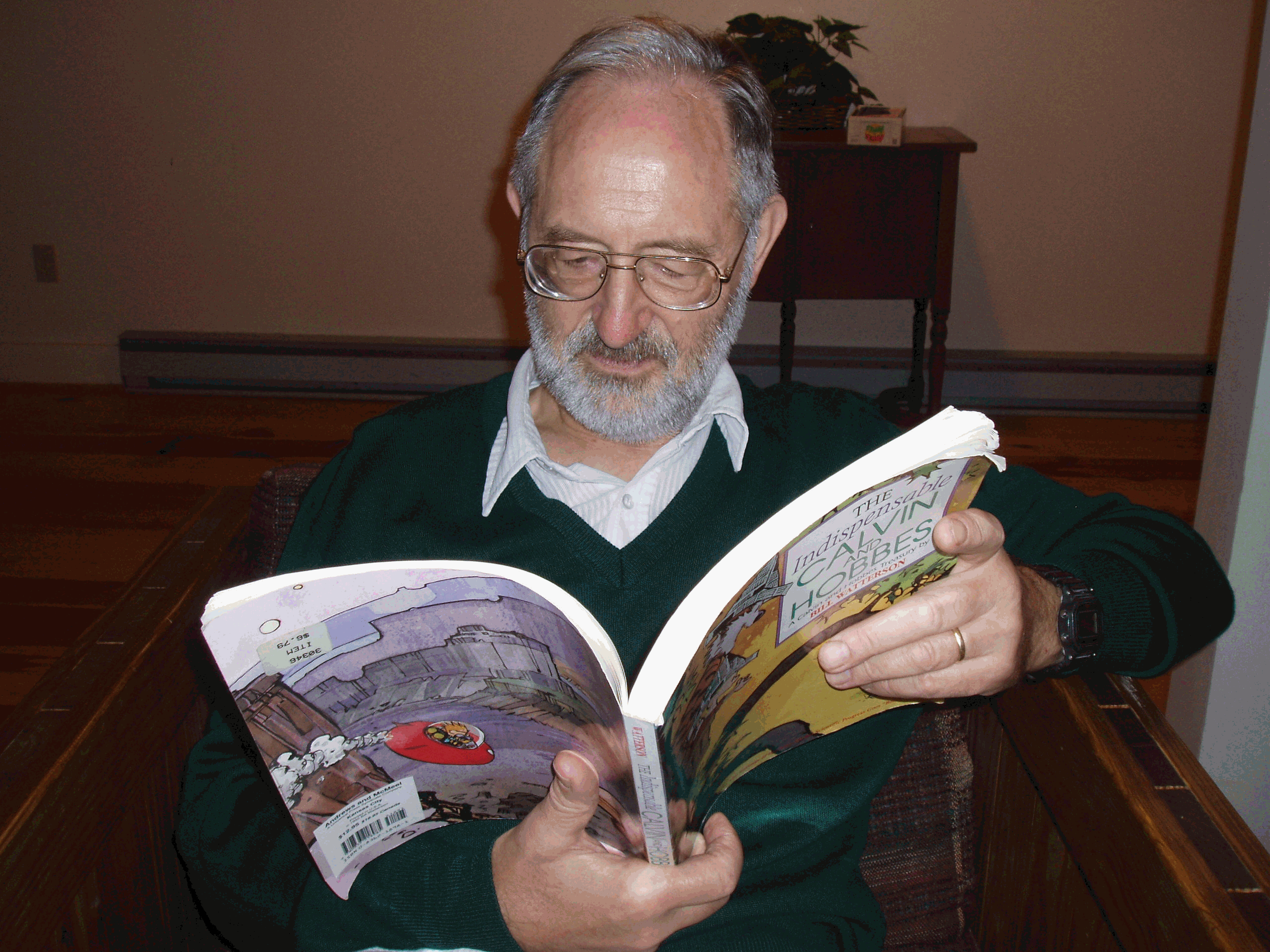
|  |
| --- |
| **cntrd_stacked_blue_gray.png** |
| **SYLLABUS**  **LIS 514: Indexing and Surrogation**  Alternate title: **Knowledge Organization Systems and Subject Metadata**  Department of Library and Information Studies (LIS)  **Fall 2015 Monday, August 31, 2015 to Friday, Dec. 11, 2015 Class day: W**  3 credits – Online Course |

**Instructor Information**



Instructor: Dagobert Soergel

Office: 522 Baldy Hall, Buffalo, NY 14260]

E-mail: dsoergel@buffalo.edu Skype: dsoergel

Phone: Cell 703-585-8240 any time 10a – 11p or set up appt by email

Office Hours: By Appointment

**Course Description**

**Catalog.** Covers principles and practical methods of document representation such as abstracting, indexing, and thesaurus construction. Topics include pre- and post- coordinate indexing, concept analysis, and vocabulary control. Student work focuses on construction and evaluation of indexes and thesauri. Examines the effects of indexing practices on information storage and retrieval and the impact and implications of advancing technologies.

