COURSE SYLLABUS
May 1, 2015

The instructor reserves the right to make amendments, additions, or deletions to this syllabus. It is the student’s responsibility to stay current and aware of any changes by checking Oncourse before each class meeting.

Introduction
The representation and organization of information resources is a primary focus of the information profession. Organizational and representational structures such as classification schemes, indexes, and catalogs have been devised to provide access to information. The recent explosive growth in both the number and variety of information resources underscores the continuing need for application of effective methods of representation and organization.

Practical and effective information systems depend upon a comprehensive understanding not only of formal systems of organization and representation but also of human cognition itself. Accordingly, this course will investigate the basic principles and theoretical foundations of traditional representational and organizational schemes and review research in information science, cognitive science, Human-computer interaction, semiotics, and computer science research that has contributed to an understanding of how people obtain, store, retrieve and use information. It will examine how this research can inform current practices of representation and organization in the design of more effective and more efficient information retrieval systems.

Course Objectives
By the end of the course, participants will
1. Be aware of a broad range of representational models drawn from the fields of communication, semiotics, philosophy, cognitive psychology, computer science and information science.
2. Understand the basic principles and functions of representational structures such as classification schemes, pre-coordinate and post-coordinate indexing systems, thesauri, metadata and ontologies.
3. Use these basic principles and models in practical applications to design, modify and improve representational and organizational systems.

Class Organization
Each class session will include lecture, discussion and/or in-class activities focusing on the topic and required readings identified in the syllabus. Students may be asked to work in small groups and to report on the results of small-group discussions. Students are encouraged to participate actively in all lectures and discussions since participation in class activities and discussions will constitute 10% of each student's final grade.
Readings
Required readings have been selected to encourage participation in class discussions and in-class group activities. The Schedule of Lectures and Required Readings lists session topics and required readings (pp. 5-8). All required and recommended readings are available on the Oncourse worksite for Z503. Assigned readings are subject to amendment by the instructor.

Grading
Each student's final course grade will be computed on the basis of grades earned for three regular assignments, one take home final exam and class participation. Satisfactory fulfillment of the minimum course requirements as outlined in the syllabus is considered "Good work" and will constitute a grade of B (see "Grading Scale", p. 4). Grades of A for work demonstrating "Outstanding achievement" or A- for "Excellent achievement" indicate "thorough knowledge of the course materials" and will be assigned only when the intellectual quality of a student's work surpasses expectations reflected in the minimum course requirements.

<table>
<thead>
<tr>
<th>Assignment one</th>
<th>20%</th>
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<tbody>
<tr>
<td>Assignment two</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment three</td>
<td>20%</td>
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<tr>
<td>Take home final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Final Score</td>
<td>100%</td>
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Regular assignments
The three regular assignments are intended to help students situate the conceptual content of readings in a broader context. Each regular assignment will constitute 20% of the student's final course grade, and each response will be assigned a numerical grade on a scale of 0 to 3:

0 = no response
1 = Response indicates lack of full comprehension of issues.
2 = Response indicates full comprehension of issues but includes no original contribution(s).
3 = Response indicates full comprehension of issues and includes original contribution(s).

These three regular assignments will be posted on Oncourse.
Assignment one will be posted on May 19, due by 5:30 pm on May 26.
Assignment two will be posted on May 26, due by 5:30 pm on June 2.
Assignment three will be posted on June 2, due by 5:30 pm on June 9.

Responses are to be submitted via Oncourse. Late responses will be reviewed; however, the grade for a late response will be docked one (1) or more points depending on how late the submission is. Each assignment is associated with the topics of class sessions.

Final exam
Final exam will constitute 30% of the student's final course grade. It will be a take-home exam consisting of not more than three (3) questions.
The final exam will be posted on June 9, and is to be submitted via Oncourse no later than 5:30 pm on June 19.
Submitting assignments
• All assignments and exams are to be written in standard and organized English (no abbreviations) and are to be spell-checked. All citations should be in APA 5th edition format.
• All assignments and exams should have a header that includes your name, the assignment title, the date and consecutive page number(s). Assignment one to three should be 2 to 4 pages (max. 6 pages). Exam should NOT be more than 10 pages. All assignments and exam should be double-spaced.
• All assignments and exams should be submitted in Word format. Assignments will have the filename [YourUsername]-[assignment] [#].[extension] (e.g., guozhang-assignment1.docx); exam will have the filename [username]-[assignment].[extension] (e.g., guozhang-Final.docx).

