

UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

INFOST 511 - Organization of Information (3 Credits)
Section 001 - Thursdays 5:30 PM - 8:10 PM - NWQD 1885
Fall 2016

SYLLABUS

Instructor: Margaret Kipp
E-mail: kipp@uwm.edu (best contact method)
Fax: 414-229-6699
Office: NWQB 2574
Office Hours: TBA

CATALOG DESCRIPTION

Introduces basic concepts, historical background, and theoretical, practical, and technological aspects of information organization. 3 credits.

GENERAL DESCRIPTION

Basic principles of information organization. Emphasizes understanding the function and use of catalogues, indexes, bibliographic utilities, and web browsers. Introduction to resource description, metadata, controlled vocabulary, classification and social bookmarking.

PREREQUISITES

- Junior standing. For 500 and 600 level courses it is recommended that an undergraduate student first consult with the appropriate instructor and/or advisor concerning the applicability of this specific course.
- Basic computer facility and technology literacy as listed in the SOIS policy are required:
<http://uwm.edu/informationstudies/academics/graduate/mlis/?target=curriculum/#computer-literacy>

OBJECTIVES/OUTCOMES

Upon completion of the course, students will be able to:

- Explain the concepts behind rules and systems that provide bibliographic and intellectual access to documents;
(Descriptive Cataloguing, Advanced Search, DL Project, Discussions, In-Class Exercises)

- Examine and compare the major traditions in information organization, including cataloguing, classification, indexing and abstracting, and bibliography; **(In-Class Exercises, Basic Search, Metadata, Descriptive Cataloguing, Advanced Search, Name Authorities, Classification)**
- Critically analyse the advantages and disadvantages of each type of bibliographic system; **(DL Project, Advanced Search, In-Class Exercises, Discussions)**
- Design a simple bibliographic tool for a small collection; **(DL Project)**
- Examine multilingual and multicultural issues in information organisation; **(In-Class Exercises, Discussions)**
- Examine current issues in the organisation of information. **(Short Paper, Discussions)**

ALA COMPETENCIES

This course addresses the following MLIS competencies:

- The principles involved in the organization and representation of recorded knowledge and information.
- The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
- The systems of cataloguing, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

METHOD

Lecture/Discussion/Readings/Examples/Exercises – to achieve a satisfactory understanding of the course material and to fulfil requirements of the assignments, students are expected to attend the lectures, read and comment on the readings, participate in discussions and in-class exercises, and explore examples and tutorials.

TIME COMMITMENT

This course requires a weekly time commitment. General university guidelines indicate that a 3 credit course requires a minimum 144 hour time commitment over the course of a term. This time commitment represents a minimum of 9-10 hours of work per week per course. For an onsite class 3 of these hours represent onsite instruction in a classroom; in an online class this time would be spent on independent reading, discussions and in-class exercises.

Each week you may be required to read notes, readings from the reading list associated with that class, participate in discussions, write summaries of readings, complete in-class exercises, explore examples, or complete assignments and projects. It is your responsibility to plan your time in order to complete all activities based on the schedule outlined in this syllabus.

ACCOMMODATIONS

If you need accommodations due to illness, disabilities, scheduling conflicts with religious observances, or other life events (e.g. military service) contact the instructor as soon as possible, preferably by the third week of class as per university policy. Official

documentation may be required depending on the nature of the considerations requested per university policy (http://www4.uwm.edu/secu/docs/faculty/1895R3_Uniform_abus_Policy.pdf).

TEXTBOOK AND READINGS

Taylor, Arlene G. and Daniel N. Joudrey. 2008. The Organization of Information. 3rd ed. Westport, Conn.: Libraries Unlimited. ISBN: 978-1591587002. [Required]

*** Do not buy the 2nd edition of the textbook (or the 1st). It does not contain enough information on RDA, the new cataloguing standard. ***

Readings are listed in the course outline for each class. Readings should be completed before the class. Other course materials, including this syllabus, are available through D2L (<http://d2l.uwm.edu/>).