**Instructor.** The course will introduce students to the whole spectrum of knowledge organization systems (KOS): Ontologies, classification schemes, taxonomies, thesauri, etc. and their applications in libraries, enterprise information systems, and the Web. It will discuss KOS functions in information organization and learning, KOS structure and construction, and criteria and procedures for evaluation. Students will develop a segment of a KOS using appropriate software and practice subject metadata creation (subject indexing, abstracting, summarizing) in a subject domain of their choice.

**Course Objectives**

Graduates will able to

1. Explain KOS functions and structure and apply this knowledge
2. Find knowledge organization systems (KOS) that are candidates for a given application
3. Access and acquire KOS, especially through the Web
4. Analyze the structure of a KOS and evaluate its suitability for a given application
5. Develop / modify / maintain KOS
6. Assign subject indexing terms to a wide variety of resources (such as journal articles, books, images, websites, organizations, people)
7. Write indicative and informative abstracts and other summaries
8. Contribute to discussions on automatic subject metadata assignment, semantic enrichment, and automatic summarization
9. Contribute to discussions on the use of KOS in information retrieval systems, both behind-the-scenes component and user interface

**MS in Information and Library Science Program Goals**

This course addresses all four goals of the UB MS in Information and Library Science Program Goals:

1. Graduates demonstrate an understanding of library and information studies, including its historical roots, as well as the creation, representation, organization, dissemination, and use of information.
2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.
3. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.
4. Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).

**Method**

* Lectures and readings
* Hands-on assignment
* Learning blog posts
* A take-home exam that requires integrating and applying concepts
* A reflective paper at the end

**Course Technologies and Course Communication**

All materials and assignments will be on the course website www.dsoergel.com/ublis514

Questions by email to the entire class or to dsoergel@buffalo.com cc: Amy Miller <anmiller@buffalo.edu> or posted to the Slack discussion board.

Assignments, exam answers, paper by email to   
dsoergel@buffalo.com cc: Amy Miller <anmiller@buffalo.edu>

The collaboration platform Slack. You will be invited to join

Individual or group conferences through phone or Skype as requested.

**Computer Requirements:**

Reliable access to the Internet on a computer capable of accessing the Internet is required.

**Required Knowledge and Skills**

Successful completion of LIS 571 Information Organization is required.

**Required Text and Materials**

There is no required text. Required readings are listed and will be available on the course website

**Course Assignments and Grading Policy**

Assignments are listed in the calendar. They are (or will be) available on the course website.

The following are required:

* Assignments
* At the end of parts 1, 2, 3, and 4 each student must paste a reflective blog (learning blog) to the Slack discussion board and each student must post at least one comment.  
  You are encouraged to post learning blogs and comments in between.
* Final exam: Evaluation of a Knowledge Organization System
* A substantial reflective paper on what you learned in the course and how your are planning to use what your learned due at the end of the course.

**Grading:**

Grading is not based on a point system but on a holistic assessment of the student's understanding and achievement of course objectives based on all available evidence. The final exam (evaluation of a Knowledge Organization System) and the reflective paper are major opportunities for the student to demonstrate understanding.

**Tentative Class Schedule**

\*\* See course website

**Course Timing**

The basic principle is that graduate students are adults and in charge of their own learning. For grading, you need to demonstrate at the end that you have reached the learning objectives (put differently, that your learning outcomes match the learning objectives).

**The schedule is somewhat flexible**; use the calendar as a pacing guide to help you keep on track. Exam dates and the term paper due date are fixed (but let me know when you have problems). The only issue is that if you do not keep to the schedule you cannot contribute to the online discussion. A student could go to the materials all by herself and himself and learn, but others learn better interacting in a learning community.

No points are give for assignments, therefore no points can subtracted for late assignments.

