

GLIS 607

Organization of Information

3 credits

Section 001 - CRN 1034

Wednesday September 7 to Wednesday December 7, 2016

Education Building - Room 211

08:30 to 11:30

Section 002 - CRN 21869

Friday September 9 to Wednesday December 7, 2016

Education Building - Room 211

08:30 to 11:30

Contact

Instructor: Prof. Elaine Ménard

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Phone: 514-398-3363 (DO NOT LEAVE MESSAGE ON VOICE MAIL)

Office: SIS Building - Room 303A

Availability: By appointment.

Description (from McGill catalogue)

Introduction to the theory, principles, standards, and methods of information organization. Students learn to provide intellectual and physical access to information. Topics include principles of information representation, tools for information access, metadata, controlled vocabulary.

Learning outcomes

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

- Explain principles of information organization, standards, methods and important concepts related to information organization, including cataloging, authority control, controlled vocabularies, indexing and abstracting, and classification.
- Discuss the concepts behind rules and systems that provide bibliographic and intellectual access to documents
- Interpret metadata records effectively.
- Use appropriately the vocabulary commonly associated with information organization, metadata, and cataloguing.
- Demonstrate an understanding of the principles underlying the process of indexing or classification
- Analyse the advantages and disadvantages of a number of organizing tools.

Methods

- To achieve a satisfactory understanding of the course material and to fulfil requirements of the exams, students are expected to attend the lectures, read and comment on the readings, participate in discussions and in-class exercises, and explore examples and tutorials.

Attendance

- Attendance to the lectures is mandatory and will be monitored.
- As a matter of courtesy, you must ensure to arrive before class starts (before 08h30).
- Please turn off all electronic devices during the class period.

General Information

- McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).
- L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).
- In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.
- *Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).*
- The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.
- © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.
- As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.
- End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
- In keeping with McGill's preparedness planning strategies with respect to potential pandemic or other concerns, the Administration suggests that all course outlines contain the statement: "In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change."
- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see the Handbook on Student Rights and Responsibilities).
- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the Office of Sustainability.)
- Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill have been approved by the APC. Consult the Guidelines for a range of sample wording that may be used or adapted by instructors on their course outlines.

Absence and late assignment

- Absence to midterm and final exam needs to be supported by a medical certificate.
- Assignment is to be handed in class on the indicated date.
- No extension or delay to submit in assignment will be granted. The only acceptable circumstances for an extension or a delay: personal illness and illness in the immediate family (physician's certificate required).
- Late assignment, except when an extension has been granted (supported by a medical certificate), will be penalized at the rate of five per cent (5%) per day.
- No electronic submissions will be accepted.

Email Policy and Procedures

- All emails to the instructor must be sent at: elaine.menard@mcgill.ca.
- To avoid lost emails, please include GLIS 607 and your full name (FIRST NAME and SURNAME) in the object box of any message sent to this address.
- All emails will be answered as quickly as possible.
- Emails posted in the evening will not be answered the same evening.
- Emails posted on Friday night will be answered no earlier than the following Monday.
- Email posted on a holiday will be answered no earlier than the first working day following the holiday.
- Students will be responsible for checking their email account regularly.
- Students should use their McGill University address at all time. Emails sent with other addresses will not be answered.

Evaluation

Midterm exam	30%
Final exam	30%
Paper	40%
Total	100%

Validation of learning outcomes

Learning outcomes	Midterm exam	Paper	Final exam
Explain principles of information organization, standards, methods and important concepts related to information organization, including cataloging, authority control, controlled vocabularies, indexing and abstracting, and classification.	X	X	X
Discuss the concepts behind rules and systems that provide bibliographic and intellectual access to documents.	X	X	X
Interpret metadata records effectively.	X	X	X
Use appropriately the vocabulary commonly associated with information organization, metadata, and cataloguing.	X	X	X
Demonstrate an understanding of the principles underlying the process of indexing or classification		X	X
Analyse the advantages and disadvantages of a number of organizing tools.	X	X	X