COURSE OUTLINE

Class	Date	Topic	Readings (complete before class)	Exercises, Discussion, and Tutorials
1	Sept 8	Introduction and History of IO	<ul style="list-style-type: none"> Taylor 2-3; Taylor. 1994. The Information Universe: Will We Have Chaos or Control? American Libraries 25(7): 629-632. http://www.pitt.edu/~agtaylor/articles/TaylorInfoUiv.pdf; Coyle. 2010. Library data in a modern context. Library technology reports 46(1): 5-13. (UWM Library Full Text); 	<p>Discussion:</p> <ul style="list-style-type: none"> Is IO still necessary if we have full text search? What are some examples of IO in everyday life?
2	Sept 15	Metadata and Information Retrieval	<ul style="list-style-type: none"> Taylor 4; Elings and Waibel. 2007. Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives, and Museums. FM 12(3). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1628/1543; Riley. 2010. Seeing Standards: A Visualization of the Metadata Universe. http://jennriley.com/metadatamap/; 	<p>Exercises:</p> <ul style="list-style-type: none"> Metadata Creation <p>Discussion:</p> <ul style="list-style-type: none"> What are the important elements of a metadata schema?

3	Sept 22	Descriptive Cataloguing Standards	<ul style="list-style-type: none"> • Taylor 7; • Williams. 2009. MARC data, the OPAC, and library professionals. Program 43(1): 7-17 (UWM Library Full Text); • Tillet. 2003. What is FRBR?: A Conceptual Model for the Bibliographic Universe. http://www.loc.gov/catdir/cpsd/whatfrbr.html; • Gorman. 1981. The Most Concise AACR2 (p. 499 column 3) in The Longer the Number, the Smaller the Spine. American Libraries 12(8): 498-499. (UWM Library Full Text - JSTOR only); 	<p>Exercises:</p> <ul style="list-style-type: none"> • AACR2 Records • AACR2/MARC Literacy <p>Discussion:</p> <ul style="list-style-type: none"> • What are the major differences between AACR2 and DC? • Why is the FRBR model considered an improvement over AACR2? <p>Tutorials:</p> <ul style="list-style-type: none"> • Cataloger's Desktop (incl. AACR2) • MARC 21
4	Sept 29	Conceptual Bibliographic Structures	<ul style="list-style-type: none"> • Anhalt, J. and Steward, R. A. 2012. RDA Simplified. Cataloging & Classification Quarterly 50(1): 33-42. (UWM Library Full Text); • Cronin, C. 2011. From Testing to Implementation: Managing Full-Scale RDA Adoption at the University of Chicago. Cataloging & Classification Quarterly 49 (7/8): 626-646. (UWM Library Full Text); • Hanson and Parks. 2013. RDA Training and Implementation at the University of Chicago: An Interview with Christopher Cronin. Serials Review 39:136-140 (UWM Library Full Text); • Cross et al. 2014. Implementation of RDA in Canada. Cataloging & Classification Quarterly 52(6-7): 43p. (UWM Library Full Text); • LC Core Elements (skim) http://www.loc.gov/aba/rda/pdf/core_elements.pdf; 	<p>Exercises:</p> <ul style="list-style-type: none"> • RDA in MARC • MARC to BIBFRAME <p>Discussion:</p> <ul style="list-style-type: none"> • What are some of the issues involved in converting from AACR2 to RDA? • How do you envision the features of the catalogue (OPAC) changing to accommodate the FRBR model? <p>Tutorials:</p> <ul style="list-style-type: none"> • RDA Toolkit

