1. Your Responsibilities/Communication  
1.1. How to Succeed in an Online Course

2. Course Description

3. Module Topics and Learning Objectives  
3.1. Module 1: Fundamentals of Organization of Information  
3.2. Module 2: Tools and systems information organization  
3.3. Module 3: Encoding and Content Standards  
3.4. Module 4: Access, Subject headings and Thesauri  
3.5. Module 5: Classification  
3.6. Module 6: Introduction to Metadata  
3.7. Module 7: Dublin Core Metadata

4. Required Materials

5. Grading  
5.1. Grading Scale  
5.2. Policy on Incompletes

6. PERFORMANCE EVALUATION  
6.1. Exams 40%  
6.2. Module Assignments 20 %  
6.3. Comparative Metadata System Essay 30%  
6.4. Discussion 10 %  
6.5. Discussion Forum Grading Rubric

7. Course Policies  
7.1. Engagement and Participation  
7.2. Academic Misconduct  
7.3. Plagiarism and Citation Method  
7.4. Unauthorized Assistance  
7.5. Accessibility  
7.6. Netiquette  
7.7. Diversity Statement  
7.8. Syllabus Status
1. Your Responsibilities/Communication

You are responsible for knowing and understanding the information contained on this course website and for information distributed through class e-mails and the News Forum.

SLIS and LSU will communicate with you exclusively through your LSU/PAWS e-mail. If you prefer to continue to use your personal e-mail, you should forward all LSU e-mail to that account. You must also forward all Moodle mail.
11. How to Succeed in an Online Course

For many of you, this is your first course in many ways -- your first online course, your first graduate course, your first LIS course - and you're struggling to juggle school, work, and family. I can't help with the work and family, but I can provide some suggestions about managing school.

Graduate school is different from undergraduate. All graduate courses require more critical thinking and analysis, and much less memorization and recall. They require you to synthesize what you learn and then apply it in some way, either to a paper or a project or a discussion forum, only occasionally to an exam.

Because undergraduate LIS degrees are few and far between, this is the first time that most of you are being exposed to these principles, concepts, theories, and just basic facts. This makes it interesting and even exciting, but you may also feel overwhelmed with all of the new information.

Online courses are more difficult and more time-consuming than most people expect, for a variety of reasons, the primary one being that three hours a week are not spent sitting in a class, listening to a lecture and taking notes. Not only is your education more self-directed, you have to actually spend nine hours a week on the class. If you were like me as an undergrad, you knew that you could do pretty well by just going to class and taking notes, and reviewing before the exam, maybe skimming the textbook. Now, you have to set aside nine hours for reading, discussing, researching, and writing.

One mistake that students make is thinking that they can just put in nine hours on the weekend -- for the week that has just ended. Even if you have to do all of your work on the weekend, do it for the coming week, so that you will have time to wait for answers to questions, interlibrary loan materials, consultations with tutors, and proof-reading. Always be working ahead.

So, how to manage your time?

1. Go through the syllabus for every class and add any assignment due dates to whatever calendar you keep (if you don't keep a calendar -- start keeping one!). Also include any holidays. Keep only one calendar, whether it's electronic or paper, so that you can see your work, school, and personal life all in one.

2. Work out a daily and weekly schedule that blocks out nine hours per class -- specific hours and what you will do during that time. Prioritize according to how much each activity is worth. If discussion forums are each worth 3% of your final grade, spend 3% of your time and effort on them. If an assignment is worth 20% of your grade, give it 20% of your time and effort.

For example, set aside three hours on Saturday and three on Sunday for class reading and research/assignments for the coming week. Then, schedule three more hours during the week. Or schedule three hours a day three days a week. Or one hour a day Monday-Friday, and four hours on Saturday. Whatever works with your schedule. Do that for each class.

3. Plan ahead for working on assignments, even if it's only one hour a week at first. Break them down into steps, and take advantage of any time you have to work on each step, regardless of when the assignment is due. The reality is that you're never "finished" for the week, so if you finish the course readings in two hours, then spend the next hour on discussion forums. If you finish the readings and forums in five hours, you have four hours to work on assignments.

