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The University of Iowa
School of Library and Information Sciences
Spring 2020

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Course	SLIS 5030: Conceptual Foundations
Course Schedule	Wednesdays 4:30-7:15
On Campus	3092 Main Library
EXE Section	https://uiowa.zoom.us/j/281056490
Instructor	Lindsay Mattock
Office Location	3072 Main Library
E-mail	lindsay-mattock@uiowa.edu
Office Hours	by appointment schedule at lindsaymattock.net/officehours.html

Course Overview[*]

This course introduces students to the theory, principles, standards, and methods of information organization in the context of library work. Through readings and weekly class exercises, students will learn about the nature and characteristics of documents and will become familiar with major methods for organizing them (e.g., description, authority control, subject analysis, indexing, and controlled vocabularies, such as thesauri, subject heading lists, and classification systems).

Course Goals:
- To understand information processes including organization, dissemination and use,
- To understand the relationship between information organization and information retrieval, and
- To understand what roles cataloging and metadata play in the organization of information.

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[*] **Acknowledgements:** This syllabus and the corresponding course materials were developed in collaboration with Dr. Katherine Walden and build from the prior iterations of the course taught by Dr. Iulian Vamanu and Dr. Margaret Zimmerman.

Learning Objectives:
By the end of this course, students will be able to:
- Describe the roles of cataloging and classification in libraries, archives, and information centers,
- Demonstrate an understanding of the principles involved in the organization and representation of recorded knowledge and information,
- Describe systems used to organize recorded knowledge and information,
- Design, construct, and maintain controlled vocabularies, and
- Describe, develop, and evaluate information resources.

Required Textbooks

There are no required textbooks for this course. The required readings for each week are available through the University Libraries or on the course ICON site. The books that appear on the syllabus have been placed on Reserve in the Main Library.

Semester at a Glance

Week 1	January 27	Introduction: Organizing Information in LIS
Week 2	February 3	The Stakes of Organizing Information
Week 3	February 10	Metadata, part 1
Week 4	February 17	Metadata, part 2
Week 5	February 24	Controlled Vocabularies & Authority Control
Week 6	March 2	The Database Model
Week 7	March 9	Database Lab
	March 16	*Spring Break*
Week 8	March 23	The Structured Document Model
Week 9	March 30	Structured Document Lab
Week 10	April 6	The Linked Open Data Model
Week 11	April 13	Linked Open Data Lab
Week 12	April 20	Information Retrieval Systems, part 1
Week 13	April 27	Information Retrieval Systems, part 2
Week 14	May 4	Data & Analytics in LIS

Course Requirements and Grading

Grading Policy

A	4.0	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	D	1.00
B-	2.67	F	0

Your work throughout the term will be evaluated according to the assignment expectations and graded on this 4.0 scale. Please note that a B- does not count towards your degree progression and the course will have to be retaken (see "Academic Progress" in the *SLIS Student Handbook* https://slis.grad.uiowa.edu/current-students).

Assignments at a Glance

Assignment	Percentage	Due Date
Participation	15%	Weekly
Weekly Projects	5% each (60% total)	Weeks 2-13
Final Portfolio	25%	Finals Week, May 11

Participation
Weeks 1-14
15% of total grade
Each week you are responsible for contributing to the class discussion and activities. This means that you should arrive in class prepared to discuss the required readings, lead discussion, and collaborate with your classmates. Your contributions should demonstrate that you have prepared for class by reading the assigned materials and organized your thoughts, observations, and questions. Regular and punctual attendance is expected. Your attendance and participation will be assessed each week and a grade will be evaluated at the end of the term according to the following rubric:

Requirement	Percentage	Expectations
Attendance	20%	You attend all of the required class sessions in the mode in which you are enrolled, arrive on-time for class, and participate in the class activities until dismissed. If you have an extenuating circumstance or religious observance that prevents you from fully participating in a class session, please contact the professor in advance (see the Course Policies on page 9).

Participation	80%	You engage in course discussion sharing your observations, questions, and insights every week. You collaborate with classmates on group activities and assignments completing your assigned tasks and allowing everyone in the group to have an equal voice. Your contributions demonstrate maturity and collegiality, respecting the diversity of voices in the classroom.