**Important General Information (not specific to this course)**

**Accessibility Services and Special Needs:** If you have a disability and may require some type of instructional and/or examination accommodation, please inform me early in the semester so that we can coordinate the accommodations you may need. If you have not already done so, please contact the Office of Accessibility Services (formerly the Office of Disability Services) University at Buffalo, 25 Capen Hall, Buffalo, NY 14260-1632; email: [stu-accessibility@buffalo.edu](mailto:stu-accessibility@buffalo.edu) Phone: 716-645-2608 (voice); 716-645-2616 (TTY); Fax: 716-645-3116; and on the web at <http://www.buffalo.edu/accessibility/>. All information and documentation is confidential.

The University at Buffalo and the Graduate School of Education are committed to ensuring equal opportunity for persons with special needs to participate in and benefit from all of its programs, services and activities.

**Academic Integrity:** It is expected that you will behave in an honorable and respectful way as you learn and share ideas. Therefore, *recycled papers, work submitted to other courses, and major assistance in preparation of assignments without identifying and acknowledging such assistance* are not acceptable. All work for this class must be original for this class. Please be familiar with the University and the School policies regarding plagiarism. Read the [Academic Integrity Policy and Procedure](http://grad.buffalo.edu/Academics/Policies-Procedures/Academic-Integrity.html) for more information. Visit The Graduate School Policies & Procedures page for the latest information at [http://www.grad.buffalo.edu/policies-Procedures/Academic-Integrity.html](http://www.grad.buffalo.edu/policies/).

**University Services:** Students enrolled in distance education courses will have access to services traditionally provided in person; i.e. libraries, labs, academic advising, career services, financial aid counseling, personal counseling, disability services, and other student services as appropriate.

All existing UB policies, i.e. grading, course evaluation, and admission criteria apply to all activities bearing UB academic credit, including distance education.

**Software:** UB provides free licensing of major software packages for UB students, including Microsoft Office and Symantec Antivirus. Please visit <http://www.buffalo.edu/ubit/service-guides/software.html> for more information.

**My Virtual Computing Lab:** Learn how to access the most popular UB-licensed software in the Cybraries and Public Labs directly from your personal computer. These programs are served “from the cloud” and are available on or off campus at any time. With My Virtual Computing Lab you can access: Adobe Acrobat Pro, Adobe Dreamweaver, Adobe Photoshop, Microsoft Office, Minitab, SPSS, and more. Find more information at:

<http://www.buffalo.edu/ubit/service-guides/software/my-virtual-computing-lab.html>

**Library:** As a registered University at Buffalo student you have full access to UB Libraries (<http://library.buffalo.edu>) and online resources available through the libraries. There are many full text article databases. There are resources available under “Get Help” 🡪“Student Support” to assist you in using the library.

Christopher Hollister, MLS, Associate Librarian, is the GSE Librarian. He has offices at 524 Lockwood Library and is available by phone: 716-645-1323; fax: 716-645-3859; and email: [cvh2@buffalo.edu](mailto:cvh2@buffalo.edu) and is available to help.

**Course Evaluations**: At the conclusion of the semester you will receive an email reminder requesting your participation in the Course Evaluation process.  Please provide your honest feedback; it is important to the improvement and development of this course.  Feedback received is anonymous (unless you provide your name in the comments section) and the instructor does not receive copies of the Evaluations until after grades have been submitted for the semester.

optional **Information about the instructor**

Dagobert Soergel is Professor, Department of Library and Information Studies, Graduate School of Education, University at Buffalo since 2009, Professor, College of Information Studies, University of Maryland, 1970 – 2010, and Professore Onorario, Dipartimento di Ingegneria e Scienza dell'Informazione, University of Trento since 2007. He has been working in the area of classification (taxonomy, ontologies) and thesauri both practically and theoretically for over 50 years. He is the author of the still-standard text- and handbook *Indexing Languages and Thesauri. Construction and Maintenance* (Wiley 1974) and of *Organizing Information* (Academic Press 1985), which received the American Society of Information Science Best Book Award, and more than 100 papers and presentations in the area of classification / ontologies and more broadly in information science. He has taught courses at several universities in the US and Germany, and has been offering a long-running tutorial on *Knowledge Organization Systems (KOS) in Digital Libraries* at the European Conference on Digital Libraries (ECDL) and at the Joint Conference on Digital Libraries (JCDL) in the US. He was the chief architect for several thesauri, including the Alcohol and Other Drug Thesaurus and the Harvard Business Thesaurus. He has written about the future of digital libraries and led the editing team for the EU-funded DELOS Network of Excellence in Digital Libraries response to the European Union call for online consultation. He was a member of the Working Group on the DELOS Digital Library Reference Model. 1997. Recent publications include three papers in the Journal of the American Society for Information Science and Technology on the nature of relevance, on sensemaking, and on the topicality of art images. Dr. Soergel received the highest award of the American Society for Information Science, the Award of Merit and in 2009 the Contributions to Information Science (CISTA) Award of the Los Angeles Chapter of ASIST. He received the Governor's Award for Volunteering Excellence (Virginia). Gold Medal, 1993.

