Learning Outcomes

This is an introductory course examining the theories, concepts, and principles of information, information presentation and representation, organization, record structures, description, and classification. Topics to be covered in this course include the methods and strategies to develop systems for storage, organization, and retrieval of information in a variety of organizational and institutional settings, as well as policy, ethical, and social implications of these systems.

Upon successful completion of the course, you will be able to:

- Describe and evaluate information organization systems
- Select/compare suitable information organization systems, tools, and practices for specific contexts
- Identify, critically analyze, and discuss:
  - Formal information representations, structures, and their properties
  - Applications of classification principles and other standards for knowledge representation in information systems
  - Social and ethical aspects of classification and policies governing information organization
- Demonstrate ability to translate key concepts and practices across contexts
- Develop basic familiarity with key standards and tools for information organization

The Topics You'll Learn About

- Information resources and collections
- Metadata and metadata schemas
- Values and ethics in information work
- Classifications and controlled vocabularies
- Information architecture
- Information retrieval systems

Instructor
Ryan O'Grady
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Grader
Colleen Wood
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Class Meets
Online only
Spring Session 2019
January 28-May 22

Office Hours
Always reachable via email

Course Communication
- Time-sensitive announcements will be posted on ELMS.
- Contact Ryan via ELMS or by e-mail.
- Ryan will reply to e-mails within 48 hours (not counting weekends). Generally I reply quicker, but wait 48 hours before re-sending me an email.

Grades
We will grade each assignment within 7 days. Generally we will grade them much quicker.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Activities and Learning Assessments

Your final grade will be based on the following components (full details will be available on ELMS).

Learning Assessments	#	Points Each	Category Total	Category Weight
Discussion Prompts: Conversations with entire class or subsets of class about course content (prompts in modules)	10	1	10	10%
Content Quizzes: Quizzes to assess comprehension of content presented in modules	5	Varies	20	20%
Interactive Learning & Reflection Assignments (ILRA): Activities with short writing assignments	7	Varies	20	20%
Exams	2	Varies	20	20%
Project: Design an App	1	100	20	20%
Lectures	All	1	10	10%
		Total Points:	**100**	**100%**

- **Discussion Prompts (10% total/1% each)** and **Lectures (10% total/1% each**). In a class that meets in person, I take attendance and host discussions—in an online only environment I post lectures and discussion prompts. To receive credit for these discussions, you need to 1) engage with the prompt **and** 2) respond at least one time to classmates' posts, though more than once is highly encouraged. At times, you might be broken into smaller groups so the discussion threads stay manageable. To receive credit for lectures you need to watch them (I can view this in ELMS Canvas) and submit 3 things learned.

- **Content Quizzes (20% total/4% each; multiple dates).** To help you evaluate how well you comprehend assigned readings and materials, some units will have a quiz to assess knowledge. These quizzes are open note but will be timed, so you should not take them if you have not been paying attention to the readings or course content. You may use external resources (readings, lecture slides, notes, Web, etc.) during any quiz, but all answers must be in your own words, no working with any other humans.

- **Interactive Learning & Reflection Assignments (ILRAs; 20% total/4% each; multiple dates).** There will be seven assignments (some units have multiple assignments) that will ask you to complete a "real world" activity and either reflection on the experience or complete a guided worksheet about the activity.

- **Design an App Project (20%, multiple dates).** When this class meets in person, we do this assignment as a group activity, but for the online version, it is individual. For this project, you will develop an idea for an app including its name, a broad description of the app's overall purpose and functionality, mock ups of how this functionality will help the intended user population, and appropriate metadata schemas.
    - **Part 1 (4%):** A **project overview** discussing scope and scale, number and nature of users and their tasks, lifespan of the metadata, and the relationship with other organizing systems.
    - **Part 1a (1%): Peer feedback** on app ideas in an online discussion group.
    - **Part 2 (4%): Screen mock-ups** with descriptions of interactions that connect users with metadata.
    - **Part 3 (4%): Metadata schemas** ensuring proper collection of metadata needed for app support.
    - **Part 4 (7%): Finalized versions** of the project overview, screen mock-ups, and metadata schemas.

- **Exams (20% total, multiple dates).** There are two exams: a midterm and final. Each exam is worth 10% of your grade and must be taken before the end of the day on the specified Thursday to receive credit, unless arrangements are made before the exam with me. Once you begin the exam, you'll have anywhere from 60-120 minutes to complete the entire exam. Exams comprise a mix of all course content.
    - **Exams like quizzes are also open book/open note.** You are bound by the UMD honor code and will be asked to sign off to confirm you have not cheated during the exam. This includes directly talking with other students about the questions. You may use external resources (readings, lecture slides, notes, Web, etc.) during any exam, **but all answers must be in your own words**.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me your concerns or questions. I am happy to discuss your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the total points earned. To be fair to everyone I have to establish clear, consistent standards, so please understand that being close to a cutoff is not the same as making the cut (89.99 vs. 90.00). It would be unethical to make exceptions for some and not others. I do not round grades up. **I will not respond to email requests for a grade bump at the end of the semester.** The cutoffs are as follows:

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

Late Assignments

A late penalty will be applied to any assignment that is submitted late (starting one minute beyond the due date and time).

