Overview
This course is one of the five core courses in the MLS program. It is an introductory survey of principles, techniques, and standards used information systems to represent and organize information, especially those implemented in libraries and information centers. Goals of the course are twofold: (1) for those students that will not pursue a concentration in this area, to provide an overview of the topics, and (2) for those students who will concentrate in systems and technical services, to serve as a foundation course. The course covers the fundamental concepts of theory and practice in information organization, storage and retrieval, including an introduction to existing systems and standards. Each topic is covered at the introductory level with the expectation that students who wish to pursue any of the areas will take further coursework.

Course Objective
Upon successfully completing this course you will have an introductory understanding of:

- the nature of information-based problems and how information systems address these problems
- the concepts, principles, standards, and technologies of information organization
- the human aspects of information organization
- how organized information affects information search/retrieval
- trends in information organization

You will have practical experience learning:

- basic description of information resources
- standards for bibliographic/metadata data encoding
- knowledge organization structures (LCSH, LCC, and Dewey)
- Use of knowledge structures in indexing and classifying information
- the characteristics of presently available systems
- how different system components work together

Required Texts

RDA Toolkit. (Available in SU Library as eBook)

Additional Core Readings (PDF version is available for the first two readings in Blackboard):


OCLC. Bibliographic Formats and Standards. URL: http://www.oclc.org/us/en/bibformats/default.htm (The complete manual for MARC format. Useful as a reference tool when need a detailed explanation for a data field)

Coursework

- Virtual field trip (5%)
- Assignments (3 x 10 points = 30%)
- Skill workshops (2 x 10 points = 20%)
- Final Project (30 points, 30%)
- Participation in and contribution to class discussions (15%)

Academic Integrity

The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations.

The academic integrity statement can be found at: http://www.ist.syr.edu/courses/advising/integrity.asp

Computer Literacy Skills

Graduate students are expected to meet the minimum and recommended information technology literacy skills required of students in all School of Information Studies master's programs. Please refer to: http://istweb.syr.edu/prospective/graduate/literacyreq.asp for the "Computer Literacy Requirements" document.

Student with Disabilities

In compliance with section 504 of the Americans with Disabilities Act (ADA), Syracuse University is committed to ensure that “no otherwise qualified individual with a disability…shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity…” If you feel that you are a student who may need academic accommodations due to a disability, you should immediately register with the Office of Disability Services (ODS) at 804 University Avenue, Room 308 3rd Floor, 315.443.4498 or 315.443.1371 (TTD only). ODS is the Syracuse University office that authorizes special accommodations for students with disabilities.

Weekly Topics, Readings, and Dues

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Dues</th>
</tr>
</thead>
</table>
| W1 8/26 | Introduction to the course  
- Textbooks and readings  
- Assignments  
- Class activities  
Issues in information representation and organization  
Strategies in addressing the issues | Taylor, Chapters 1 & 3 | A virtual field trip (due 9/1 11 pm): how is an information object described? |
| W2 9/2 | Categories of metadata and information organization  
- Roles and categories of metadata  
- How do they affect description of information objects?  
- What consist of a cataloging record?  
- Unit of description | Taylor, Chapter 2, 4; RDA chapter 0 | |
| W3 9/9 | Identifying and recording data about manifestations  
- Core elements  
- Sources of data  
- Levels of description | AACR2 chapter 1; RDA chapters 1-3; | Assignment 1 (due 9/15 11 pm): Record comparisons |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
</table>
| W4   | 9/16 | Encoding cataloging records | • MARC  
• XML  
• Interoperability of records  
• Tool: OCLC Connexion, RDA Tools | Taylor, Chapters 5, Understanding MARC; OCLC MARC Manual; |
| W5   | 9/23 | Access points and authority control. | • Searchable data elements vs. meaningful access points  
• Forms of names  
• Control of inconsistent and varied titles  
• Cross references  
• Name authority control | Taylor, Chapter 8; RDA, chapters 8-11  
Assignment 2 (due 9/29 11 pm): Creating a cataloging record |
| W6   | 9/30 | The multi-facets of metadata | • Metadata models  
• Structures of elements  
• Standards for metadata description | Taylor, Chapter 7 |
| W7   | 10/7 | Skill workshop on resource description | • See instruction for detail | SW 1: post your comments on week 7's forum (due 10/13 11 pm) |
| W8   | 10/14 | Representation of information content | • What a work is about vs. what a work is  
• Controlled vocabulary vs. keywords  
• Methods of subject representation: indexing, abstracting, and classification  
• Tools used to perform subject representation | Read: Taylor, Chapter 9.  
Lancaster, Chapters 2-3. |
| W9   | 10/21 | Subject indexing | • Principles of indexing and abstracting  
• The indexing process  
• Indexing library materials  
• Indexing journal articles | Taylor, Chapter 10;  
Lancaster, Chapters 2-3. |
| W10  | 10/28 | Library Classification. Part I. | • Introduction to classification  
• Classification structure  
• Classes and notations | Kwasnik's article; Taylor, Chapter 11  
Assignment 3—Subject representation (due 11/3 11 pm) |
| W11  | 11/4 | Library Classification. Part II. | • Dewey Decimal Classification  
• Classes and notations  
• Building call DDC numbers | Taylor, Chapter 11; DDC introduction; DDC number building |
| W12  | 11/11 | Subject representation in the digital world | • Content category schemes  
• Ontologies  
• Linked data  
Skill workshop on representation of resource content | SW2: post your comments on week 12’s forum (due 11/17 11 pm) |
| W13  | 11/18 | Information retrieval systems | • Basic Concepts of Information Retrieval  
• Models of information retrieval  
• Measuring system performance  
Interface Issues | |
| W14  | 11/25 | Thanksgiving break. No class. | | Taylor, Chapter 5 |
| W15 12/2 | Final project presentation | Final project: (due 12/2 11 pm) |