

## INF 384c Organizing Information

Unique ID: 27670

Spring 2024

**Class Meets:** 6:30 - 9:30 pm, Thursdays, UTA, Room 1.504

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**Instructor:** A. Arro Smith, PhD (pronounced like the initials “R.O.”)

Office: ZOOM, Mondays 4-5pm; and by appointment

Email: [Arro@utexas.edu](mailto:Arro@utexas.edu)

### Course Description

The course catalog description of this class is as follows:

Introduction to the concepts of information organization, representation, and classification. Consideration of different traditions of practice and user concerns.

This course will begin with a theoretical introduction to four fundamental concepts of information organization: descriptive cataloguing, subject cataloguing, classification, access.

We will apply these concepts to a collection of personal items that each student will identify and work with.

Next, we will dive into actual MARC21 cataloguing with RDA, using the MARCedit application and adding the bibliographic records to a sand-boxed ILS that our class will have access to. We will observe in real-time how changes in bibliographic records affect patron access.

The final project will be a study of an actual library collection, evaluated through the lens of these fundamental concepts of bibliographic control.

### LEARNING OUTCOMES

- Separate content from metadata
- Metadata schema
- Apply rules to create metadata, RDA
- Create basic MARC21 bibliographic records
- Select LC subject headings
- Classify with DDC or LCC
- Use an ILS for bibliographic control

## Course Outline

All instructions, assignments, readings, and essential information will be on the Canvas website at [utexas.instructure.com](https://utexas.instructure.com). Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement.

| Week      | Readings prior  | Lecture subject                                    | Assignment due  |
|-----------|---|--|---|
| 1. Jan 18 |   | Welcome;<br>organization of ourselves              |   |
| 2. Jan 25 | Read "What makes an effective cataloging course?"<br><br>Read Preface<br><br>Read Chapter 1 | Chapter one;<br>expectations                       | 2 pp reflective essay on your expectations after reading Preface and article  |
| 3. Feb 1  | Read Chapter 2  | Metadata;<br><br>Marcia Bates' Invisible substrate | 2 pp. essay briefly describing the metadata for a personal hobby  |
| 4. Feb 8  | Read Chapter 3  | Description  | Revisit Metadata essay on personal hobby:<br>What needs authority control?<br><br>What needs to be described?<br><br>Apply FRBR |

|           |                  |   |   |
|-----------|------------------|---|---|
|           |                  |   | <p>Report, 2pp.</p> <p>Bring an example to class for show &amp; tell</p>  |
| 5. Feb 15 | Read Chapter 4   | <p><b>Subject Headings</b></p>  | <p>Find bib records for books on your hobby subject; note subject headings used; study the LCSH for each one; look at how sub-headings are applied; try to make sense of it all.</p> <p>Report, 2pp.</p>              |
| 6. Feb 22 | Read Chapter 5   | <p><b>Classification</b></p>  | <p>Classify your hobby subject; what is on the shelf before and after? Why?</p> <p>Report, 2pp.</p>   |
| 7. Feb 29 | Read Ranganathan | <p><b>Transitioning from Theory to Practice;</b><br/>introduction to cataloguing applications</p> | <p>Using the Hypothesis application, read the first chapter of Ranganathan carefully. Annotate and comment; comment on annotations. It's a Book Club!</p> <p>Skim the remaining chapters and memorize the 5 Laws.</p> |

|           |                 |                        |  |
|-----------|-----------------|------------------------|--|
| 8. Mar 7  |                 | Diving in to practice  | Using MARCedit, construct bibliographic records for assigned "books"                               |
| 0. Mar 14 | Spring          | Break                  | Use sunscreen, please  |
| 9. Mar 21 |                 | Revising, amending     | Revise your bib record based on critique; add notes fields   |
| 10 Mar 28 | Read Chapter 6  | Standards & policy     | Field trip to PCL  |
| 11 Apr 4  | Read Chapter 7  | Practical Organization | Reflective essay on how you might apply this knowledge (2pp.)                                      |
| 12 Apr 11 | Read Chapter 8  | Library types          | Identify a library to study; contact director or tech services head<br><br>Report, 1p.             |
| 13 Apr 18 | Read Chapter 9  | Ethics                 | Reflective essay on ethical librarianship<br><br>2pp.  |
| 14 Apr 25 | Read Chapter 10 | Tying it all up        | Final project. Case study of a library's organization methods; interview with principal. 10-14 pp. |

## REQUIRED MATERIALS

### *Required –*

Hoffman, G. (2019). *Organizing Library Collections: Theory and Practice*. Roman & Littlefield. ISBN: 9781538108529

### **Readings**

In CANVAS.

## CLASSROOM EXPECTATIONS

**Class attendance:** Please come to class as often as you can possibly can. Unless you are sick; please do not come to class if you are sick.

This class will be conducted with both lectures and seminars. I will lecture and provide examples of the difficult concepts we will read about. Then we will rearrange our class into a seminar and discuss the concepts as applied to your own examples of a collection to be organized. Each student will present their collection for the class to discuss and critique. Later, we will create original bibliographic records, which will also be critiqued and discussed as a seminar.