5	Oct 6	Name Authorities and Authority Control	<ul style="list-style-type: none"> • Taylor 8; • Salo. 2009. Name Authority Control in Institutional Repositories. <i>Cataloging & Classification Quarterly</i> 47(3-4): 249-261. (UWM Library Full Text); • Lee. 2002. Authority Files in the National Library of Korea. Workshop on Authority Control among Chinese, Korean and Japanese Languages. (9p) http://www.nii.ac.jp/publications/CJK-WS/cjk3-05a.pdf; 	<p>Exercises:</p> <ul style="list-style-type: none"> • Authority Control • AACR2 and MARC Authorities <p>Discussion:</p> <ul style="list-style-type: none"> • Do we still need authorities? • Is main entry still relevant? • What role could name authorities fill on the web?
6	Oct 13	Record Creation Lab	<ul style="list-style-type: none"> • Taylor 5-6; • Kucsma, et. al. 2010. Using Omeka to Build Digital Collections: The METRO Case Study. <i>D-Lib</i> 16(3/4). http://www.dlib.org/dlib/march10/kucsma/03kucsma.html; • Omeluzor et. al. 2012. Implementation of Koha Integrated Library Management Software (ILMS): The Babcock University Experience. <i>Canadian Social Science</i> 8(4): 211-221. http://www.cscanada.net/index.php/css/article/view/j.css.1923669720120804.1860; 	<p>Exercises:</p> <ul style="list-style-type: none"> • OCLC Connexion • AACR2/RDA in MARC • DC in XML • Using Omeka with DC • Using Koha <p>Discussion:</p> <ul style="list-style-type: none"> • What are some of the issues involved with creating standardised records?
7	Oct 20	Subject Analysis	<ul style="list-style-type: none"> • Taylor 9, Appendix A; • Taylor. 1995. On the Subject of Subjects. (9 p) http://www.pitt.edu/~agtaylor/articles/taylor_subjectofsubjects.pdf; • Shirky. 2005. Ontology is Overrated: Categories, Links, and Tags http://shirky.com/writings/ontology_overrated.html ; • Merholz. 2005. Clay Shirky's Viewpoints are Overrated. Peterme.com. http://www.peterme.com/archives/000558.html 	<p>Exercises:</p> <ul style="list-style-type: none"> • Tagging Exercise • Subject Analysis Exercise <p>Discussion:</p> <ul style="list-style-type: none"> • What are the issues surrounding subject analysis? • What methods are used to overcome (attempt to overcome) these issues?
8	Oct 27	Controlled	<ul style="list-style-type: none"> • Taylor 10; 	<p>Exercises:</p>

		Vocabularies	<ul style="list-style-type: none"> • Kipp. 2005. Complementary or Discrete Contexts in Online Indexing: A Comparison of User, Creator, and Intermediary Keywords. Canadian Journal of Information and Library Science 29(4): 419-436. http://hdl.handle.net/10760/8771; • Wells. 2010. The Mississippi Digital Library's Civil Rights Thesaurus. The Southeastern Librarian 58(3): 14-19. http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1371&context=seln; 	<ul style="list-style-type: none"> • Online Books Page • LC Subject Headings (LCSH) • Indexing Exercise <p>Discussion:</p> <ul style="list-style-type: none"> • Controlled Vocabularies and Tags • What role can CVs play on the web? <p>Tutorials:</p> <ul style="list-style-type: none"> • LC Classweb
9	Nov 3	Categorisation and Classification	<ul style="list-style-type: none"> • Taylor 11; • Taylor. 2005. Introduction to Cataloging and Classification. Chapter 15: Decimal Classification. (19 p) http://www.pitt.edu/~agtaylor/articles/ICC10DeweyChapter.pdf; • Gorman. 1981. The Longer the Number, the Smaller the Spine. American Libraries 12(8): 498-99. (UWM Library Full Text - JSTOR only); 	<p>Exercises:</p> <ul style="list-style-type: none"> • Classification Scavenger Hunt <p>Discussion:</p> <ul style="list-style-type: none"> • What are some of the substantive differences between indexing and classification? • How does Roche's theory of basic categories and the issue of fuzzy categories affect classification and indexing?
10	Nov 10	Classification Schemes and Classification Lab	<ul style="list-style-type: none"> • Taylor Appendix B; • Brisco, S. 2004. Dewey or Dalton? An Investigation of the Lure of the Bookstore. Library Media Connection 22(4): 36-37. (UWM Library Full Text); • BISAC (Book Industry Standards and Communication) Tutorial and FAQ (General Issues) https://www.bisg.org/tutorial-and-faq; 	<p>Exercises:</p> <ul style="list-style-type: none"> • DDC • LCC • LC Cutters <p>Tutorials:</p> <ul style="list-style-type: none"> • LCC • DDC