Course Schedule *

Week	Date S-001	Date S-002	Topics	Mandatory Readings <i>Additional Readings</i>	Evaluation
1	Sept. 7 2016	Sept. 9 2016	Introduction to organization of information History of organization of information	Rowley & Hartley: chap. 1 <i>Taylor & Joudrey: chap. 1</i> <i>Svenonius (pp. 1-30)</i>	
2	Sept. 14 2016	Sept. 16 2016	Tools and systems for organizing and retrieving formation The McGill Library Catalogue	Rowley & Hartley: chap. 4 and 11 <i>Taylor & Joudrey: chap. 2, 3, and 6;</i> <i>Mann (pp. 3-56)</i>	
3	Sept. 21 2016	Sept. 23 2016	Metadata principles Encoding standards Presentation of term paper	Rowley & Hartley: chap. 2 and 3 <i>Taylor & Joudrey: chap. 4, 5 and 7</i> <i>Howarth</i>	
4	Sept. 28 2016	Sept. 30 2016	Document representation Principles of descriptive cataloguing MARC Format	Rowley & Hartley: chap. 8 <i>Chan (2007): chap. 2 and 3</i>	
5	Oct. 5 2016	Oct. 7 2016	Access & access points Authority control Revision	<i>Taylor & Joudrey: chap. 8</i> <i>Chan (2007): chap. 4 and 5</i>	
Study break					
6	Oct. 19 2016	Oct. 21 2016	Midterm exam (1½ hour) Notion of a work FRBR model and RDA	Oliver (pp.1-36 and 91-103) <i>Tillett; Smiraglia: chap. 1</i>	Midterm exam [30%]
7	Oct. 26 2016	Oct. 28 2016	Subject analysis Controlled vocabulary (Part 1)	Rowley & Hartley: chap. 5 and 7 (pp. 193-206) ; <i>Taylor & Joudrey: chap 9 and 10; Ganendran: chap. 1 and 2</i>	
8	Nov. 2 2016	Nov. 4 2016	Controlled vocabulary (Part 2) Introduction to indexing	<i>Ganendran: chap. 3 and 8</i>	
9	Nov. 9 2016	Nov. 11 2016	Categorisation and classification Overview of the classification process Guest speaker: V. Volkanova	Rowley & Hartley: chap. 6 <i>Taylor & Joudrey: chap 11</i> <i>Mortimer ; Dittman & Hardy</i>	
10	Nov. 16 2016	Nov. 18 2016	Classification schemes Guest speaker: A. Fortier	Rowley & Hartley: chap. 7 (pp. 206-222)	Paper due [40%]
11	Nov. 23 2016	Nov. 25 2016	Taxonomies & Ontologies Social tagging & Folksonomies Guest speaker: J. Dorey	Rowley & Hartley: chap. 7 (pp. 222-235)	
12	Nov. 30 2016	Dec. 2 2016	Trends and issues in organization of information Revision	Rowley & Hartley: chap. 9, 11, 12 <i>Maness; Park et al.; Cerbo II; Tennant</i>	
13	Dec. 7 2016	Dec. 7 2016	Final Exam (3 hours)		Final exam [30%]

* Please note that a more detailed plan will be distributed at the beginning of each class.

Readings

Textbooks: available in the GLIS 607 Course Reserve and at the McGill Bookstore

Rowley, J. and R. Hartley (2008). *Organizing Knowledge: An Introduction to Managing Access to Information*. Burlington, VT: Ashgate Publishing Limited.

Other Readings (mandatory and optional)

Anglo-American cataloguing rules. 2nd ed. 2005 updates. (2005). Ottawa: Canadian Library Association, 2005.

Baca, M. et al. (2008). *Introduction to Metadata*. Second Edition. Los Angeles: Getty Research Institute, 2008. [Available online: http://www.getty.edu/research/conducting_research/standards/intrometadata/principles.html]

Belkin, N. (1980). Anomalous states of knowledge as a basis for information retrieval. *Canadian Journal of Information Science*, 5, 133-143.

Bowker, G. C. and S. L. Star (1999). *Introduction: To Classify is Human. Sorting Things Out: Classification and Its Consequences*. Cambridge, MA: MIT Press. [Available online: <http://epl.scu.edu:16080/%7Egbowker/classification/>].

