



We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́nq̓emíḥə́m 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 Resource Description and Knowledge Organization – Course Syllabus (3)**

<b>Program:</b>	MLIS
<b>Year:</b>	2020-2021 Winter Session Term 1
<b>Course Schedule:</b>	Asynchronous; Content Mondays, Assignments Fridays
<b>Instructor:</b>	Julia Bullard
<b>Office location:</b>	Zoom
<b>Office phone:</b>	604 822 2843
<b>Office hours:</b>	By appointment, Monday-Wednesday
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**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]
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

**Format of the course:**

This course is asynchronous. There are two periods in the course in which you will schedule a one-on-one meeting with the instructor. This course will primarily be delivered through lectures and weekly design and analysis activities. Participation in the online discussion forum is encouraged to ask questions but is not required. There may be guest speakers for certain topics. Non-graded homework is given most weeks of the course. There will be peer assessment of non-graded assignments.

**Course Assignments:**

The primary mode of evaluation in this course is peer- and self-evaluation. At the end of the term, you will present a case for a grade you **assign yourself** based on your progress toward the course objectives. This may be radically different from grading in your previous coursework. Questions and discussion about the process are expected and welcome.

Assignment Name	Due Date	Weight	Graduate Competencies
Classification – Create	September 18	Ungraded	1.1, 1.2
Thesaurus – Create	September 25	Ungraded	1.1, 1.2
Content Schema – Create	October 2	Ungraded	1.1, 1.2
Classification – Analyze	October 16	Ungraded	1.1, 2.1
Controlled Vocabulary – Analyze	October 23	Ungraded	1.1, 2.1
Content Standard – Analyze	October 30	Ungraded	1.1, 2.1
Data Format – Analyze	November 6	Ungraded	1.1, 2.1
Systems Integration – Analyze	November 13	Ungraded	1.1, 2.1
Systems Integration – Create	November 20	Ungraded	1.1, 1.2, 2.1
Portfolio	December 11	100%	1.1, 1.2, 2.1

*“Create” Assignments*

In 4 of the weekly assignments (weeks 2, 3, 4, 11) you will create a small-scale organizing system using the principles taught in the course. Specific instructions for each assignment are posted in Canvas. Each assignment should take about 3 hours, including choosing a subject, working out the terminology and structure of the system, and formatting it for submission. There is no penalty for not completing these assignments or completing them late. However, each submission helps you prepare your final portfolio. Completing the assignments during their designated week also allows you to participate in peer review.



Each submission will be randomly assigned to 3 students for peer review. When peer reviewing other submissions, use the concepts from the course to check for consistency, note strengths in the system, and make suggestions for improvements. Reviewing 3 submissions should take you about 2 hours.

The instructor and TA will give feedback on assignments randomly through spot check and by request.

### *“Analyze” Assignments*

In 5 of the weekly assignments (weeks 6, 7, 8, 9, 10) you will write a brief synopsis and critique of an organizing system that exists (or existed) in the world. Specific instructions for each assignment are posted in Canvas. Each assignment should take about 3 hours, including identifying a relevant system, finding relevant information about the system, and writing your impression for submission. There is no penalty for not completing these assignments or completing them late. However, each submission helps you prepare your final portfolio. Completing the assignments during their designated week also allows you to participate in peer review.

Each submission will be randomly assigned to 3 students for peer review. When peer reviewing other submissions, note what the analysis adds to what has already been covered in the course and what questions you have after reading. Reviewing 3 submissions should take you about 2 hours.

The instructor and TA will give feedback on assignments randomly through spot check and by request.

### *Portfolio*

At the end of the course, you will submit a portfolio created in the UBC Arts ePortfolio platform that documents your progress toward the competencies of the course. Your portfolio can feature:

- Your weekly assignments, after integration of peer feedback
- The peer feedback you offered to others, after removing identifying information
- Related work from other courses and work experience

The more of the ungraded weekly assignments and peer review you complete throughout the term the more material you will have to include in your portfolio and the better coverage you will have of the competencies and skills targeted in this course.

Your portfolio should include your reflection on your progress through the course, the links between your submissions and course concepts, and the next steps you'll take to build on these skills. You can provide this reflection on individual items, through a cover letter style introduction to the collection, and through the organization of the items themselves.

There are two check-in phases in the course during which you will meet individually with the instructor to discuss the portfolio assignment and your weekly work to date. The first check-in occurs at weeks 5 and 6 and the second at week 12.

As part of the final submission of your portfolio, you will assess the grade you earned through your work in the course. You are welcome to use the scheduled check-ins and other meetings with the instructor and TA to discuss how to assess your work in the course. The instructor may adjust the grade you give in your assessment but will not punish you for overshooting or reward you for being overly modest.



As a suggestion on estimating your grade, consider the iSchool grading policy, in which a B corresponds to “Solid work meeting the basic course requirements,” an A as “Consistently excellent work demonstrating high degree of analytical ability, creativity, and clarity of expression,” and a C as “Work barely permitting a pass in the single course.”

