

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7300
Organization of Information
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. **Technological Knowledge and Skills:** The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. **Reference and User Services:** The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. **Research:** The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. **Professionalism:** The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. **Administration and Management:** The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services,

administration and management, and organization of recorded knowledge and information. [ALA CORE COMPETENCES 1,2,3,5,8]

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA CORE COMPETENCES 4]

PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA CORE COMPETENCES 6]

PO 4. Demonstrate professionalism as librarians or information specialists. [ALA CORE COMPETENCES 7]

INSTRUCTOR

Name: Harold E. Thiele, MLIS, PhD

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Office Hours: Monday -- Friday, 10:00 am to 12:00 am

Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

COURSE DESCRIPTION

An introduction to the conceptual and theoretical frameworks for organizing and retrieving information, including organizational systems objectives, structures, formats, standards, and vocabularies; choice and form of access points, authority control, subject access, the impact of new technologies, and the information life cycle. Course Prerequisite or Corequisite: MLIS 7000 or consent of instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Textbook

Taylor, Arlene G., and Daniel N Joudrey, *The organization of information*, 3rd ed., Westport, Conn.:

Libraries Unlimited, 2008. ISBN-13: 978-1591587002 (paperback); ISBN- 13: 978-1591585862 (hardcover).

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>

Journal Articles

Journal article readings will be listed in the Unit agenda page.

Online Resource Materials

Online resource materials will be listed in the Unit agenda page. See also the Addendum page.

LiveText Assessment Tool

All students are **REQUIRED to purchase** a license to access LiveText. You are required to upload specified assignments into the LiveText system for program assessment. The LiveText system will be used throughout your professional program. You will only need to purchase a license once.

Headset



A headset with attached microphone or other microphone and speakers that work with Blackboard Collaborate software. Noise-canceling properties are recommended.

Additional materials posted in BlazeView D2L or in Odum Library Electronic Reserve.

COURSE OBJECTIVES *(With alignment to MLIS Program Objectives (PO)).*

“MLIS Organization of Information” Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to:

- SLO 1. Describe the nature, attributes, and varieties of information objects and the various methods used to represent them; (PO 1, PO 3)
- SLO 2. Illustrate how organizational concepts affect the manner in which information is retrieved; (PO 1, PO 3)
- SLO 3. Apply vocabulary associated with information organization, metadata, and cataloging; (PO 1, PO 4)
- SLO 4. Apply methods, techniques, tools, and standards for organizing information. (PO 1, PO 2)
- SLO 5. Interpret metadata records; (PO 1, PO 4)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

General Course Outline:

Unit 1 Organization of Recorded Information

Unit 2 Retrieval Tools

Unit A ISBD

Unit 3 Development of the Organization of Recorded Information

Unit 4 Metadata

Unit B FRBR & WEMI

Unit 5 Encoding Standards

Unit 6 Systems and System Design

Unit C RDA Coding

Unit 7 Metadata: Description

Unit 8 Metadata: Access and Authority Control

Unit D LC & Dewey Classification

Unit 9 Subject Analysis

Unit 10 Systems for Vocabulary Control

Unit 11 Systems for Categorization

Unit E Future – Bibframe? Linked Data? ???

As a general rule, assignments are due before midnight (11:59 p.m.) on the due date.

NOTE: The server that supports BlazeVIEW D2L does its maintenance on Friday nights beginning at 10pm Eastern Time. Maintenance will begin at 10:00 PM Eastern Time on Friday and will end at 7:00 AM Eastern Time on Saturday unless otherwise noted. The BlazeVIEW D2L site will not be available during this time. Experience has shown that BlazeVIEW is often not available at inopportune times, so don't wait until the last moment to submit your assignments.

Assignments: (75 points)

The following list is an overview of the assignments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

- **Assignment 01: Diverse Users Paper**

Evaluate Online Public Access Catalogs (OPACs) that focus on special populations. You will (1) develop evaluation forms and evaluate multiple OPACs, and (2) write an essay using the results of your evaluation that answer several questions about special populations and OPACs.

Value 25 points.

- **Assignment 02: LibraryThing** – a required SLOA. LIVETEXT UPLOAD REQUIRED

Introduces the Functional Requirements for Bibliographic Records (FRBR) approach to cataloging and compares it to the older International Standard Bibliographic Description (ISBD) model for bibliographic records. It also introduces various social networking tools and display options. This assignment requires you to enter 5 books (your textbook and 4 other books) into a catalog, fill out a series of evaluation forms, and write a brief essay on the experience.

Value 25 points.