			<ul style="list-style-type: none"> • Fister, Barbara. 2009. The Dewey Dilemma. Library Journal 134(16). http://lj.libraryjournal.com/2010/05/public-services/the-dewey-dilemma/; • Kaplan, Dolloff, Giffard, and Still-Schiff. 2012. Are Dewey's Days Numbered? http://www.slj.com/2012/09/librarians/are-deweys-days-numbered-libraries-across-the-country-are-giving-the-old-classification-system-the-heave-ho-heres-one-schools-story/; • Martínez-Ávila and Kipp. 2014. Implications of the Adoption of BISAC for Classifying Library Collections. Knowledge Organization 41(5): 377-392. (D2L); • Martínez-Ávila and Segundo. 2013. Reader-Interest Classification: Concept and Terminology Historical Overview. Knowledge Organization 40(2): 102-114. (D2L); • Stauffer. 2008. Dewey-or Don't We- Classify? Children & Libraries: The Journal Of The Association For Library Service To Children, 6(2), 49-51. (D2L); • Thatcher. 2010. From the University Press: Why I Hate the BISAC Codes. Against the Grain 22(2): 70-71. https://scholarsphere.psu.edu/files/9880vr69g; 	<p>Discussion:</p> <ul style="list-style-type: none"> • DDC and BISAC
11	Nov 17	Information Architecture	<ul style="list-style-type: none"> • Hutchinson et al. 2005. The International Children's Digital Library: A Case Study in Designing for a Multi-Lingual, Multi-Cultural, Multi-Generational Audience Information Technology and Libraries 24(1): 4-12. http://hcil.cs.umd.edu/trs/2004-24/2004-24.html; • Krug. 2014. Chapter 2: How we really use the Web in Don't Make Me Think, Revisited. http://www.sensible.com/chapter.html; 	<p>Exercises:</p> <ul style="list-style-type: none"> • Card Sort • Website Taxonomy Analysis <p>Discussion:</p> <ul style="list-style-type: none"> • What should a library OPAC do and what features should it have?

			<ul style="list-style-type: none"> • Gallaway and Hines. 2012. Competitive Usability and the Catalogue: A Process for Justification and Selection of a Next-Generation Catalogue or Web-Scale Discovery System. <i>Library Trends</i> 61(1): 173-185. (UWM Library Full Text); • Pirmann. 2012. Tags and the Catalogue: Insights from a Usability Study of LibraryThing for Libraries. <i>Library Trends</i> 61(1): 234-247. (UWM Library Full Text); 	<ul style="list-style-type: none"> • How can the principles of information architecture be used to improve OPACs?
12	Nov 24	Thanksgiving - No Class		
13	Dec 1	Information Visualisation and Display	<ul style="list-style-type: none"> • Fagan et al. 2012. Usability Test Results for a Discovery Tool in an Academic Library. <i>Information Technology and Libraries</i> 31(1). http://ejournals.bc.edu/ojs/index.php/ital/article/view/1855; • Mi and Weng. 2008. Revitalizing the Library OPAC: Interface, Searching, and Display Challenges. <i>Information Technology and Libraries</i> 27(1): 5-22. http://ejournals.bc.edu/ojs/index.php/ital/article/view/3259; • Yang and Hofmann. 2010. The Next Generation Library Catalog: A Comparative Study of the OPACs of Koha, Evergreen, and Voyager. <i>Information Technology and Libraries</i> 29(3). http://ejournals.bc.edu/ojs/index.php/ital/article/view/3139; • Cooper et. al. 2014. Evaluating Possible Uses of a Raspberry Pi in an Academic Library Environment. <i>D-Lib</i> 20(5/6). http://dlib.ejournal.ascc.net/dlib/may14/cooper/05_cooper.html; 	<p>Exercises:</p> <ul style="list-style-type: none"> • OPAC Usability Testing <p>Discussion:</p> <ul style="list-style-type: none"> • What should a library OPAC do and what features should it have? • How can visualisations and display standards be used to improve OPACs?
14	Dec 8	Trends in	<ul style="list-style-type: none"> • Bruce et al. 2011. Seeking an ideal solution to 	Exercises:

		Information Organisation	<p>the management of personal information collections. Information Research 16(1) http://InformationR.net/ir/16-1/paper462.html;</p> <ul style="list-style-type: none"> • Park et al. 2010. From metadata creation to metadata quality control: Continuing education needs among cataloging and metadata professionals. Journal of Education for Library & Information Science, 51(3), 158-176. (UWM Library Full Text); • Cerbo. 2011. Is There a Future for Library Catalogers? Cataloging & Classification Quarterly 49(4): 323-327. (UWM Library Full Text); • Hannemann and Kett. 2010. Linked Data for Libraries. 76TH IFLA Conference 10-15 August 2010, Gothenburg, Sweden. (12p) http://www.ifla.org/past-wlic/2010/149-hannemann-en.pdf; • Alemu et. al. 2012. Linked Data for Libraries: Benefits of a Conceptual Shift from Library-Specific Record Structures to RDF-based Data Models. 78th IFLA Conference August 2012, Helsinki, Finland. (17p) http://www.ifla.org/past-wlic/2012/92-alemu-en.pdf; • Park and Kipp. 2014. Evaluation of Mappings from MARC to Linked Data. 25th Annual SIG/CR Classification Research Workshop, November 1, 2014, Seattle, WA (7p) (D2L); 	<ul style="list-style-type: none"> • Job Ad Analysis Exercise <p>Discussion:</p> <ul style="list-style-type: none"> • What are some of the current trends in information organisation? • How can libraries benefit from new technologies? • What skills are required for IO jobs?
--	--	--------------------------	--	---

ASSIGNMENTS

	Assignment Name	Grad	Undergrad [1]	Associated Classes	Due Date
1	Basic Search Search multiple sites and compare organisational features	5	5	Class 1 [2]	Class 2

	available in each system.				
2	Metadata Create 2 Dublin Core records.	5	10	Class 2	Class 3
3	Name Authorities Locate the correct form of a series of named entities.	5	5	Class 5	Class 6
4	Descriptive Cataloguing Create records in AACR2/MARC and RDA.	5	10	Class 3-6	Class 7
5	Advanced Search Search using controlled vocabularies and discuss the benefits and drawbacks of CVs versus natural language.	5	5	Class 7-8	Class 9
6	Classification Explore the DDC and LCC.	5	10	Class 9-10	Class 11
	Short Paper A short paper on a topic of your choice (800-1000 words).	15	N/A	All Classes	Proposal: Class 4 Paper: Class 10
	Digital Library Project Create a digital library on a topic of your choice and organise it using methods examined in this course.	30	30	All Classes	Proposal: Class 5 DL: Last Class
	Participation (see below)	25	25	All Classes	Last Class
	Total	100	100		

[1] Different requirements for graduate and undergraduate levels will be specified in the full directions for each assignment in D2L where appropriate.

[2] Class numbers are listed in the Course Outline Table. Each class has an associated Class Number (#), Date, Topic, Readings and may have In-class Exercises, Discussions or Tutorials. The assignment table is keyed to the course outline's

class numbers. To determine the exact date an assignment is due, go to the appropriate class number in the course outline table or use the D2L calendar.

Formatting Guidelines for Assignments

Assignments should be written using Arial or another Sans-Serif style font. Do not use red text or highlights for emphasis or to highlight your answers to questions. Remove all extraneous information before submission (e.g. assignment instructions or tips).

Use whatever citation format you prefer. If you are not using a common format such as MLA or APA you should include information about which style guide you are using in the assignment.

Paper submissions will not be accepted. All assignments must be typed on a computer and submitted electronically. Handwritten submissions will not be accepted, even if scanned and submitted electronically.

Assignments may not be submitted in Pages, Microsoft Works, or Microsoft Project as I cannot open these formats. You should save these as a PDF instead. Other common file formats should be acceptable including Open Office formats. If you are using an unusual format you can always check with me first before submission to ensure I can open it.

