INF1320: Knowledge Organization
Winter 2016
January 12 – April 5, 2016
Section 1: Tuesdays, 6:30pm – 9:30pm, Bissell 507
Section 2: Tuesdays, 9am – 12pm, Bissell 325

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Texts
All required course readings have been made available through the course website (Learning Portal/Blackboard). Additional texts are available for loan through the Inforum or Robarts.

Aims and Objectives of Seminar
The main purpose of this course is to examine the principles and methods of describing, analyzing and organizing information and materials for storage and retrieval. The course will focus on analyzing systems and practices that respond to social and cultural needs, practically and ethically. The course also provides beginning-level experience with bibliographic utilities, description, metadata, and encoding schemes, choice of entry, construction of headings, authority control, Dewey and Library of Congress classification schemes, and Library of Congress Subject Headings. Students will have the opportunity for basic, in-class tutorials using bibliographic tools.

Class discussions will consider the divergent theoretical, disciplinary, methodological, and interdisciplinary orientations of cataloging and classification. The selected readings act as a provocation to discussion, encouraging students to evaluate the current practices involved in cataloging and classification. Students’ individual understandings of the role of the catalog and of classification in society are at the center of this course’s aims and objectives. The main objective of this course is to transform students from passive receivers of

* A note on the volume of reading: This is a drastically brief introduction to an extremely large subfield. In order to provide an accurate overview of each topic, I have assigned several seminal articles each week. However, I understand that students’ individual interests in each topic will vary. I also understand that students’ workload varies from week to week. Therefore, students should read with discretion.
knowledge into active and autonomous cultural critics. In order to do so, students will develop critical-thinking skills and the ability to communicate their ideas effectively in the form of an analytic argument, which is absolutely essential regardless of one’s academic background or career trajectory. The assignments will ask students to demonstrate both written and oral skills in this regard.

**Assessment**
Assessment is based upon participation in class discussions, participation in class tutorials, group presentations, and two 2,000-word papers on a topic that relates to the readings and reflects the individual interests of the student.

Group presentations: In groups of 3-5, students will prepare a presentation that a) makes connections between readings, b) critically engages the readings by challenging the readings’ assumptions and arguments, and c) provides one question that provokes class discussion. Presentations should not summarize the readings for that week. Groups will present for 20-30 minutes each week at the beginning of class. Students will sign-up through doodle at the beginning of the semester. So long as groups accomplish the above requirements, the group as a whole receives full credit for the presentation.

Midterm and final papers: Papers should demonstrate graduate-level writing skills, a fully developed thesis, the ability to form an analytic argument, and a firm comprehension of and critical engagement with the subject. A thesis is an argument or claim with which one can reasonably disagree. It is not enough for students simply to regurgitate what is already known within cataloging and classification scholarship; this course expects students to engage that scholarship in sophisticated, meaningful ways that reflect their individual interests. Papers should be 2,000 words in length, relate to the readings, and reflect the individual interests of the student. Please consult the grading rubric on Blackboard.

I invite and encourage students to submit rough drafts of the final paper to their assigned TA at least two weeks prior to the due date (so that I have time to offer suggestions and you have time to make any necessary changes). The final paper is due Tuesday, April 5, 2016 at the beginning of class.

Students receive a letter grade, weighted as follows: 50% final paper, 20% midterm paper, 20% group presentation, 10% participation.

**Late Assignments**
I will not accept late assignments (defined as an assignment submitted after the deadline). Extensions will only be granted in the event of illness or emergency. Students will not receive credit for unexcused late assignments. Please let me know of your extenuating circumstance as soon as possible so that we can make reasonable accommodations.
Writing Support
The SGS Office of English Language and Writing Support provides writing support for graduate students. The services target the needs of both native and non-native English speakers and include non-credit courses, single-session workshops, individual writing consultations, and website resources. I strongly encourage all students to avail themselves of these free services.

Academic Integrity
Please consult the University’s website on Academic Integrity, located at http://www.utoronto.ca/academicintegrity/. The University has a zero-tolerance policy on plagiarism as defined in section B.I. 1. (d) of the University’s Code of Behaviour on Academic Matters, located at http://www.governingcouncil.utoronto.ca/policies/behaveac.htm. You should acquaint yourself with the Code.

Accessibility Services
If you have a disability or health consideration that may require accommodation, please feel free to approach me and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

Schedule of Readings

Week One: History

Week Two: Standards and Tools


**Week Three: The Library of Congress and Dewey Decimal Classification**


- Part I. Background, Definitions and Principles (p.1)
- Construction Principles (p. 2)
- Application Principles (p. 3)


Browse the following:

Library of Congress Authorities: http://authorities.loc.gov/


Library of Congress Classification Outline: http://www.loc.gov/catdir/cpso/lcco/


DDC Summaries: http://www.oclc.org/dewey/resources/summaries.en.html
Week Four: Ordering Things

Week Five: Standards and Their Administration

Week Six: Metadata and Representation
Midterm Paper Due

Week Seven: Authority Control and Vocabularies


**Week Eight: The Politics of Searching**


**Week Nine: Linked Metadata**


**Week Ten: Archives**


**Week 11: Visual and Aural Domains**


**Week 12: The final paper is due Tuesday, April 5, 2016 at the beginning of class.**

**Suggested texts:**