giving Feedback: This course is designed along the principles of synergy and collaborative learning. Therefore, it is important that all students understand how to provide quality feedback to their peers. Here are a few tips for providing, positive, constructive, and useful feedback to peers:
- Be empathetic and remember that this environment is a safe place for making mistakes.
- Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision.
- Use specific questions, examples, and references to research as a way of making your point.
- Make your feedback useful by providing suggestions that the individual can understand and use to improve her/his work.
What you can expect from me:
As your instructor, I am committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. I am also committed to being readily available to students throughout the semester by
1. having synchronous sessions (office hours: Mondays 1-4, Wednesdays 10-12)
2. replying to questions in the forum/email within 24 to 48 hours
3. and to returning graded course work with feedback within a week from each assignment's due date.

Module time frame
Each module starts on Monday and ends on Sunday. For example, if a module is for the week of 9/4, students will read, study, and complete module activities from 9/4(Mon) to 9/10(Sun). Each module's activities can be submitted anytime during this time frame. For Module Discussions, which are a team activity, you can decide on a time window within a week to efficiently manage time or to avoid weekends among your team member. For example, your team can decide Wednesdays and Thursdays for this activity, so that you don't have to check for team discussion forums throughout the week.

Late assignments, make-up work and incompletes:
A late assignment will be marked down (10% per day), unless prior permission has been given by the instructor, in instances of medial or family emergencies. Please notify the instructor in writing of any circumstance accompanying with appropriate documents that will result in a late assignment. Any assignment that is more than 5 days late will not be accepted. If a student has a legitimate reason and documentation for a missed assignment, the instructor might allow the student to do makeup work. The amount and nature of the work is up to the instructor’s discretion. It will be graded at the end of the term. No incomplete grades will be given.

Information Science Department Statement on Academic Dishonesty:
The Department takes academic dishonesty very seriously. Before taking classes within the Department, you should familiarize yourself with the department’s Academic Dishonesty Policy, available in both the department’s Graduate Handbook and online at http://www.albany.edu/content_images/Academic_Dishonesty.pdf.

It is your responsibility to complete your own work as best as you can in the time provided. Cheating (including sharing your answers with another), plagiarism, submission of the same work for two different classes, working together as a group for assignments/tests designed for individual assessment are serious offenses, and it is the instructor’s responsibility to make sure they do not occur. Anyone suspected of an academic misconduct should expect to have a record of the matter forwarded to the Committee on Academic Misconduct, in accordance with Faculty Rule. Academic misconduct will be punished to the fullest extent possible. Those who found guilty of academic misconduct by the Committee on Academic Misconduct should expect to fail the entire course.

Communication:
I use the Announcements, Class Email, and My Grades features to communicate with you about your progress in the course. When you log into the course, these should be the FIRST areas you check. It is your responsibility to keep up with course communication and to use the Ask a Question forum if you need assistance with the course.

Discussions and Participation:
A significant portion of your grade will be based on your participation in the discussion forums. As a result, we must work to understand what constitutes participation. For the most part, your posts should add to the discussion by bringing in new ideas, asking additional questions from new perspectives, or synthesizing materials. You will be graded based on original contributions and significant feedback and not simply on a count of how many posts you make. The Discussion Rubric is available for specific criteria and qualities for active discussion participation.

Writing:
All posts and papers for this course must be in standard English. Do not use slang or texting abbreviations (i.e., lol). To ensure that the course is easy to navigate and read, use formatting tools (text color, bold, etc) selectively. Capitalize and use complete sentences in your discussion responses and in your paper. You can use bullet lists for listing materials if it makes sense as a way to convey the information. Emoticons are acceptable as long as they are not overly used and help with communication. Do not attach files or images to posts unless they add to the conversation and cannot be summarized in a normal post. In short, use this course as an opportunity to work on written communication!

Before submitting work, be sure to proofread your post and make sure that any links that you include are correct. You will not be able to edit your posts after hitting "submit." I recommend you to write your post in a text program (for example, TextEdit, Notepad, and WordPad, but I don’t recommend MS-Word because formatting doesn’t work well) and copy/paste it to the BLS.

NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.

Submission of Work:
All work for this class must be submitted as the assignment states as instructed. Discussions must be made in the appropriate forum, your literature review paper must be submitted using the SafeAssign submission tool, etc. I will not accept submission of coursework through any other method. Items that are incorrectly submitted will NOT be graded.