4. In terms of the readings, unless you are going to be tested on them, don't outline and summarize as if you were. Read them through carefully, making sure that you understand the central points and main ideas. You might jot down those central points, but, generally, if you need to refresh your memory, re-read the abstract and the summary/conclusion. You're going to be asked to apply what you read in some way, so focus on understanding, not memorizing.
2. Course Description

Catalog Description: Concepts and principles of information organization; methods and tools used for organizing information, including bibliographic control and metadata creation.

Course Objectives: Upon satisfactory completion of this course, the student will be able to:

- Demonstrate knowledge of the core concepts and principles in organization of information
- Apply major standards to organize recorded information
- Apply metadata schema to digital objects
- Compare and contrast metadata systems used in cultural heritage institutions

Course requirements: To achieve these objectives, students are expected to:

- Commit at least 9 hours per week to this course in some combination of discussion forum participation, readings, homework, and other assignments as specified in the syllabus.
- Turn in all assignments by the deadlines listed in the syllabus
- Read the assigned texts and selected items from the professional literature
- Complete assignments as outlined in the syllabus
3. Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.
3.1. Module 1: Fundamentals of Organization of Information

1. Objective 1 Describe the different contexts in organization of information (CO 1)

2. Objective 2 Identify and discuss major organization of information developments in the 20th century (CO 5)
3.2. Module 2: Tools and systems information organization

1. Objective 1 Describe the major retrieval tools used in the organization of information (CO 1)
3.3. Module 3: Encoding and Content Standards

1. Objective 1 Describe Encoding Standards (CO 1)
2. Objective 2 Describe Content Standards (CO 1)
3. Objective 3 Compare, contrast, and identify Encoding and Content Standards (CO 5)
3.4. Module 4: Access, Subject headings and Thesauri

1. Objective 1 Describe the challenges in subject analysis (CO 1)
2. Objective 2 Describe types of controlled vocabularies (CO 1)
3. Objective 3 Apply subject headings to digital resources (CO 5)
3.5. Module 5: Classification

1. Objective 1 Describe the core concepts in bibliographic classification (CO 1)

2. Objective 2 Apply classification schema to digital resources (CO 4)
3.6. Module 6: Introduction to Metadata

1. Objective 1 Describe the core types of metadata (CO 1)

2. Objective 2 Compare and contrast metadata systems used in cultural heritage institutions (CO 3, 5)
3.7. Module 7: Dublin Core Metadata

1. Objective 1 Apply DC metadata (CO 3, 4)
4. Required Materials


Additional articles and readings are required for this course. They will be provided in the weekly modules.
5. Grading

Grading policies:

All assignments are due on the dates indicated in the Course Schedule. Forum post must be submitted on time and will not be graded after the due date. For all other assignments, let me know in advance (before the due date) if you run into issues and are unable to submit work on time.

- With advance notice late assignments will be accepted up to three days past the deadline without a penalty.
- Without advance notice, late assignments will be accepted up to cut off deadline with 1 letter grade reduction.

Submission of Assignments: Assignments should be submitted via Moodle drop box on the respective due date. There are no opportunities to earn extra credit in the course. Here is a helpful Time Zone Converter if needed.

The average grade in the course is a “B” which indicates that the student has met the expectations and requirements for the assignment and the course. A grade of “A” or better, indicates that the student has exceeded the requirements and demonstrated a superior understanding and execution of the principles and concepts involved. Note simply completing assignments and submitting them on time does not guarantee a grade of A- or better. MLIS students and students in the School Librarianship Certificate must earn at least a ‘B’ in this course, if not students must retake the course. Note that a ‘B-’ is not a ‘B’.
5.1 Grading Scale

Grading scale:

99-100%    A+
93-98.99%   A
90-92.99%   A-
87-89.99%   B+
83-86.99%   B
80-82.99%   B-
77-79.99%   C+
73-76.99%   C
70-72.99%   C-
5.2. Policy on Incompletes

A grade of Incomplete (I) may be awarded at the discretion of the instructor when a student is not able to complete all of the course requirements before the end of the semester due to circumstances beyond the student’s control. Students must request an Incomplete and provide adequate documentation to support the request.

