



LIBM 443 / 543 Syllabus**
Information: Organization, Retrieval, Discovery

A 2-credit course offered via Black Hills State University's School of Education (Summer Session, 2017)

Course Location: Online only, via D2L; LIBM-443/543 is an instructor-led, 8-week course (not a self-paced class).

Key Dates: This course runs across summer-session sections 2-3, with calendar dates of June 5 to July 28. The course "census date" (last day to add/drop course without transcript entry) is June 9; the course "drop date" (last day to drop course with an automatic "W") is July 12; and, IDEA Surveys administered on [N/A in summer sessions].

Instructor's Contact Information and Availability: Michael Tolan, Office #111, E.Y. Berry Library-Learning Center (library first floor, next to the elevator) BHSU. In summer I am usually available weekdays 9:00-11:00 a.m. and 2:00-4:00 p.m. My office contacts are 605.642.6356 & michael.tolan@bhsu.edu. D2L course email is the preferred mode of contact, and is routinely answered 2-3 times a day on weekdays, and at least once on weekends. Feedback and grading on assignments can be expected within 2 weekdays of the submission deadline.

Course Relation: One of eight online education classes resulting in the 20-credit Library Media Minor and/or the K-12 School Media Teaching Endorsement (only for certified teachers in South Dakota and Wyoming) - as outlined on the LIBM program homepage, which includes the projected LIBM course rotation calendar: <http://iis.bhsu.edu/lis/librarymedia/>

Course Description (entry from, *Black Hills State University Academic Catalog, 2016-2017*): Organization and access to information is the central theme. Students will examine: systems and theories of organization; cataloging and classification; subject access, indexing, and metadata; information seeking behavior; and designing access to information.

Course Prerequisites: Courses: No previous LIBM coursework required.

Course Technology Skills / Requirements: Personal computer, with administrator access rights (you must be able to load free or trial-period software on your PC for use in this course), internet connection, and PC microphone.

Textbook(s), Required: None - content is instructor-generated (see D2L) or freely available online.

Textbook, Recommended: Occasional access to a recent Abridged Dewey Decimal Classification volume (the 1-volume hardcopy DDC) is useful for a better understanding of the WebDewey Database used in class. This work is usually housed in staff offices at most school and public libraries. If you ask, you are usually able to use it in-house. Do **NOT** purchase the volume for this class. Any of the last three abridged DDC editions will serve the above purpose: DDC15 (c2012), DDC14 (2004), DDC13 (c1997). BHSU has a half-dozen DDC14's and DDC13's that may be available for interlibrary loan, if needed.

Materials, Supplementary: None - content is instructor-generated (see D2L) or freely available online.

Software, Supplementary: Freely available online (open source) or download as a free trial version.

Instructional Methods: The 30 course sub-modules includes the following. **Online readings:** carefully selected, recent, news, professional, blog commentaries and product assessments are used in lieu of a textbook. **Instructor-generated readings:** these resource, topic set-up, tool guides, or added commentary files are utilized as tutorials, used in lieu of a textbook and also due to the fact that so many library or information tools lack formal instructions. **Online videos:** these - usually short- videos are used to set up a course topic, illustrate a problem, highlight a solution, or examine a test case scenario. **Instructor-generated videos:** these video presentations compliment instructor-generated text files and are often the backbone of the course module; they often deal with resources and applications that are best understood visually, not via supporting text files. At least 10 sub-modules include resource tools and/or software. **Resource tools:** these tools -usually expensive documents or database access used in library staff offices- are here provided free via BHSU, MINITEX, or in instructor-generated, abbreviated files or tutorials. **Software tools:** these are all available for free online, exist in limited form as free trial versions, or are free to BHSU students via course registration and/or Berry Library use. **Discussion:** All discussion is instructor-generated and monitored. Topics focus on real world cases of information representation, retrieval, discovery, etc. - instances in which library research tools and systems succeeded, stalled, backfired, or failed. This is handled in the context of the information "artifacts" examined throughout this course. Of particular interest are the benefits brought by the tool, the identification of the source of the problem it addressed, and/or weakness of the artifact, as well as instances in which the system could be improved by use of a different or newer tool or altered interface. **Assignments:** these projects, of varying size, are interspersed throughout the class. They usually tie readings and videos directly to discussion and also serve as the foundation for evaluating student learning outcomes.

Class Attendance Policy: Attendance is not part of your grade, per se. That said, this course covers a great deal of territory and due to the 2x pace in summer session you will need to be in D2L on a daily or near-daily basis.

Academic Dishonesty/Plagiarism: BHSU-based (*BHSU Academic Integrity Statement, used verbatim*): "Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University's Academic Appeals Committee. Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies."

Academic Dishonesty/Plagiarism: LIBM443/543-based: Students are expected to do their own assignments, projects, etc. Common standards of academic integrity are assumed: students are to cite all sources used in written work, and all submitted writing and projects must be theirs alone. Failure to meet these standards will lead to disciplinary action and a failing grade per the work in question. Students enrolled for graduate credit (via LIBM-543) must pass the 543 added-workload requirement, to receive a passing grade in the course.

Make-up Policy: Due dates fall long after the course submodules have been completed (this timeline is cut in half for courses offered in an 8-week summer session). If an emergency arises, contact me immediately, reasonable accommodations may be available. If you know in advance you will miss a portion of this course due to other obligations, it is in your interest to both notify your instructor and, if possible, work ahead prior to your absence to reduce the workload upon return. (note: working ahead can be a challenge in this particular course, since so many online files are under review and/or are being updated just prior to their D2L release for student use; depending on the semester and course module(s), this may or may not be possible).