Weekly Projects
Weeks 2-13
Due weekly by 4:30 as indicated on ICON
5% each (60% of total grade)

During the second half of the class meeting on weeks 2-13 we will complete a hands-on activity that puts theory into practice. The projects will build from the assigned readings and lecture materials, demonstrating how the concepts we learn are employed across LIS contexts. The instructions for each project will be available in the weekly ICON modules the day of the corresponding class session. While you will have time to start the activities in class, you may need to complete the work outside of the classroom. Your work and responses will be due before the next class meeting and will be uploaded as instructed to the appropriate ICON assignment link. You may work together in small groups, but each student must submit their original work. At the end of term, the projects will be combined into a portfolio of your work (see the assignment description below). Each project will be graded according to the following rubric:

Requirement	Percentage	Expectations
Completeness	50%	Your assignment materials demonstrate that every step of the project has been completed and all of the reflection questions have been answered.
Correctness	15%	Every step of the project has been correctly completed, following the specific details outlined in the instructions.
Reflection	35%	The responses to the reflection questions demonstrate that the student has engaged the ideas, topics, and concepts from the readings and lectures. The responses are detailed and complete, fully engaging the question and move beyond a simple recounting of steps or summary of concepts, to demonstrate an analysis of the experience and clear understanding of the concepts.

Final Portfolio
Individual Assignment
Finals Week, May 11 by 4:30
25% of total grade
At the end of the term, you will build a portfolio of your weekly assignments that responds to the feedback from the professor from earlier in the term and reflects on what you have learned this semester. The portfolio will include the following:

Title Page: The first page of the document will include the elements of a standard heading (the title of the document, your name, the course name and number, and the professor's name).

Table of Contents: The portfolio will include a table of contents with clear headings for each section of the document that will help your reader to navigate to the appropriate page in the portfolio.

Weekly Projects: The materials from each Weekly Project should be separated in to clear and distinct sections in the portfolio. You will include your original project materials along with additional writing to help you to review and revisit the topics from the semester. Each section will include the following:

> *Introduction:* A 150-200 word introduction to this section of the portfolio. This brief abstract should clearly and succinctly describe what is to follow in the section. The statement should include a description of the assignment, learning objectives, and what you learned. While the abstract will introduce each section, it should be written after you have drafted the other pieces of the section, summarizing what the reader will encounter.

> *Key Concepts:* Each section should open with a list of the key concepts from the assignment and the corresponding lecture and reading materials. Each concept should be defined in your own words.

> *Summary:* In addition to the abstract, each section should include a brief summary (1 page) of the project. The summary should address how the project connects to the corresponding weekly topic, the key concepts, and detail how you completed the assigned work. In addition, this document should note how you responded to the professor's feedback on the original assignment.

> *Project Materials:* Each section should include all of the deliverables originally required for each weekly project. If you received feedback on how to improve these materials when they were graded, the materials should be modified and edited to respond to the previous critique.

> *Reflection:* Each section will close with a brief reflection (1-2 pages) addressing how the process of completing the assignment helped you to understand the theories and concepts from the corresponding readings and lectures. The reflection should not summarize, but instead focus on the key take-aways or what you learned from

completing the project. How did the project impact your understanding of LIS praxis? Where can you identify bias in the tools/standards/taxonomies employed? What readings impacted your thinking and why? What questions linger in your mind?

Final Reflection: To close your portfolio, you will compose a longer reflection considering your experience over the entire semester. This document should build from the shorter reflections in each section, describing your key take-aways from the course as a whole. What topics/ideas/readings most impacted your thinking? What topics do you want to learn more about? Has this course helped you to identify additional courses that could help you to expand your knowledge? What questions are you left with as we close the term? How will you continue the critical praxis that we adopted this term into your work as you continue in your LIS career?

Index: To close the document, you will build an index for the key terms that appear in your portfolio. The Index should represent the contents of the portfolio using both headings and sub-headings organized in alphabetical order and referencing the appropriate page numbers throughout the portfolio.