Disabilities:
Please contact me if you have a disability, so we can discuss ways to help you succeed in the course. If you need accommodations that would affect the terms of this syllabus, you will need to provide documentation of your disability.

Syllabus as Contract:
The course syllabus is a contract for the terms and conditions of your participation in this course. If, after reading the syllabus, you are unclear about or do not agree to the terms stated within, please speak with the instructor or withdraw yourself from the course.
Course Schedule

Module 0 (8/21-8/28). Course Introduction & Ice Breaker
Introduction to the course, syllabus overview, student introduction, student survey. You can take time to review course information in this time period. However, the student survey should be completed by 8/28. Once I collect all the student survey responses, I’ll assign teams by 8/30. So that you’ll have time to work on team discussion for the first Module.

Module 1 (8/28-9/10). Introduction to Information Organization, Basic Concepts and Terminology

Required Reading:
Taylor and Joudrey, Chapter 1

Further Readings:

Module 2 (Week of 9/11). Information Representation and Surrogate Records, Bibliographic Relationship

Required Readings:
Taylor and Joudrey, Chapter 2 (39-66).

Further Readings:

No Module for Week of 9/18 (Rosh Hashana)

Module 3 (Week of 9/25). Authority Control, Linked Data

Assignment 1 Due (9/25)

Required Readings:
Taylor and Joudrey, Chapter 8 (245-301).
Heath, Tom and Christian Bizer. Linked Data: Evolving the Web into a global data space.
Chapter 1 “Introduction” & Chapter 2 “Principles of Linked Data” (skim parts that seem incomprehensible, if it is difficult for you) Morgan & Claypool Publishers, 2011 (pp. 1-29).

Further Readings:

Module 4 (Week of 10/2). Subject Analysis and Indexing

Required Readings:
Taylor and Joudrey, Chapter 9 (303-332).

Further Readings:
Module 5 (Weeks of 10/9 & 10/16). Languages in Information Organization: Introduction to Controlled Vocabularies, Natural Language Processing, and Social Tagging

(This module will be studied for two weeks.)

Final Project Topic and Preliminary Bibliography Due (10/9)

Required Readings:
Taylor and Joudrey, Chapter 10 (333-374).
Susan Feldman (May 1999), NLP Meets the jabberwocky: Natural Language Processing in Information Retrieval. Online.

Further Readings:
Yoon, Carol Kaesuk. (2009). "One. The Strange Case of the Fish That Wasn't" and "Two. The Little Oracle." in Naming Nature: The Clash Between Instinct and Science. New York: Norton, pp. 3-52. (Controlled vocabularies are about categorizing, labeling the categories, and identifying relationships. This book is an interesting reading about these topics in the field of biology.)

Module 6 (Week of 10/23). Metadata: Information Organization for Digital Resources
Assignment 2 Due (10/23)

Required Readings:
Taylor and Joudrey, Chapters 4 (89-127) & 7 (199-243).
Harpring, Patricia. “The language of images: enhancing access to images by applying metadata schemas and structured vocabularies.” Introduction to Art Image Access: Issues, Tools,

Further Readings:

**Module 7 (Weeks of 10/30 & 11/6). Categorization and Classification**

(This module will be studied for two weeks.)

Required Readings:


Taylor and Joudrey, Chapter 11 (375-415). (Some parts are overlapped with Rowley and Hartley’s chapters. Skim through the repeating parts.)


Examples:

Further Readings:

Boroditsky, Lera. “Lost in Translation.” WSJ, 2010. (This is an interesting article to show how languages influence how we see things differently—how we determine the important matter of an event/object.)

**Module 8 (Week of 11/13) Organization of Non-textual Information**

Assignment 3 Due (11/13)

Required Readings:


Interesting Projects to Review:


No Module for the Week of 11/20 (Thanksgiving)

Module 9 (Week of 11/27). Organization for Special Collections, Archives, and Museum Archival Principles, Archival Processing, Special Collection Cataloging, Museum Registration

Required Readings:


Week of 12/4. Final Project Working Week. There is no module to study. I will have extended office hours for students who might need assistance for the project and video presentation.

Week of 12/11: Final Project Submission and Presentation