In order to be eligible for an Incomplete, the student must have completed at least half of the work in the course and have a passing grade on that work.

Students who are not eligible for an Incomplete and are not able to complete the work before the end of the semester are advised to consider dropping the course. The final date for dropping courses can be found in the Academic Calendar.
6. PERFORMANCE EVALUATION

Students’ grades will be based on the following components:
6.1. Exams 40%

**Midterm Exam:** (20%) The midterm covers modules 1-3. The format is open book/note and consists of multiple choice, matching, and short answer questions. Students may complete exams at any time within the days of availability. As this will be open book/note exam, no study guide will be provided. **Due: 10/10/21**

**Final Exam:** (20%) The final exam covers modules 4-7. The format is open book/note and consists of multiple choice, matching, and short answer questions. Students may complete exams at any time within days of availability. As this will be open book/note exam, no study guide will be provided. **Due: 12/10/21**

**Exam Tips:** Take notes of terms, concepts, and examples of material encountered in readings and lectures. Make sure that you have a secure Internet connection before you begin; close any apps/programs that may pop-up and distract you during the exam; restart your computer before the exam to reduce the chance of it spontaneously restarting during the examination.
6.2. Module Assignments 20 %

Module assignments are designed to reinforce concepts presented in weekly modules by giving you an opportunity for hands on interaction and application of concepts.

**Assignment 1:** Library Catalog Search (5%) The purpose of this assignment is that you can better understand online public access catalogs (OPAC). Pick an OPAC available on any library’s (public, academic, including law, medical etc., primary/secondary school, or special etc.) website. Perform at least three searches including keyword, author, subject, and/or title. Try searching for common words and phrases that someone might use. Then write a short essay that critiques the catalog. Share which searches you performed, results, and whether they were successful. Search an OPAC that you have never searched before. 500 words maximum length. **Due: 9/19/21**

**Assignment 2:** Applying Subject Headings (5%) Purpose of the Assignment Students will gain experience in the application of LC Subject Headings to describe selected digital resources. **Due: 10/24/21**

**Assignment 3:** Applying Classification (5%) Purpose of the Assignment Students will apply Dewey Decimal Classification and Library of Congress Classification to monographic resources. **Due: 10/31/21**

**Assignment 4:** Applying Dublin Core Metadata (5%) Purpose of the Assignment Students will gain experience in the application of Dublin Core metadata schema using the bibliographic utility Connexion. **Due: 11/14/21**
Final Project

For this final project you will select two (2) information systems used in cultural heritage institutions (e.g. library catalogs, archival finding aids, museum registers - any system used in libraries, archives, museums, or digital repositories is acceptable) analyze it, and produce an essay on your findings. The systems should use different metadata schema. This means that you should not select two library catalogs for example. Describe, compare, and analyze the metadata standards, elements and contents, and evaluate the system from a user perspective. You should integrate at least 6 different sources to situate your analysis (you may use readings from class). If you cite 1 source 6 times this is still 1 source.

The following subheadings must be used in your essay: Metadata Standards, Metadata Elements, Metadata Contents, Comparison, and User Perspective. The essay should be no more than six pages of single-spaced texts (this does not include your bibliography. Include one screenshot of each systems’ interface. Use APA Citation format.