Your portfolio should be submitted as a single .pdf to the appropriate ICON assignment link and will be graded according to the following rubric:

Requirement	Percentage	Expectations
Project Introductions	10%	The portfolio contains a 200-250 introduction or abstract for each Weekly Project. The abstract clearly and succinctly describes the pages to follow including a description of the assignment, main learning objectives, key concepts, and conclusions.
Project Key Concepts	5%	Each Weekly Project section includes a list of the key concepts from the project and definitions for each concept written in your own words.
Project Summaries	10%	Each Weekly Project section includes a brief summary detailing how you completed the project. The summary is approximately 1 page in length. The summary addresses how the project connected to the weekly topic, key concepts, and the decisions that you made while completing the work. The summary also notes how you incorporated the professor's feedback, if applicable.
Project Materials	10%	The portfolio includes all of the required deliverables from the original Weekly Project instructions. If applicable, the materials have been modified to respond to the professor's feedback.

Project Reflections	10%	Each Weekly Project Section concludes with a brief reflection (1-2 pages) detailing how the assignment helped you to understand the theories and concepts from the course. The reflection moves beyond summary, using clear examples from your experience to demonstrate how your learning developed.
Final Reflection	20%	The Portfolio closes with a 4-5 page reflection that considers your experience over the entire semester. The reflection moves beyond summary, using clear examples from your experiences, course readings, and lectures to demonstrate how your learning developed over the term. The reflection should consider your future coursework and career further discussing how the course has impacted the courses that you will take and/or how you will approach aspects of your LIS practice.
Index	15%	The index includes a minimum of 25 entries representing the key concepts and topics from the portfolio and the appropriate page references. The index should represent the key themes and ideas introduced in the portfolio demonstrating the application of the indexing and classification skills developed over the semester.
Formatting and Organization	10%	The portfolio has been submitted to the appropriate ICON assignment as a single .pdf document. The portfolio is well organized, making appropriate use of headings to guide the reader through the document and contains all of the required elements from the assignment description.
Clarity and Citation	10%	The portfolio demonstrates evidence of proofreading and the proper use of grammar and punctuation. Any works referenced are properly cited using footnotes formatted according to the *Chicago Manual of Style*.

Course Policies

Office Hours

Office hours are by appointment. You may schedule a meeting using the scheduling tool at http://lindsaymattock.net/officehours.html. If the times/dates available do not suit your schedule, please email the professor to arrange for another meeting time.

Course Expectations

This course depends on the active contributions of everyone in the classroom. *Regular attendance and participation in this course are expected.* Our class discussions depend on preparedness, participation, and exchange of ideas. Your participation will factor in the evaluation of your final grade (see the assignment description on pages 3-4).

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither the instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning.

Instructor's responsibilities:
- Treat all students with courtesy and respect
- Be open to constructive input from students in the course
- Ensure that opportunities to participate are enjoyed equally by all students in the course
- Respond to student e-mail request in a timely manner (please allow 24hrs during the week and 48hrs over the weekends for my response)
- Return work in a timely manner (within two weeks of due date)

Student's responsibilities:
- Come to class having read all of the materials due for that day and prepared to share your thoughts and ideas
- Refrain from coming late and leaving early
- Be an active participant in class discussion. To be prepared you must listen, think, and read
- When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand
- Operate in discussion with respect, accountability, and patience. This is an environment for learning and we will all be challenged by the course material at times
- Be an active participant in the class project. Take responsibility for your contributions to the project, respond to your classmates in a timely manner, submit your work on the agreed upon deadlines, and be open to the constructive criticism

Assignment Expectations

All assignments are date on the date and time listed in the syllabus. Unless there are extenuating circumstances, <u>late assignments will not be accepted and will receive a failing mark</u> please refer to the policy below).

Assignments must demonstrate evidence of proofreading and the proper use of grammar and punctuation. Any citations should be formatted according to *Chicago Manual of Style* including footnotes and a works cited page.

Where appropriate, work must be double spaced, using a standard 12 pt. font, and 1" margins or otherwise formatted according to the assignment instructions.

Extenuating Circumstances and Incomplete Grades

Extenuating circumstances (illness, bereavement, etc.) may interfere with your ability to participate fully in the course. It is *your responsibility* to contact me as soon as possible if such a circumstance will prevent you from attending a class session or completing the coursework according to the set schedule. We will then work together to determine the best path forward for your particular situation. Incomplete grades and deadline extensions will only be considered under these circumstances.

