



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

**The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.**

### **LIBR 509 Foundations of Bibliographic Control – Course Syllabus (3)**

<b>Program:</b>	MLIS
<b>Year:</b>	2018-2019 Winter Session, Term 1
<b>Course Schedule:</b>	Wednesdays, 2:00-4:50pm
<b>Location:</b>	IKBLC, Room 155
<b>Instructor:</b>	Julia Bullard
<b>Office location:</b>	iSchool 480
<b>Office phone:</b>	604 822 2843
<b>Office hours:</b>	Mondays 2-3pm, Thursdays 3-4pm
<b>E-mail address:</b>	<a href="mailto:julia.bullard@ubc.ca">julia.bullard@ubc.ca</a>
<b>Learning Management Site:</b>	<a href="https://canvas.ubc.ca">canvas.ubc.ca</a>

**Course Goal:** This course serves as an introduction to issues in organization of information and documents including: analysis of intellectual and physical characteristics of documents; principles and practice in surrogate creation, including standards and selection of metadata elements; theory of classification, including semantic relationships and facet analysis; creation of controlled vocabularies; and display and arrangement. This course provides the student with the analytical tools to assess how information is organized in an information system.

#### **Course Objectives:**

#### **Upon completion of this course students will be able to:**

1. Describe the basic nature and characteristics of documents [1.2]
2. Describe the basic purposes and processes of authority control [1.1]
3. Explain core issues in the selection, arrangement, and formation of metadata elements in surrogates [1.2]
4. Analyze and classify subjects on a conceptual level [1.2, 2.1, 3.1]
5. Compare different types of classification schemes and controlled vocabularies [1.2, 2.1]
6. Describe the purposes of bibliographic control and resource discovery [1.2, 2.1]
7. Describe the general role of resource description and access in the information transfer process, and its particular role in information systems design and operation [1.1, 1.2]

#### **Course Topics:**

- representation, organization, and control of information
- bibliographic control
- documents and works in information systems
- catalogues and their objectives and functions
- resource description



- resource access
- authority control
- encoding descriptions
- interpreting documents for their significant characteristics
- vocabulary control for information systems
- subject languages
- classificatory structures
- metadata for resource discovery

**Prerequisites:**

MLIS & Dual students: Corequisite LIBR 508

MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

**Format of the course:**

Multiple formats will be used including; lectures, demonstrations, discussions, and small group work. There may be guest speakers for certain topics. Non-graded homework may be assigned in some of the classes. There will be substantial class time given to assignment preparation. There will be peer assessment of non-graded and graded assignments.

**Course Assignments:**

Assignment Name	Due Date	Weight	Graduate Competencies
Subject Headings Assignment Part 1	October 3	20%	1.1, 1.2, 2.1, 3.1
Subject Headings Assignment Part 2	October 24	15%	1.1, 1.2, 2.1, 3.1
Subject Headings Assignment Reflective Essay	October 31	15%	1.1, 1.2, 2.1, 3.1
Faceted Classification Assignment	November 21	20%	1.1, 1.2, 2.1
Descriptive Systems Assignment	December 5	20%	1.1, 1.2, 2.1
Participation: In-class / Out-of-class exercises	Throughout the semester	10%	1.1, 3.1, 4.1, 5.1

**Course Schedule [week-by-week]:**

Readings are available through UBC Libraries or uploaded to Canvas through the topic modules.

Topic	Readings	Date
Introduction		September 5
Information and Representation	<ul style="list-style-type: none"> <li>• Buckland (1991). Information as thing. <i>Journal of the American Society for Information Science and Technology</i> 42(5), 351. URL: <a href="http://people.ischool.berkeley.edu/~buckland/thing.html">http://people.ischool.berkeley.edu/~buckland/thing.html</a></li> <li>• McCloud, S. (1994). Chapter 2: The Vocabulary of Comics. In <i>Understanding Comics: The Invisible Art</i>. New York: Kitchen Sink Press. (Canvas)</li> </ul>	September 12
Subject heading systems and thesauri (Part 1)	<ul style="list-style-type: none"> <li>• Aitchison, J., Gilchrist, A., &amp; Bawden, D. (2000). Section F: Structure and relationships. In <i>Thesaurus Construction and Use: A Practical Manual</i>, 4th ed. (pp. 49-83). New York:</li> </ul>	September 19