I expect each colleague to be polite. Some of us are more assertive than others, though. While in seminar mode, you do not have to “raise your hand” to speak; but if you do raise your hand, I will take control of the discussion and “call” on you for a turn.

## ASSIGNMENTS

| Date        | Title  | Expectation   | Points |  |
|-------------|--|---|--------|--|
| January 25  | Reflective essay on your expectations of this class, after reading Hoffman's "What makes an effective cataloging course?"  | 2pp   | 5      |  |
| February 1  | Essay briefly describing the metadata important to one of your own hobbies or interests  | 2pp   | 10     |  |
| February 8  | Revisit metadata essay a report: what needs authority control? What needs to be described?<br>Apply FRBR.<br>Bring an example of this hobby or interest for show and tell.   | 2pp   | 5      |  |
| February 15 | Find bibliographic records for books on your hobby or interest; study the LCSH for each heading used; look at how sub-headings are applied; try to make sense of it all.<br>Report.                                      | 2pp   | 5      |  |
| February 22 | Classify your hobby or interest; what is on the shelf before and after? Why?<br>Report   | 2pp   | 5      |  |
| February 29 | Read Ranganathan using the Hypothesis application. Read the first Law carefully and annotate and comment; comment on annotations. It's a Book Club!<br><br>Skim the rest of the chapters.<br><br>Memorize the Five Laws. | Contribute to the discourse                                 | 5      |  |
| March 7     | Using MARCedit, construct bibliographic records for three assigned "books."  | 3 basic MARC21 and RDA bibliographic records using template | 10     |  |
| March 21    | Revise your first bib records based on critique; add additional fields   | 3 revised bibliographic records                             | 10     |  |
| April 4     | Reflective essay about how you might apply this knowledge  | 2pp   | 10     |  |
| April 11    | Identify a library to construct a case study; contact director or technical services head.   | 1p  | 2      |  |

|          |  |         |    |  |
|----------|--|---------|----|--|
|          | Report.  |         |    |  |
| April 18 | Reflective essay about ethical organization  | 2pp     | 5  |  |
| April 25 | Final project:<br>Case study of selected library's organization methods, including brief interview with principal. | 10-14pp | 28 |  |
|          |  |         |    |  |

### GRADE BREAKS

| Grade | Cutoff |
|-------|--------|
| A     | 94%    |
| A-    | 90%    |
| B+    | 87%    |
| B     | 84%    |
| B-    | 80%    |
| C+    | 77%    |
| C     | 74%    |
| C-    | 70%    |
| D+    | 67%    |
| D     | 64%    |
| D-    | 60%    |
| F     | <60%   |

### COMMUNICATION

In this course CANVAS e-mail and announcements will be used. You will be responsible for checking CANVAS regularly for updates on class work and other announcements. I will make every effort to answer your email in a timely fashion. However, you should not necessarily always expect to get an immediate reply. In particular, please do not expect to get answers to questions about a homework or project assignment within the last few hours before that assignment is due.

### Course Policies and Disclosures

#### ACADEMIC INTEGRITY EXPECTATIONS

Plagiarism, as defined in the 1995 Random House Compact Unabridged Dictionary, is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (as cited in Plagiarism (2017). Wikipedia, <https://en.wikipedia.org/wiki/Plagiarism>). If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism. Here's a resource designed to help you avoid plagiarism: [www.lib.utexas.edu/plagiarism](http://www.lib.utexas.edu/plagiarism)

You are encouraged to discuss assignments with classmates, but anything submitted must reflect your own, original work. If in doubt, ask the instructor.

**It is YOUR RESPONSIBILITY as a student to avoid honor code violations.** Neither ignorance nor accidents excuse violations. If in doubt, ask the instructor and/or err on the side of caution by quoting borrowed text and citing sources of borrowed ideas and text.

**Students who violate University rules on academic dishonesty are subject to severe disciplinary penalties, such as automatically failing the course and potentially being dismissed from the University. \*\*PLEASE\*\* do not take the risk.** We are REQUIRED to automatically report any suspected case to central administration for investigation and disciplinary hearings. Honor code violations ultimately harm yourself as well as other students, and the integrity of the University, academic honesty is strictly enforced. For more information, see the Student Judicial Services site: <http://deanofstudents.utexas.edu/conduct>.

### GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#).

### RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to provide or update a chosen name, that [can be done easily at this page](#), and you can [add your pronouns to Canvas](#).

### DIVERSITY, EQUITY AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength, and benefit to all students. Please come to me at any time with any concerns.

### SERVICES FOR STUDENTS WITH DISABILITIES

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information:

<http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your



Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

## University Resources for Students

### COUNSELING AND MENTAL HEALTH CENTER (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college’s students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

### UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women’s health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

### STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

### Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050.

Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

### TITLE IX DISCLOSURE

Beginning January 1, 2020, TexasSenate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be report it. If you

would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit the [Title IX Office](#) or email [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).