Class Participation
Assigned readings, class discussions and small group activities are intended to create a learning community and to promote critical literacy skills among all students -- skills of reading, writing, listening, speaking and thinking. It is important for all students to actively participate in class discussions and in-class activities since the success of these activities requires substantive and meaningful contributions from all students. Class participation will constitute 10% of the student's final grade and will reflect a student's participation in discussions and activities based on the following criteria:
• Attendance;
• Regular and voluntary contributions to class discussions;
• Ability to tie observations to the ideas developed in the readings, to the contributions of other discussants and/or to ideas presented in other classes;
• Contribution of observations or ideas that are original or diverge from commonly accepted notions;
• Continuous demonstration of respect for the ideas, opinions and feelings of all members of the class.

NOTE: If you anticipate an absence from class for any reason, please email me as soon as possible (preferably before class).

Late Submissions
Responses to assignments and the final exam should be submitted by 5:30 pm on May 26, June 2, June 9, and June 19 (See above).

In fairness to students who turn in assignments on time, late submissions will be penalized by lowering the earned grade one level for each day that the paper is late. For example, a final exam with an earned grade of A- will receive a grade of B+ if it is one day late, a grade of B if it is two days late, etc.

Incompletes
Each student is expected to complete all coursework by the end of the term. A grade of incomplete [ I ] will be assigned only when exceptional circumstances warrant.

Academic Dishonesty
As Dr. Alice Robbin observes in her Fall 2008 syllabus for S506, there is more to avoiding plagiarism than simply citing a reference. Dr. Robbin points out that, in order to aid students both in recognizing plagiarism and in avoiding the appearance of plagiarism, Indiana University's Writing Tutorial Services has prepared a short guide entitled "Plagiarism: what it is and how to recognize and avoid it".
This guide is available at: <http://www.indiana.edu/~wts/wts/plagiarism.html>. The guide provides explicit examples of plagiarism and offers strategies for avoiding it. Each student should be familiar with this document and use it as a guide when completing assignments.

Dr. Robbin offers three "rules" for avoiding inadvertent plagiarism -- rules that she gleaned from Ralph Brower, a colleague at Florida State University:

1. Whenever you "borrow" material, from any resource whatsoever, for inclusion in a document you are writing, you must provide a footnote, endnote or parenthetical reference (with accompanying bibliographic citation) identifying the original resource. If you have any questions about how to do this, review the guidelines set out in the 5th edition of the APA Style Manual.

2. Any time that you quote any resource verbatim, you must enclose the text in quotation marks and identify the original resource, as indicated in (1).

3. Text that you paraphrase and ideas that you "borrow" must also be attributed, as indicated in (1), even if you do not quote the original source verbatim. Policies on academic dishonesty have been established by Indiana University and the School of Library and Information Science. These policies, which have been set out in the Code of Student Ethics, will be adhered to in this class. Any assignment that contains plagiarized material or indicates any other form of academic dishonesty will receive, at a minimum, a grade of F. A second instance will result in an automatic grade of F for the course. Penalties may be harsher depending on the severity of the offense.

Notice
If you are a student with a special need, please feel free to discuss it with the instructor.

Office hours
Office hours will be scheduled by appointment via email for in-person meetings.

Grading Scale
All grades will be assigned according to the ILS Grading Policy for Master's and Specialist Level Students. This policy was defined by student and faculty members of ILS's Curriculum Steering Committee and was adopted by the ILS (SLIS before July 2013) Faculty on November 11, 1996, as an aid in evaluation of student performance:

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
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</tbody>
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Schedule of Lectures and Required Readings
NOTE: For each class session, the following schedule includes a topic statement and a list of required readings. **Required readings are listed in the order in which they should be read.**

**Session 1 -- May 12**
**Topic:** Introduction to representation and organization.
**Required readings:**
Z503 2015 Summer Course Syllabus

**Session 2 -- May 14**
**Topic:** Representation.
**Required readings:**

**Session 3 -- May 19**
**Topic:** Data, information, and knowledge
**Required readings:**
**Post:** Assignment one available on Oncourse

**Session 4 -- May 21**
**Required readings:**


**Session 5 -- May 26**

**Topic: Cognitive Representation: Categorization.**

**Required readings:**


**Due: Assignment one by 5:30 pm**

**Post: Assignment two available on Oncourse**

**Session 6 -- May 28**

**Topic: Systematic Representation: Abstracting and indexing**

**Required readings:**


**Session 7 – June 2**

**Topic: Systematic Representation: Thesauri and Subject Heading Systems.**

**Required readings:**


Due: Assignment two by 5:30 pm
Post: Assignment three available on Oncourse

Session 8 -- June 4
Topic: Systematic Representation: Theories of Classification and Enumerative Classification.
Required readings:


Session 9 -- June 9
Topic: Part VI. Faceted Classification.
Required readings:


Due: Assignment three by 5:30 pm
Post: Final Exam available on Oncourse

Session 10 -- June 11
Topic: Metadata, Folksonomies and Ontologies
Required readings:


Session 11 – June 16

Topic: Representation of Nontextual Materials.

Required readings:


Not required but an interesting reading:


June 19: Final Exam due by 5:30 pm