	<p>Europa Publications. (Canvas)</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>Doyle, A., Lawson, K., &amp; Dupont, S. (2015). Indigenization of knowledge organization at the Xwi7xwa Library. <i>Journal Of Library &amp; Information Studies</i>, 13(2), 107-134. (UBC Libraries)</li> </ul>	
Subject heading systems and thesauri (Part 2)	<ul style="list-style-type: none"> <li>Dykstra, M. (1988a). LC subject headings disguised as a thesaurus. <i>Library Journal</i>, 113(4), 42-46. (UBC Libraries)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Dykstra, M. (1988b). Can subject headings be saved? <i>Library Journal</i>, 113(15), 55-58. (UBC Libraries)</li> <li>Šauperl, A. (2009). Precoordination or not?: A new view of the old question. <i>Journal of Documentation</i>, 65(5), 817-833. (UBC Libraries)</li> </ul>	September 26
Mental models and categorization	<ul style="list-style-type: none"> <li>Zerubavel, E. (1991). Islands of meaning. In <i>The Fine Line: Making Distinctions in Everyday Life</i> (pp. 5-20). Chicago: University of Chicago Press. (Canvas)</li> </ul> <p>One of the two readings:</p> <ul style="list-style-type: none"> <li>Fox, M. J. (2011). Prototype Theory: An Alternative Concept Theory for Categorizing Sex and Gender? <i>Knowledge Organization</i>, 38(4), 328-334. (UBC Libraries)</li> <li>Jacob, E. K. (2004). Classification and categorization: A difference that makes a difference. <i>Library Trends</i>, 52(3), 515-540. (UBC Libraries)</li> </ul>	October 3
Enumerative Classification	<ul style="list-style-type: none"> <li>Hunter, E. J. (2009). Hierarchical classification. In <i>Classification Made Simple</i>, 3rd ed. (pp. 40-45, 49-57). Farnham: Ashgate. (Canvas)</li> </ul>	October 10
Faceted Classification	<ul style="list-style-type: none"> <li>Denton, W. (2009). How to make a faceted classification and put it on the Web. URL: <a href="http://www.miskatonic.org/library/facet-web-howto.html">http://www.miskatonic.org/library/facet-web-howto.html</a></li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Wild, P. J., Giess, M. D., &amp; McMahon, C. a. (2009). Describing engineering documents with faceted approaches: Observations and reflections. <i>Journal of Documentation</i>, 65(3), 420–445. (UBC Libraries)</li> </ul>	October 17
Catalogues & cataloguing	<ul style="list-style-type: none"> <li>Taylor, A. G. &amp; Joudrey, D. N. (2008). Chapter 8: Metadata: Access and authority control (pp. <b>245-281 only</b>). In <i>The Organization of Information</i>, 3rd ed. (pp. 245-301). Westport, CT: Libraries Unlimited. (Canvas)</li> </ul>	October 24



	<p>Optional:</p> <ul style="list-style-type: none"> <li>Šauperl, A., &amp; Saye, J. D. (2009). Have we made any progress? Catalogues of the future revisited. <i>Journal of Documentation</i>, 65(3), 500-514. (UBC Libraries)</li> <li>Theimer, S. (2012). A cataloger's resolution to become more creative: How and why. <i>Cataloging &amp; Classification Quarterly</i>, 50(8), 894–902. (UBC Libraries)</li> </ul>	
<p>Bibliographic relationships and document models</p>	<ul style="list-style-type: none"> <li>Taylor, A. G. &amp; Joudrey, D. N. (2008). Chapter 8: Metadata: Access and authority control (pp. 281-285). In <i>The Organization of Information</i>, 3rd ed. Westport, CT: Libraries Unlimited. (Canvas)</li> <li>Welsh, A. &amp; Batley, S. (2012). RDA: resource description and access. In <i>Practical Cataloguing: AACR2, RDA and MARC 21</i> (pp. 83-104), Chicago: Neal-Schuman (Canvas)</li> </ul> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>Tillett, B. B. (2001). Bibliographic relationships. In C.A. Bean &amp; R. Green (Eds.), <i>Relationships in the Organization of Knowledge</i>, (pp. 19-35). (Canvas)</li> <li>Carlyle, A. (2006). Understanding FRBR as a conceptual model: FRBR and the bibliographic universe. <i>Library Resources &amp; Technical Services</i>, 50(4), 264-273. (UBC Libraries)</li> </ul>	<p>October 31</p>
<p>[CSCW No class]</p>		<p>November 7</p>
<p>Tagging systems &amp; Image indexing</p>	<ul style="list-style-type: none"> <li>Golder, S. A. and Huberman, B. A. (2006). Usage patterns of collaborative tagging systems. <i>Journal of Information Science</i>, 32(2): 198-208. (UBC Libraries)</li> <li>Layne, S. S. (1994). Some issues in the indexing of images. <i>Journal of the American Society for Information Science (1986-1998)</i>, 45(8), 583. (UBC Libraries)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Trant, J. (2009). Studying social tagging and folksonomy: A review and framework. <i>Journal of Digital Information</i>, 10(1), 1–42. (UBC Libraries)</li> <li>Adler, M. (2013). Gender expression in a small world: Social tagging of transgender-themed books. In <i>Proceedings of the Association for Information Science and Technology</i>, 50(1). (UBC Libraries)</li> </ul>	<p>November 14</p>
<p>Metadata</p>	<ul style="list-style-type: none"> <li>Taylor, A. G. &amp; Joudrey, D. N. (2008). Chapter 8: Metadata: Access and authority control (p. 285-294). In <i>The Organization of Information</i>, 3rd ed. Westport, CT: Libraries Unlimited. (Canvas)</li> </ul>	<p>November 21</p>



Ontologies	<ul style="list-style-type: none"> <li>• Miller, E. (1998). An introduction to the resource description framework. <i>Bulletin of the Association for Information Science and Technology</i>, 25(1), 15-19. (UBC Libraries)</li> </ul>	November 28
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**Thank You:** I developed this course from a previous version taught by Dr. Aaron Loerhlein and I thank him for those materials and structure. I am also indebted to Sarah Gilbert for her help in revising the course assignments in the past year.

**Attendance:** Attendance is required in all class meetings. If you know you are going to be absent you must inform me beforehand if at all possible.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

**Characters:** Send email me a reference to a character by September 10<sup>th</sup>. The character can be real or fictional and must have an English-language Wikipedia page. Please avoid characters from currently-running series (i.e., that would have spoilers for recent plot in Wikipedia). Submitted characters will create a collaborative list for one course assignment.

**Access & Diversity:** Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [<https://students.ubc.ca/about-student-services/access-diversity>]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation:** The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

### Academic Integrity Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.