Due Dates and Assignment Submission

All assignments and projects should be submitted through D2L to the appropriate dropbox before midnight (Central Time) on the due date. Points for late assignments will be reduced 10% per day late after the due date. The dropbox will remain open for the submission of late assignments until the late penalty reaches 100%.

Participation items, including in-class exercises, should be submitted to the appropriate discussion group (see the participation section below) before the discussion group closes. Discussion groups will be open for 1 week before and 1 week after the date of the associated class.

Emailed submissions will only be accepted as a backup to a D2L submission (or in case of D2L errors).

Everything must be submitted by the Last Class (this includes all assignments, papers, projects, and participation). All project and assignment deadlines are in the syllabus. For discussion deadlines check the discussion groups or the D2L calendar. The D2L calendar also contains all project and assignments deadlines. It is your responsibility to keep track of deadlines using the tools provided or by creating your own list of deadlines.

Items submitted early will not be evaluated until their due date. Students are encouraged to complete all Associated Classes listed under Assignments before submitting the assignments since the material in these classes constitutes preparation for the assignments. Submission well before the due date is not encouraged.

Extensions

Students must contact the instructor before each due date for any extensions. Extension requests made prior to the due date do not require any documentation or explanation as long as they are not longer than a week. Simply provide a date/time by which you will submit the assignment. After the deadline the penalties listed under Due Dates will be enforced. Material submitted late after an extension will also be subject to these penalties. Plan your time accordingly.

Technical Issues

You are responsible for accessing tools used in this class in a timely manner in order to complete in-class exercises and assignments. This course assumes you have the required basic computer facility and technology literacy skills as listed in the SOIS policy. Technical issues do not absolve you from the requirement to complete material. If you are having technical issues, you should switch to Firefox as a first step. You may also find the tools do not work from your work place, in which case you should try them from home or on the school machines. I will attempt to provide technical assistance with common problems, but you can also contact soistech@uwm.edu for assistance. If you are a Safari user you should be aware that Safari is the least capable browser for technical work and you will encounter difficulties with the tools in this class.

Extra Credit or Other Special Considerations

Per university policies (see <http://www4.uwm.edu/secu/policies/saap/upload/S29.htm>) extra credit assignments and other special consideration is not possible. Student should make use of the extensions policy outlined above or provide appropriate documentation of special circumstances as per university policies.

Participation

Students are expected to participate in discussion and in-class exercises as a demonstration of their ability to articulate key concepts. Discussion will include individual and group components. Participation is mandatory and constitutes one quarter of the points available for this class.

Participation will consist of all of the following:

- **Completion of the Syllabus Quiz**
 - The syllabus quiz must be completed in the first 2 weeks of class. Points will be entered automatically in D2L.
- **Individual Summaries of Readings**
 - Post 4 analytical summaries of the weekly readings to the appropriate weekly discussion group based on the class associated with each reading.
 - You must post 4 summaries in total, but you may choose the classes for which you wish to contribute the summaries.

- Sign up for 4 sets of readings on the signup sheet posted in the news section of D2L.
- Responses need not exceed 300 words.
- Summaries posted before the date of the class earn a half bonus point each. Be sure to mark this on your course completion checklist to ensure you receive the bonus.
- **Individual Summaries of In-Class Exercises and Discussions**
 - Participation in the in-class exercises and discussions included each week in class.
 - It is recommended that you participate in in-class exercises and discussions in a small group.
 - Each person must post 6 summaries of In-Class Exercises and Discussions throughout the term. These are individual summaries of your groups discussions/thoughts about the in-class exercises and discussion prompts. You may choose when to post these summaries. Summaries are judged individually so it is not enough to sign your name to someone else's summary.
 - Responses need not exceed 300 words.
- **Contributed Article**
 - Contribution of a new article, video, podcast, cartoon, etc. relevant to the class and a short summary (approximately 100 words) explaining its relevance to class. This should be posted to the appropriate weekly discussion group based on the topic. You may choose which week you wish to contribute this item, but ideally your item should be relevant to that week's topic.
 - You may also choose to give a one minute presentation of your article to the class for 1 bonus point. You need to email the instructor at minimum the night before class to arrange this. Please note that your article must be related to the course to receive the bonus point.
 - A signup sheet will be posted in the news section of D2L.
- **Responses to Others**
 - Reading and/or responding to weekly reading summaries and other information posted to the weekly discussion groups by classmates. Points will be allocated based on your reading level (i.e. many, few, nothing read) and/or your responses to others either in the discussion group or in class.
- **Submission of the Course Checklist to the participation dropbox**
 - The completed checklist with all required course elements listed submitted to the dropbox before the last class. You should complete as much as possible of the checklist. Use the checklist throughout the term to ensure you are on track to complete all course requirements.