Zoom and Illness or Inclement Weather

The spring semester often brings seasonal illness and dangerous weather conditions. While you are expected to attend class in the mode in which you enrolled, Zoom is an option for those in the on-campus section in these circumstances. However, you must first contact the professor to request permission to attend a session via Zoom. I must be notified at least 2 hours in advance of our scheduled class meeting. If you fail to notify the professor in advance, the attendance portion of your weekly Participation Grade will receive a failing mark.

Religious Observances

Students who plan to observe holy days that coincide with class meetings or assignment due dates are encouraged to consult with me during the first two weeks of classes so that we may develop a plan so that you may meet the requirements of the course and participate fully in religious observances.

Academic Integrity

All students are expected to adhere to the standards of academic honesty. Citation is one of the key competencies for information literate individuals and as such it is crucial for LIS professionals to learn the standards of and practice proper attribution. It is your responsibility to ensure that you are following these standards. Any student engaged in plagiarism, cheating, or other acts of academic dishonesty, will be subject to disciplinary action.

Plagiarism can be avoided by following the guidelines for proper citation and paraphrasing. Sections 13.1-13.6 of the *Chicago Manual of Style 16th Edition* <chicagomanualofstyle.org/16/ch13/ch13_toc.html> may be referenced for guidance. The University Writing Center <writingcenter.uiowa.edu> is another on-campus resource that is available to all students enrolled in course at the University.

Acts of plagiarism will be evaluated by the professor on a case-by-case basis and will be reported to the department. No credit will be given for plagiarized assignments. Minor transgressions will be documented in the student's departmental file. If the case is deemed to be sufficiently egregious, the offence will be reported to the Graduate College and may result in expulsion from the program. Please review the policies in the *School of Library and Information Science Student Handbook*<slis.grad.uiowa.edu/current-students> and the *Graduate College Rules and Regulations* <grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>.

Students with Disabilities

Many students require particular accommodations in the classroom. I am happy to work with you to ensure that you have the best learning experience possible. If you are or may be requesting an accommodation, please speak with me privately and contact Student Disability Services, 3015 Burge Hall, 319-335-1462/319-335-1498 (TTY), as early as possible in the term. This will ensure that we both have all the tools and information that we need to have a successful semester working together. A comprehensive description of the services of that office can be obtained at http://sds.studentlife.uiowa.edu.

Reading and Topic Schedule

The reading schedule is subject to modification. The reading is to be completed before the assigned class session. All assigned materials are available on the ICON course page or through the University's Main Library.

Week 1 | January 27 – Introduction: Organizing Information in LIS

Martha Lampland and Susan Leigh Star, eds., "Reckoning with Standards," *Standards and Their Stories* (Ithaca: Cornell University Press, 2009), 3-24.

Janet Murray, "The Library Model for Collocating Information," *Inventing the Medium* (Cambridge: MIT Press, 2012), 191-220.

Week 2 | February 3 – The Stakes of Organizing Information

Melissa Adler, "A Book is Being Cataloged," *Cruising the Library* (New York: Fordham University Press, 2017), 1-26.

Ruha Benjamin, "Introduction," *Race After Technology* (Cambridge: Polity, 2019), 1-48.

Geoffrey C. Bowker and Susan Leigh Star, "To Classify is Human," *Sorting Things Out* (Cambridge: MIT Press, 2000), 1-32.

Week 3 | February 10 – Metadata, Part 1

Marcia Lei Zeng and Jian Qun, "Introduction," and "Understanding Metadata Vocabularies," *Metadata*, *2nd edition* (Chicago: Neal-Schuman, 2016), 3-36 and 37-61 (read through ontologies)

Week 4 | February 17 – Metadata, Part 2

Australian National Data Service, "ANDS Guide: Metadata," 2016: https://www.ands.org.au/__data/assets/pdf_file/0004/728041/Metadata-Workinglevel.pdf

Amber Billey, Emily Drabinski, and K. R. Roberto, "What's Gender Got to Do With It? A Critique of RDA Rule 9.7" (2014) *University Libraries Faculty and Staff Publications* https://scholarworks.uvm.edu/libfacpub/19

Week 5 | February 24 – Controlled Vocabularies

Patricia Harpring, "Controlled Vocabularies in Context," and "What Are Controlled Vocabularies?" in Introduction to Controlled Vocabularies (Los Angeles: Getty, 2010): http://www.getty.edu/research/publications/electronic_publications/intro_controlled_vocab/context.html

Safiya Umoja Noble, "The Future of Knowledge in the Public," *Algorithms of Oppression* (New York: NYU Press, 2018), 134-152.