Items cited http://[etoh.niaaa.nih.gov/AODVol1/Aodthome.htm](http://etoh.niaaa.nih.gov/)

[www.dlib.org/dlib/december02/soergel/12soergel.htm](http://www.dlib.org/dlib/december02/soergel/12soergel.htm)

[www.delos.info/files/pdf/events/brainstorming\_dec05/DELOSBrainstormingReport\_Final.pdf](http://www.delos.info/files/pdf/events/brainstorming_dec05/DELOSBrainstormingReport_Final.pdf)

More information about the instructor:

GSE Faculty Spotlight [www.dsoergel.com/ublis571-0.0-1Reading1GSEFacultySpotlightSoergel.pdf](http://www.dsoergel.com/ublis571-0.0-1Reading1GSEFacultySpotlightSoergel.pdf)

Short CV [www.dsoergel.com/ublis571-0.0-1Reading2SoergelCVShort.pdf](http://www.dsoergel.com/ublis571-0.0-1Reading2SoergelCVShort.pdf)

Full CV [www.dsoergel.com/ublis571-0.0-1Reading3SoergelCVLong.pdf](http://www.dsoergel.com/ublis571-0.0-1Reading3SoergelCVLong.pdf)

optional **Teaching Statement**

"There are those who look at things the way they are, and ask why?   
I dream of things that never were, and ask why not?"

George Bernhard Shaw as paraphrased by Robert F. Kennedy.

**Guiding principles**. I endeavor to inspire students to look beyond present practice – which, of course, they need to understand – to what could be, so they can become true leaders in the field. Second, I guide students to an understanding of basic, often timeless, concepts and theories – always illustrated by examples and assignments that connect to practice – so that they have a firm foundation both for lifelong learning and for critically examining present practices and reinventing them as needed to better serve users. Thirdly, I imbue students with a spirit of user orientation, so that they bring an understanding of user tasks, sense-making processes, and resulting requirements to everything they do, from structuring classifications and designing Web sites to indexing to formulating queries to presenting results. In all of this I make students think.

**Implementing these principles** requires careful structuring of course materials – often creating a new conceptual framework – and good document design. It also requires guiding students to their own discovery of ideas. For this purpose I often conduct interactive sessions in front of a blackboard on which a framework evolves step by step from student contributions. Face-to-face class sessions with lecture, discussion, and in-lecture exercises supported by extensive lecture notes on paper have served me well in pursuing my teaching goals, but I have also developed online materials that recreate the interactivity to the extent possible.

**I pay great attention to choosing good examples** students can relate to, especially examples that illustrate several concepts and principles, so that students do not need to get familiar with a new example every time a new concept is introduced and, perhaps more importantly, so students can see how several concepts work together in practice.

**Short version:** If you are comfortable with it, please call me Dagobert.

**Long version, optional:**

**On learning communities, power structures, and name customs**

I propose, but do not impose, use of first names all around. So I am happy and prefer to be addressed as Dagobert, but if a student is more comfortable with Dr. Soergel, I will answer to that also.

Here are some relevant thoughts. At its best, a course is a learning community. We are all here to learn, but learning does not mean to listen to and accept the word coming down from on high, it means to analyze critically, to critique, to challenge, to dispute, to discuss, to share viewpoints and ideas. There are differences in what each member brings to the table; each member of the community has a stock of knowledge and a unique set of experiences; of course some are more knowledgeable or experienced than others, but everybody contributes and everybody takes away.

Such a learning community thrives best in a social structure that values and embodies equality and mutual respect. (This is also why I feel very strongly about student participation in academic governance.). Make no mistake, language has a powerful influence on social structure. In many cultures, structures of kinship, power, and authority are ingrained into people's minds through the use of language. The custom of students addressing the instructor as Dr. X but the instructor addressing students by their first name is a case in point. When I grew up in Germany, the general mode of address outside the circle of family, relatives, and close friends was "Sie", equivalent to using last names. Starting in 10th grade, teachers addressed students by their last name or Sie. Formal, but equal. In the US of today, use of first names is commonplace, even among strangers. This makes the custom of inequality in the mode of address, still widely practiced in academia, even more grating. There are variations from unit to unit and from discipline to discipline. In computer science (as in high-tech companies) using first names all around (from chair to students who just started) is the norm.