Candela, L. et. al. (2007). Setting the foundations of digital libraries. *D-Lib Magazine*, 13(3/4). [Available online: <http://www.dlib.org/dlib/march07/castelli/03castelli.html>].

Cerbo II, M. A. (2011). Is There a Future for Library Catalogers? *Cataloging & Classification Quarterly*, 49(4), 323-327.

Chan, L. M. (2007). *Cataloging and classification: An introduction*. 3rd ed. Lanham, Md.: Scarecrow.

Chan, L. M. (1995). *Library of Congress subject headings: principles and application*. Englewood, CO: Libraries Unlimited.

Dittman, H. and J. Hardy (2007). *Learn Library of Congress Classification*. Friendswood, TX: TotalRecall Publications. [Electronic resource available through McGill Library catalogue].

Downie, J. S. (2003). Music information retrieval. *Annual Review of Information Science and Technology*, 37, 295-340.

Ganendran, J. (2007). *Learn Library of Congress Subject Access*. Friendswood, TX: Total Recall Publications. [Electronic resource available through McGill Library catalogue].

Gorman, M. (2004). Authority control in the context of bibliographic control in the electronic environment. *Cataloging and Classification Quarterly*, 38(3), 11-22.

Hillmann, D. et al. (2010). RDA vocabularies: process, outcome, use. *D-Lib Magazine*, 16(2). [Available online: <http://dlib.org/dlib/january10/hillmann/01hillmann.html>].

Howarth, L. C. (2005). Metadata and bibliographic control: Soul-mates or two solitudes? *Cataloging and Classification Quarterly*, 40(3), 37-56.

Library of Congress, Network development and MARC Standards Office. *Understanding MARC Bibliographic: Machine-Readable Cataloging*. [Available online: <http://www.loc.gov/marc/umb/>].

Library of Congress, Network Development and MARC Standards Office. *Understanding MARC Authority Records: Machine-Readable Cataloging*. [Available online: <http://www.loc.gov/marc/uma/>].

Maness, J. (2006). Library 2.0 Theory: Web 2.0 and Its Implications for Libraries. *Webology*, 3 (2), Article 25. [Available online: <http://www.webology.org/2006/v3n2/a25.html>].

Mann, T. (1993). *Library research models : a guide to classifications, catalogs, and computers*. New York, NY: Oxford.

Miller, J. (2007). *Sears List of Subject Headings*. New York: H. W. Wilson Company.

Mortimer, M. (2007). *Learn Dewey Decimal Classification*. Friendswood, TX: TotalRecall Publications. [Electronic resource available through McGill Library catalogue].

National Library of Medicine (NLM). (2009). *Use of Medical Subject Headings for Cataloging*. [Online: <http://www.nlm.nih.gov/mesh/catpractices.html>].

NISO. (2004). *Understanding metadata*. [In readings folder on Bb and online from: <http://www.niso.org/publications/press/UnderstandingMetadata.pdf>].

Oliver, Chris (2010). *Introducing RDA: a guide to the basics*. Chicago: American Library Associations.

Park, J. et al. (2010). From metadata creation to metadata quality control: Continuing education needs among cataloging and metadata professionals. *Journal of Education for Library & Information Science*, 51(3), 158-176.

Smiraglia, R. P. (2001). *The nature of "a work": Implications for the organization of knowledge*. Lanham, Md.: Scarecrow Press.

Svenonius, E. (2000). *The intellectual foundations of information organization*. Cambridge, MA: MIT Press.

Taylor, A. G. and D. N. Joudrey (2008). *The Organization of Information*, 3rd ed. Westport, Conn.: Libraries Unlimited.

Tennant, R. (2009). *21st Century Description and Access*. BID 22. [Available online: <http://www.ub.edu/bid/22/tennant2.htm>].

Tillett, B. B. (2003). What is FRBR? A conceptual model for the bibliographic universe. [Available online: <http://www.loc.gov/cds/downloads/FRBR.PDF>].