Emily Drabinski, "Teaching the Radical Catalog," *Radical Cataloging: Essays at the Front*, K. R. Roberto (Jefferson, NC: McFarland, 2008): 198-205 http://www.emilydrabinski.com/wp-content/uploads/2012/06/drabinski_radcat.pdf

Watch: *Change the Subject,* trailer https://sites.dartmouth.edu/changethesubject/trailer/

Week 6 | March 2 – The Database Model

Karl W. Borman and Kara H. Woo, "Data Organization in Spreadsheets, *The American Statistician* 72 no. 1: 2-10. https://doi.org/10.1080/00031305.2017.1375989

Janet Murray, "The Database Model: Strategies for Segmentation and Juxtaposition of Information," *Inventing the Medium* (Cambridge: MIT Press, 2012), 223-251.

Watch: Computer History Museum, "History of Databases," https://youtu.be/KG-mqHoXOXY.

Week 7 | March 9 – Database Lab

W3Schools, "SQL Tutorial," Complete the entire tutorial from Introduction through Null Functions https://www.w3schools.com/sql/sql_intro.asp

MARCH 16 – SPRING BREAK

Week 8 | March 23 – The Structured Document Model

Janet Murray, "The Structured Document Model: Using Standardized Metadata to Share Knowledge," *Inventing the Medium* (Cambridge: MIT Press, 2012), 253-287.

Seth van Hooland and Ruben Verborgh, "Modeling" *Linked Data for Libraries, Archives, and Museums* (Chicago: Neal-Schuman, 2014), 11-52.

Week 9 | March 30 – XML Lab

M. H. Beals, "Transforming Data for Reuse and Republication with XML and XSL," *The Programming Historian*: https://programminghistorian.org/en/lessons/transforming-xml-with-xsl

Week 10 | April 6 – The Linked Open Data Model

Tim Berners-Lee, "Linked Data," July 27, 2006:
https://www.w3.org/DesignIssues/LinkedData.html

Joan Cobb, "The Journey to Linked Open Data: The Getty Vocabularies," *Journal of Library Metadata* 15, nos. 3-4: 142-156 https://doi.org/10.1080/19386389.2015.1103081

Angela M. Haas, "Wampum as Hypertext; An American Indian Intellectual Tradition of Multimedia Theory and Practice," *Studies in American Indian Literatures*, Series 2, 19 no. 4 (2007): 77-100 www.jstor.org/stable/20737390

Week 11 | April 13 – Linked Open Data Lab

Jonathan Blaney, "Introduction to the Princples of Linked Open Data, *The Programming Historian:* https://programminghistorian.org/en/lessons/intro-to-linked-data

Week 12 | April 20 – Information Retrieval Systems, Part 1

Lucas D. Introna and Helen Nissenbaum, "Shaping the Web: Why the Politics of Search Engines Matters," *The Information Society* 16, no. 3 (2000): 169-185 https://doi.org/10.1080/01972240050133634

Safiya Umoja Noble, "Introduction: The Power of Algorithms," *Algorithms of Oppression* (New York: NYU Press, 2018), 1-14.

Week 13 | April 27 – Information Retrieval Systems, Part 2

Tania Fersenheim, "Rethinking the What and How of the ILS," *Library Journal* January 19, 2017: https://www.libraryjournal.com/?detailStory=rethinking-the-what-and-how-of-the-ils

Bess Sadler and Chris Bourg, "Feminism and the Future of Library Discovery," *Code4Lib* 28 (April 15, 2015): 1-5. http://journal.code4lib.org/articles/10425

Week 14 | May 4 – Data & Analytics in LIS

Siva Vaidhyanathan, "The Googlization of Universities," *NEA Almanac of Higher Education* http://www.nea.org/assets/img/PubAlmanac/ALM_09_06.pdf

Kristin A. Briney, "Data Management Practices in Academic Library Learning Analytics: A Critical Review," *Journal of Librarianship and Scholarly Communication* 7: https://doi.org/10.7710/2162-3309.2268

Stephen Wyber, "A Balancing Act: The Right to be Forgotten and Libraries," *Journal of Information Ethics* 27, no. 2 (Fall 2018): 81-97.