Late assignments will be graded according to the following formula:

$$[\text{grade on assignment}] * 0.9^{[\text{number of days late}]}$$

For example, if you turn in a 10-point assignment 1 day late, and earned a 100% on that assignment, your final grade for that assignment would be $(1.00)(0.9^1)$, or 90%. If you turned in the same assignment 3 days late, and earned an 80%, your grade would be $(0.80)(0.9^3)$, or 58%. Therefore, although your grade will take a serious hit if the assignment is late, **in this class it is always better to turn in an assignment late than to not do it at all**. Note that late assignments may not be graded quickly.

Please prepare in advance so that you will not encounter technical difficulties that will result in your work receiving a late penalty. **Technical difficulties are not an excuse for late assignments — if you are having trouble submitting an assignment on Canvas, e-mail it to me before the deadline** to avoid a penalty. If you have a conflict with the due date, assignments can always be submitted early. **Generally speaking, illnesses are not an excuse for late assignments** because you will receive the assignments at least one week before they are due.

If you know you will not be able to meet an assignment deadline, contact me **before** the due date to explain why you will need to submit the assignment late; these will be evaluated on a case-by-case basis.

Exam Policy

If you <u>need to miss either of the two scheduled Thursday exams</u> because of outside circumstances (e.g., a religious holiday, military duties, work/athletic team travel), you must email me **by Wednesday, February 13th** to reschedule your exam time. If you are sick on an exam day, you must provide me with a doctor's note to be excused ([see the UMD policies on absences](#)) and should email me before the exam time to let me know you're sick. If you miss an exam due to other circumstances, you will not be able to make up the exam.

Collaboration, Class Discussions, and Academic Integrity in INST 311

All of the quiz and exam assessments must be completed independently. You are welcome (and highly encouraged) to study and discuss the other course material with your peers, but providing or receiving quiz/exam answers or letting someone else contribute to your writing assignment constitutes academic dishonesty. Penalties for academic dishonesty can include a 0 on the assignment or an automatic failure and "XF" on your transcript. Class discussions require effort—you must read a document titled "Guidelines for Online Discussions" on ELMS.

Content Quizzes are open-book. This means that you may consult the readings or your notes (but not another person) as you take the quiz. **Exams function the same exact way as quizzes.**

Accommodations

Students with disabilities should inform me of their needs at the beginning of the semester. Please also contact the Disability Support Services (301-314-7682 or http://www.counseling.umd.edu/DSS). DSS will make arrangements with you and me to determine and implement appropriate academic accommodations. Inclusion is one of the iSchool's core values, and I have attempted to make all materials and assignments accessible to people with varying abilities. However, if there is something else I can do to make the class more accessible please schedule a time to talk with me. This will benefit not only yourself but also my future students.

Get Some Help!

You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn to schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit [http://www.counseling.umd.edu.](http://www.counseling.umd.edu)

Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Students in Need

Students encountering psychological problems that hamper their course work are referred to the Counseling Center (301-314-7651 or http://www.counseling.umd.edu)for expert help. For more information on UMD's Student Services, see http://www.studentaffairs.umd.edu/student-life

If you or someone you know feels unsafe, the university has resources (see list below). Read more about hate-based crimes here: https://ocrsm.umd.edu/files/Hate_Bias_FAQs_final.pdf

Name	Phone	Website
University Counseling Center	301-314-7651	www.counseling.umd.edu
University Health Center and Mental Health Services	301-314-8180	www.health.umd.edu
University of Maryland Chaplains		thestamp.umd.edu/memorial_chapel/chaplains
Office of Civil Rights and Sexual Misconduct	301-405-1142	www.ocrsm.umd.edu

Tips for a Successful Semester

1. Come to class (online discussions/lectures) prepared. This includes completing any assignments and readings *before* class and/or discussions. This also includes preparing effectively for the exams.
2. Take the content quizzes seriously. Take watching and responding to the lectures seriously. Alone, each of these types of assignments aren't worth many points but the missed points really do start to add up if you fail to complete them. The quizzes and lectures contain most of the content and are excellent practice for the exams in this course.
3. Struggling to keep up with all the reading? Check out *How to Read a Book*, which provides highly useful advice on reading quickly without losing comprehension.
4. Struggling with classes in general? Talk to me, friends, family, and/or the counseling center. I will work with you to help you succeed. I'd much rather hear from you earlier rather than later. For example, it's better to email me ahead of the time (days, a week—not minutes or hours) something is due to tell me you are sick, have a personal emergency, etc., rather than waiting until the last minute or until after an assignment is due.
5. Engage in class discussions. Ask questions. Share your opinions. Be open to others' viewpoints, even if they're different than your own. While I rarely post on discussion boards, these are spaces and places for you to interact with your peers on all the topics assigned in class.
6. Have a question? Email me anytime. Make sure to include the course number (INST311) in the subject line to ensure I see it. I will respond within 48 hours (not counting weekends). Do **not** email me multiple times if I have not responded and fewer than 48 hours have passed. After that time, please send me a reminder email, as I am just as human as you and sometimes something will slip through my radar or attention.
7. Know your rights as an undergraduate student at UMD: University of Maryland Policies for Undergraduate Students
8. Have fun!