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

Readings are from the open online textbook, *The Discipline of Organizing: Professional Edition* (abbreviating as *DoO* here), or available through the Canvas site (check Library Online Course Reserves within the course page). These readings are subject to change; the “Readings” page within each weekly module will have the most current and complete list of readings.

Topic	Readings	Week Beginning
Introduction	Required: <i>DoO</i> , section 1.1 (pgs. 25-32)  Suggested: <i>DoO</i> , sections 1.2-1.9 (pgs. 33-52)	September 7
Classification Principles	Required: <i>DoO</i> sections 7.3-7.3.3.3, 8.2  Suggested: <i>DoO</i> sections 7.2, 7.4, 8.1	September 14
Thesaurus Principles	Required: <i>DoO</i> section 6.4  Aitchison, J., Gilchrist, A., & Bawden, D. (2000). Section F1: Structure and relationships. In <i>Thesaurus Construction and Use: A Practical Manual</i> , 4th ed. (pp. 47-63).  Suggested: <i>DoO</i> section 4.4	September 21
Content Standard Principles	Required: <i>DoO</i> sections 5.1, 5.3  DCMI Metadata Terms, section 3 <a href="https://www.dublincore.org/specifications/dublin-core/dcmi-terms/#section-3">https://www.dublincore.org/specifications/dublin-core/dcmi-terms/#section-3</a> - skim the description of each element in the /elements/1.1/ namespace  Suggested: <i>DoO</i> section 5.4  Using Dublin Core <a href="https://www.dublincore.org/specifications/dublin-core/usageguide/">https://www.dublincore.org/specifications/dublin-core/usageguide/</a> section 1 (Introduction)	September 28
Check-in Week	UBC Arts ePortfolio instructions <a href="https://ubcartsa.ca/">https://ubcartsa.ca/</a> & iSchool ePortfolio workshop	October 5



	Schedule a 30-minute one-on-one meeting with the instructor.	
Classification in Libraries	<p>Required: DoO section 8.3</p> <p>Suggested: 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.</p>	October 12
Thesauri in Libraries	<p>Required: Library of Congress Cataloguing &amp; Acquisitions. Process for Adding and Revising Library of Congress Subject Headings <a href="https://www.loc.gov/aba/cataloging/subject/lcsh-process.html">https://www.loc.gov/aba/cataloging/subject/lcsh-process.html</a></p> <p>Bone, C., &amp; Loughheed, B. (2018). Library of Congress Subject Headings Related to Indigenous Peoples: Changing LCSH for Use in a Canadian Archival Context. <i>Cataloging &amp; Classification Quarterly</i>, 56(1), 83–95.</p> <p>Suggested: TBD</p>	October 19
Cataloguing and Metadata in Libraries	<p>Required: DoO section 5.2</p> <p>Suggested: Long, K., Thompson, S., Potvin, S., &amp; Rivero, M. (2017). The “Wicked Problem” of Neutral Description: Toward a Documentation Approach to Metadata Standards. <i>Cataloging &amp; Classification Quarterly</i>, 55(3), 107–128. <a href="https://doi.org/10.1080/01639374.2016.1278419">https://doi.org/10.1080/01639374.2016.1278419</a></p>	October 26
Data Formats in Libraries	<p>Required: DoO sections 9.1-9.4</p> <p>Optional: Overview of the BIBFRAME 2.0 Model <a href="https://www.loc.gov/bibframe/docs/bibframe2-model.html">https://www.loc.gov/bibframe/docs/bibframe2-model.html</a></p> <p>Kiryakos, S. and Sugimoto, S. (2019), "Building a bibliographic hierarchy for manga through the aggregation of institutional and hobbyist descriptions", <i>Journal of Documentation</i>, Vol. 75 No. 2, pp. 287-313. <a href="https://doi.org/10.1108/JD-06-2018-0089">https://doi.org/10.1108/JD-06-2018-0089</a></p>	November 2
Systems Integration in Libraries	<ul style="list-style-type: none"> <li>TBD</li> </ul> <p>Suggested: McCloud, S. (1994). Chapter 2: The Vocabulary of Comics. In <i>Understanding Comics: The Invisible Art</i>. New York: Kitchen Sink Press.</p>	November 9
Systems Integration Principles	<ul style="list-style-type: none"> <li>TBD</li> </ul>	November 16



Review and Check-In	<p>Required: <i>DoO</i>, section 1.1 (pgs. 25-32)</p> <p>Optional: Theimer, S. (2012). A cataloger's resolution to become more creative: How and why. <i>Cataloging &amp; Classification Quarterly</i>, 50(8), 894–902.</p>	November 23
Review and Check-In	<p>No Readings. Schedule a 30-minute one-on-one meeting with the instructor.</p> <p>Portfolio due December 4</p>	November 30

**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 2018.

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

**Required Materials:** All reading material is available through Canvas and UBC Libraries.

**Safety and Non-Canadian Jurisdictions:** During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and



students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

**Conflicting Responsibilities:** UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.