Course Objectives (Modules listed, M# / Assignments, A#): Upon successful course completion students will be able to:

1. **Articulate** the difficulties in defining and dealing with “information” in an intellectual, physical, electronic, and legal context within in a free society flooded with information, and prone to search-filter failure. [M1]
2. **Explain** information representation and retrieval tools, including indexing & abstracting, cataloging, subject assignment, controlled vocabularies, classification, authority control, folksonomies, and metadata schemas. [M3-4]
3. **Identify** common errors and omissions in computerized library MARC records used in library OPACs. [M3-4; A4, A9]
4. **Explain** the value of MARC records to library statistical reporting and the role library statistics might play in assessment, accreditation, peer review, student outcomes, budget appropriations, etc. [M3; A4, A9]
5. **Understand** the consequences of publisher, librarian, database, and interface designer assumptions of information users’ needs and how this shaped information tools both before and after the use of the internet. [M2-5]
6. **Evaluate and explain** the overall capabilities and usability of a contemporary online library catalog from the prospective of teacher, researcher, and student. [M3; A3]
7. **Develop** hierarchical, subset information, and full-text content, identified and preserved in research management software. [M6; A1-A2, A10]
8. **Produce** subject-specific data via citation analysis software, and the uses and applications of bibliometrics per scholar impact factors, tracking and preserving the history of ideas, and plagiarism detection. [M2; A1-A2]
9. **Identify and interpret** the causes and changes in libraries and information tools following the advent of databases, personal computers, the internet, and search engines utilizing page-ranking algorithms. [M1-6]
10. **Categorize** objects -particularly books, audio and video- by assigning information representation points in terms of subject heading access according to SLSH and LCSH. [M4; A7-A8]
11. **Classify** objects -particularly books, audio and video- using LCC, DDC and WebDewey Services. [M4.1-2; A5-A6]
12. **Catalog** objects -particularly books, audio and video- according to AACR2 Rules. [M2.7-3.3; A4 & A9]
13. **Recognize and assess** the strengths and weaknesses of information artifacts, tools, and interfaces. [M2-5; A1-A9]
14. **Compare and contrast** image and personal library software in terms of cataloging, metadata, & usability. [M5; A10]
15. **Visualize and produce** a concept- or mind-mapping artifact related to information organization. [M6; A12]

Course Changes: In lieu of a textbook, this course utilizes more than 350 websites, electronic documents, images, and video clips. Many of these resources are the product of school, college, public and university libraries. It is common for institutions to adapt, revise, and draft anew these files, between school years, namely mid-summer when this class is in session. Undoubtedly, some course files will be replaced, displaced, or upgraded during the course, requiring different or added instructor commentary and/or substitute files. In this event, students will be notified of changes via D2L email.

Evaluation Procedures, Grading Policy, & Grading Scale: To receive full credit, assignments must be submitted by the stated deadline (See “Course Calendar” file in D2L Content page). There is a reduction of 10% of the total credit for each day it is late. All coursework must be uploaded to D2L. There are no make-up deadlines without prior consent of the instructor. Unless an assignment is identified as P/F (Pass or Fail), graded work will receive a numeric score reflecting the quality of the assigned work. The Grading Scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D. There are no extra-credit options or projects. Students enrolled for graduate credit (via LIBM-543) must pass the 543 added-workload requirement, to receive a passing grade in the course

Graduate Credit (LIBM543 Enrollment): Enrolling for graduate credit incurs an added workload. Options for these projects include written papers, analyses, critiques, etc. Contact your instructor for details if you are an LIBM543 student. Students enrolled for graduate credit (via LIBM-543) must pass the 543 added-workload requirement, to receive a passing grade in the course

Feedback, Student: D2L email is the preferred mode of contact and is routinely answered 3 times a day, weekdays; at least once on weekends. Grading/feedback on assignments can be expected within 2 weekdays of submission deadline.

Course Credit, defined (following from the [Black Hills State University Academic Catalog, 2014-2015](#), Section: "Definition of a Credit"): "Unit of Credit is the measure of work done in carrying for one semester a subject of one class meeting a week or its equivalent. Each class meeting is accompanied by two hours of preparation. When the work is done in the classroom or laboratory and little or no outside preparation is required, the amount of time scheduled in class or laboratory is increased. Two or more hours may be required for one hour of credit in such cases."

ADA Statement: Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Jennifer Lucero, at 605.642.6099 (lower level of E.Y. Berry Library, Office #003), fax number 605.642.6478, or via email at jennifer.lucero@bhsu.edu, for more information. Additional information at: <http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx>

Freedom in Learning (*Regental Policy statement, used verbatim*): "Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation."

Course Outline, Module-Level: Course is 6 Modules, ~30 Sub-Modules. Modules 1-3 & 5 are weekly in summer session; Modules 4 & 6 each require 2 weeks (IRR below is an acronym for "Information Representation & Retrieval").

Module 1: Information: Intro; Searching; Overload; Usability; Rights; Access; and Reading & Distraction.

Module 2: IRR and: Citations; Books; Cards; Indexes; Bibliometrics; and AACR2 cataloging rules.

Module 3: IRR and: MARC records; MARC proofreading; Library reporting and statistics via MARC; OPACs.

Module 4: IRR and: LCC; DDC; SLISH; LCSH; Classification, Subject Analysis, MARC enhancement. [2 weeks]

Module 5: IRR and: Metadata schemas; Digital libraries; Digitization projects; Cataloging images (non-text).

Module 6: IRR and: e-books/libraries; Research management, personal library & mind-mapping software. [2 weeks]

**** The instructor reserves the right to add to, delete from, or otherwise amend this syllabus ****