SCHEDULE OF CONTENT

NOTE: These are a preliminary listing of readings. These may change and the final set of assigned readings, podcasts, and/or videos will be those listed in the modules.

UNIT	TOPIC	REQUIRED READINGS/AUDIO/VIDEO
Intro **1/28 – 2/3**	**Course Introduction**	• Read and Review Syllabus, Rubrics, and Guidelines • Review InfoSci Career Resources (iSchool website) • Review Library assistance (research guides) and (video) • **DUE**: Lectures (**on ELMS**); Introduction Discussion Prompt: Introduce yourself to the class
Unit 1 **2/4 – 2/17**	**Collections & Resources, Information Systems for Information Seeking**	• Glushko, Chapter 1 (**on ELMS**) • **DUE**: Lectures (**on ELMS**); Discussion Prompt #1.1 and #1.2; Quiz #1; ILRA #1; ILRA #2
Unit 2 **2/18 – 3/3**	**Information Architecture**	• Chap 4 and 5 in Arthur, P. and Passini, R. *Wayfinding: People, Signs, and Architecture* (**on ELMS**) • Chap 2 and 4 in Rosenfeld, L., Morville, P., & Arango, J. (2015). *Information Architecture: For the Web and Beyond* (**on ELMS**) • Faceted Classification in Rosenfeld, L., Morville, P., & Arango, J. (2015) *Thesauri, Controlled Vocabularies, and Metadata* (**on ELMS**) • **DUE**: Lectures (**on ELMS**); Discussion Prompt #2; Quiz #2; ILRA #3; ILRA #4
Unit 3 **3/4 – 3/16**	**Metadata and Metadata Schemas**	• What is JSON-LD? (Video) • Introduction To Structured Data (LinkedDataTools) • Introduction To JSON-LD (LinkedDataTools) • schema.org schemas (schema.org) • NISO (2004). Understanding metadata. Bethesda, MD: NISO Press (**on ELMS**) • **DUE**: Lectures (**on ELMS**); Discussion Prompt #3.1 and #3.2; Quiz #3; ILRA #5; Design an App Project: Part 1 Project Overview 3/10 & Part 1a Peer Feedback Discussion 3/13
3/17 – 3/24	**SPRING BREAK**	• **No Work is Assigned or Due**

Unit 4 **3/25 – 4/7**	**Categories & Classification**	• Selections from Glushko, Chapter 7 (**on ELMS**) • Selections from Glushko, Chapter 8 (**on ELMS**) • Weinberger, pp. 219 - 222. *Everything is Miscellaneous: The Power of the New Digital Disorder* (**on ELMS**) • Can We Avoid Biases in Library Classification Systems? (LISTheory) • **DUE**: Lectures (**on ELMS**); Discussion Prompt #4; Quiz #4;
4/8 – 4/14	**Midterm (Exam #1)**	• **DUE**: Midterm: Exam #1 online Thursday 4/11; Design an App Project: Part 2 Screen Mock-Ups 4/14
Unit 5 **4/15 – 4/21**	**Controlled Vocabularies**	• Rowley, J. and Hartley, R. (2008). *Organizing knowledge: An introduction to managing access to information.* Selections from Pp. 134 – 149 (**on ELMS**) • ERIC Thesaurus (libguide) • How the Thesaurus Helps Enable Resource Discovery (video) • How to clean up messy data using Open Refine (kwantu.net) • Google Refine 2.0 - Introduction (video) • **DUE**: Lectures (**on ELMS**); Discussion Prompt #5; ILRA #6
Unit 6 **4/22 – 5/5**	**Values and Ethics**	• ALA Core Values of Librarianship (ala.org) • ACM Code of Ethics and Professional Conduct (acm.org) • Section 4, pp. 378 - 381 of Fox & Reece (2012). Which ethics? Whose morality? *Knowledge Organization*, 39(5) (**on ELMS**) • **DUE**: Lectures (**on ELMS**); Discussion #6; ILRA #7; Design an App Project: Part 3 Metadata Schemas 4/28
Unit 7 **5/6 – 5/12**	**Search Engines (aka Information Retrieval Systems)**	• How Search Works (video) • Four articles from Allotment Digital's tutorial about How Search Engines Work (**linked in ELMS**) • CBS *60 Minutes* "How Did Google Get So Big?" (**on ELMS**) • **DUE**: Lectures (**on ELMS**); Discussion #7; Quiz #5 Design an App Project: Final Version 5/12
5/13 – 5/19	**Final Exam Review & Final Exam (Exam #2)**	• **DUE**: Final Exam #2 online Thursday 5/16