Successful completion of this assignment is necessary to fulfill requirements for this course and indicates partial accomplishment of MLIS Program-level student learning outcomes. A copy of your finished assignment must be uploaded to your LiveText account. Failure to upload your assignment will result in a 2 point deduction in your assignment grade.

- **Assignment 03: Cataloging Project** – a required SLOA. LIVETEXT UPLOAD REQUIRED

Three parts (1) Create an original Resource Descriptions and Access (RDA) MARC record; (2) Copy catalog and correct an Anglo-American Cataloging Rules, 2nd Revision (AACR2) MARC record by updating it to a RDA MARC record; and (3) Match OPAC displays to their corresponding RDA MARC and/or Dublin Core records. You will be expected to (A) create correctly constructed APA citations, do original and copy-catalog OCLC participant Full-level RDA MARC records with the corresponding Dublin Core records, and accurately transcribed an OPAC cataloging record; and (B) correctly interpret MARC and Dublin Core records.

Value 25 points.

Successful completion of this assignment is necessary to fulfill requirements for this course and indicates partial accomplishment of MLIS Program-level student learning outcomes. A copy of your finished assignment must be uploaded to your LiveText account. Failure to upload your assignment will result in a 2 point deduction in your assignment grade.

Graded Discussions: (25 points)

There will be five graded discussions, each worth 5 points. You will be required to post an initial substantive commentary to the discussion topic (worth 3 points) on Monday, and then post focused and amplifying responses to two of your classmates' substantive commentaries to the discussion topic (each worth 1 point) by Thursday.

- **Graded Discussion 01 Libraries And Metadata**
Value 5 points
Initial posting due Monday, January 15, 2018, Value 3 points
Response due Thursday, January 18, 2018, Value 2 points
- **Graded Discussion 02 Libraries and Discovery**
Value 5 points
Initial posting due Monday, February 5, 2018. Value 3 points
Commentary response due Thursday, February 8, 2018. Value 2 points
- **Graded Discussion 03 Main Entry**
Value 5 points
Initial posting due Monday, February 26, 2018. Value 3 points
Commentary response due Thursday, March 1, 2018. Value 2 points
- **Graded Discussion 04 Vocabulary Control**
Value 5 points
Initial posting due Monday, March 19, 2018. Value 3 points
Commentary response due Thursday, March 22, 2018. Value 2 points
- **Graded Discussion 05 Cataloging and Future of Bibliographic Control**
Value 5 points
Initial posting due Monday, April 9, 2018. Value 3 points
Commentary response due Thursday, April 12, 2018.. Value 2 points

COURSE EVALUATION

The grading scale will be based on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

- A = 90-100 % = exceptional work, exceeds expected graduate level work
- B = 80-89 % = consistently good work, meets expected graduate level work
- C = 70-79 % = consistently poor work, fails to meet expected graduate level work
- D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work
- F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

Standards for core courses:

No grade below a C will be credited toward a VSU graduate degree. To be **eligible** to receive an A in this course a student must complete every assignment.

Reminder: This is a core course, and those of you admitted fall 2012 or thereafter must earn a grade of “B” or better in this course in order to receive credit for it. Those same students must successfully complete each assignment marked as “necessary to fulfill requirements for this course,” indicated by “**a required SLOA.**”

Technical Requirements:

All assignments must be submitted using computer programs that are compatible with VSU supported products. MS Office 2010 is officially used by the VSU faculty and administration. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010

compatible format (.docx). **Work submitted in non-compatible formats will not be accepted and will not be graded.** You can obtain a copy of Microsoft Office 2013 at a reduced student price through [Microsoft store for students](#). Both Windows and Mac versions are available.

You are to use the underscore “_” instead of a space “ ” in your file names. Spaces in a file name translate as %20 code and a penalty will be applied.

Grammar, punctuation, and spelling count. **Use the spell and grammar check in your word processor.** The Publication Manual of the American Psychological Association, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

Communication:

For questions regarding the course, please communicate with me through the BlazeView D2L site for this course. If your question is personal, please use the BlazeView D2L course mail feature. If you have a general question whose answer may be of interest to your classmates, please post it to the “Questions” topic on the discussion boards.

ATTENDANCE POLICY

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required online presentation within **Blackboard Collaborate**. If required, the presentations will be scheduled in consultation with class members. They may be regularly scheduled Live Classroom sessions using **Blackboard Collaborate**.

Withdrawal:

You may drop the course without academic penalty on or before the official withdrawal date, March 8th, 2018. As discussed on pages 19-21 of the VSU graduate catalog, "Students may petition for an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

ACCESSIBILITY STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.