Essay Structure

- **Introduction:** Provide a brief description of the industries/institutions. For example, if you are analyzing a public library catalog, you should provide some detail about the community/population the library serves: population, is it urban/ rural, single/ multi branch library system etc. Conversely, if you are analyzing Smokey Dupree’s digital collection you should share some background data about this individual and the collection where it is housed.
- **Metadata Standards:** What scheme are in use? What types of resources does the schema typically organize? You may need to investigate standards relating to your particular community.
- **Metadata Elements:** What are the elements included in your selected system.
- **Metadata Contents:** What is the element describing? What kind of searchable data is there? (e.g. Ask yourself, what does the element describe? In this case our element “Title” is a description of a resource. The metadata contents for title is: A name given to a resource.)
- **Comparison:** What is similar about the schema? What is different about them?
- **User Perspective:** Try searching the systems and give your opinion on how well the systems retrieved searches or not. Is it oriented to the everyday user or does it require specialized knowledge to effectively manipulate? Do you see any barriers users may encounter using the two systems?

**Due:** 11/21/21
6.4. Discussion 10%

**Discussion Forums** – 10% of course grade (Due by 11:55 p.m. Sunday) After completing the readings assigned, respond to the discussion questions. Be sure to address all questions! Please be thoughtful and thorough in posting your responses to discussion questions, and return throughout the week to the forum to read the posts of your classmates. Part of your assignment for each forum is to post responses to other students’ comments. Your responses should do at least one of the following: 1) **extend** the original post with further examples, 2) **challenge** the original post with another perspective, or 3) **question** the original post based on your own understanding. Again, please make these responses thoughtful and thorough. Posts that say nothing more than some variation of “yeah, I agree” will not satisfy the course requirements!

Posts made after that time will not receive credit. Original posts should comprise 1-2 paragraphs and are graded on both content and timeliness.

**Please note:** See the Discussion Forum Grading Rubric on Moodle for details about how this assignment will be graded.
6.5. Discussion Forum Grading Rubric

**ASSIGNMENT – DISCUSSION FORUMS**

**GRADING RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Meets</th>
<th>Below Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your post</td>
<td>Meets length requirement; shows a great deal of thoughtful reflection and engagement with readings; multiple references to specific parts of readings; addresses all questions; participates early and often.</td>
<td>Meets length requirement; shows some thoughtful reflection and engagement with readings; minimal reference to specific parts of readings; addresses most questions; original post and responses to classmates are not on the same day.</td>
<td>Does not meet length requirement; little evidence of thoughtful reflection and engagement with readings; no reference to specific parts of readings; several questions left unanswered; original post and responses to classmates are on the same day.</td>
</tr>
<tr>
<td>Responses to classmates’ posts</td>
<td>Responds to at least 2 classmates’ posts; shows a great deal of thoughtful reflection and engagement with classmates’ posts; multiple references to specific parts of classmates’ posts</td>
<td>Responds to 1 classmate’s post; shows some thoughtful reflection and engagement with that post; minimal references to specific parts of classmate’s post</td>
<td>Responds to 1 classmate’s post; little evidence of thoughtful reflection and engagement with that post; no reference to specific parts of classmate’s post</td>
</tr>
</tbody>
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Scores will be combined into one discussion forum grade at the end of the semester, which will count as 10% of your course grade. Scheduled forum scores will not be posted to Moodle, but if you have questions about your forum posts, please feel free to email me.
7. Course Policies

The following policies apply throughout your enrollment in this course:
7.1. Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligations involve specific points of engagement in course activities and interaction with other course members. Your active engagement in discussion forums and other weekly activities constitutes your participation in this course. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your LSU email and the Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor. Contact the instructor in advance if you are experiencing major life events that will impede your progress.
7.2. Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. Academic misconduct includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the LSU Code of Student Conduct page.
7.3. Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, you will use American Psychological Association (APA) citation style. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the LSU Student Advocacy & Accountability page.
7.4. Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.
7.5. Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services](https://www.lsu.edu/disability/services) page and register for accommodations before you begin your course work.

If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.
7.6. Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read *The Core Rules of Netiquette by Virginia Shea* (1994) to understand the human aspect of online communication.
7.7. Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.
7.8. Syllabus Status

While the syllabus provides the framework for this course and lists assigned readings, it's possible that items will be added or deleted throughout the term.