If you are unable to contribute to small group discussions of readings and in-class exercises you are responsible for providing individual responses to the readings and in-class exercises each week. You will not receive points for discussions in which you did not participate or summaries you did not write.

Code of Conduct/Expectations for this Class

This is a professional programme and professional, courteous behaviour is expected of all participants. It is expected that class members will show consideration for all other members of the class and contribute in a constructive manner which is conducive to a good learning environment. Class members should consider the relevance and appropriateness of their contributions to the class before contributing to the class. Violations of these expectations will result in reduced participation points or other sanctions depending on severity.

Plagiarism and Referencing

Plagiarism is the unacknowledged borrowing of ideas or material from someone else's work. It is considered an academic offence and can be considered grounds for failure in a course or expulsion from the programme. Cite all references and provide credit for all other materials. This applies to all material including images, sounds or videos. A citation (in the format of your choice) with a functioning URL (if relevant) is the minimum required for a reference. (<http://guides.library.uwm.edu/content.php?pid=235714&sid=1949820#6509804>)

You may not resubmit assignments already submitted in other courses or in a previous instance of this course, nor may you submit other people's work as your own. Plagiarism will be dealt with on a case by case basis but will result in a lowered mark on the assignment, failure on the assignment or failure in the course depending on severity and the number of plagiarized items submitted. Points lost through plagiarism may not be replaced by bonus points on other assignments.

It is expected that you will consult and cite the research and professional literature where merited and not rely solely on encyclopaedias, newspapers or unpublished, online sources. Papers where the majority of sources are blogs and Wikipedia (or similar sites) will not be accepted.

Use a common style manual for citations (e.g. APA, MLA, Chicago). Ideally you would choose a citation style guide you have used before, or one you are using in another class.

Technology in the Classroom

Turn laptops, tablets, cellphones, and instant messenger programmes to vibrate or no sound as applicable. Ensure that you are not disturbing the rest of the class if using your laptop, cellphone, tablet, etc. in class. (This also applies to knitting.)

Disruptions, Cancellations, and Illness

In the event of disruption of normal classroom activities due to weather or a flu outbreak the format for this course may be modified to enable completion of the course. Course material is always available on D2L and students will be responsible for completing material online.

Students who are ill should not come to class, but should instead inform the instructor by email that they will not be able to attend class due to illness (or illness in the family).

Grading Scale

96-100	A	Superior work	74-76	C	Work is below standard
91-95	A-		70-73	C-	
87-90	B+		67-69	D+	
84-86	B	Satisfactory, but undistinguished work	64-66	D	Unsatisfactory work
80-83	B-		60-63	D-	
77-79	C+		Below 60	F	

GRADE REQUIREMENT FOR A CORE COURSE

If you are pursuing an MLIS degree, you need to earn at least a B (does not include B-) in this course. See the policy at: <https://uwm.edu/informationstudies/academics/graduate/mlis/> (scroll to find this)

UWM AND SOIS ACADEMIC POLICIES

The following link will take you to UWM pages/links which contain university policies affecting all UWM students.

<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

The following link will take you to pages/links which contain SOIS policies affecting all SOIS students.

<http://www4.uwm.edu/sois/resources/formpol/policies.cfm>

Undergraduates may also find the *Panther Planner and Undergraduate Student Handbook* useful

(<http://www4.uwm.edu/dos/student-handbook.cfm>).

[For graduate students, there are additional guidelines from the Graduate School \(http://uwm.edu/graduateschool/\).](http://uwm.edu/graduateschool/)



This document is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License except where other rights exist.