



## SYLLABUS

**IS 520 Information Representation and Organization (Section 003)**  
**ONLINE ONLY Fall 2009**  
**Saturday, 1.10-3.55pm**

**Instructor:** Dr. Bharat Mehra  
**Office:** 454 Communications Building  
**Availability:** Thursday and Friday, 1.00 – 3.00 p.m.  
Or by appointment  
**Contact:** voice: (865) 974-5917; email: [bmehra@utk.edu](mailto:bmehra@utk.edu)  
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**Graduate Teaching Assistant:** Telena Dawn Collins ([tcolli11@utk.edu](mailto:tcolli11@utk.edu))  
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### Catalog Description

The structure and organization of intellectual content regardless of format. Emphasis on how content is created, exchanged, and stored so it can be found. Includes standards and best practice for describing and characterizing intellectual content. Required Course.

### Course Description

This course is an introduction to the basic principles underlying information representation and organization in libraries and other information agencies with the belief that knowing about information representation and organization will provide a strong foundation for understanding how information retrieval systems function to bring information and users together. Topics will include information environments and retrieval tools, approaches to describing subject content, including classification and controlled vocabularies, and issues and practices for description and the choice of access points, including authority control. Students will be introduced to current and future standards for descriptive practice, including metadata standards.

### Prerequisites

None. This is a required course for the degree.

### Course Goals/Objectives

This course is a required course that has been determined by the SIS faculty to contain specialized knowledge appropriate for all information professionals. The course will provide skills that coordinate strongly with those acquired by students

in the required class IS 530 and are related to specialized electives as IS 521 and IS 523. Students should:

- Be able to identify the variety of descriptive practice and retrieval tools used in diverse information communities.
- Know about theories concerning categorization, subject vocabularies, and classification.
- Understand descriptive practices used in libraries and other information institutions, including emerging trends in metadata standards.
- Become familiar with the tools and systems used to create and use descriptive records for libraries, both now and in the past.

### **Expectations/Requirements**

What you gain from this course will depend on the amount of time and work you invest each week. Like other courses, this course is demanding in terms of time and effort. Therefore, you must dedicate adequate time to complete the required activities. We expect you to demonstrate active learning, critical thinking, and problem-solving skills, participate in class discussions, and complete the course requirements satisfactorily and on time. This course is structured to be a rewarding learning experience that will provide meaning for you as an informational professional.

The sessions of the course consist of lectures, demonstrations, discussions, individual and group work, hands-on lab activities, exercises, and exams. During most class sessions, the class time will be divided into lecture followed by hands-on activity and related discussion that will allow you to apply material covered during the class lectures to the “actual doing” of information organization and practice. Your role is to put yourself in the shoes of a user and understand the principles and systems of information representation and organization from the user’s perspective. This will require a lot of self-motivation on your part outside of class hours in order for you to gain maximum benefit from this class and train yourself to become capable and competent information professionals.

Group activities in the course demand that you work with other class members. Collaboration and group work are part of work practices in all information environments. You are responsible for contacting and responding to other group members in a timely manner and for coordinating efforts with others. If you cannot coordinate your efforts, you are responsible for informing your team members and, if needed, the instructor.

Your UTK email address will be used as default for all communications in this course. As new students, it will be worthwhile for you to visit the Office of

Information Technology (<http://oit.utk.edu/>) to get familiar with the resources and support. Both the Innovative Technology Center and Hodges Library offer free workshops on basic and advanced computing and information skills (<http://itc.utk.edu/workshops/>; <http://www.lib.utk.edu/instruction/workshop/>). Additionally, you should become familiar with the following resources: Online@UT for Blackboard (<https://online.utk.edu/>) and the Centra software (<http://liveonline.utk.edu/>). If you prefer to use your personal email, you should configure forwarding messages from UTK email to your preferred email. Your UTK NetID and password are required to access online library materials. You must make sure to regularly visit the online class space located on the Blackboard server because class announcements, updates, assignments, drop-box, and class discussion boards will be made available via that avenue.

It is expected that students have adequate computing skills, including use of word processing, Web browsers, e-mail, including sending and receiving attachment files, and PowerPoint, and the use of the Blackboard Course Management software and the Centra software.

**Other Useful Web sites:**

ANSI/NISO	<a href="http://www.niso.org">http://www.niso.org</a>
Cataloger's Reference Shelf:	<a href="http://www.tlcdelivers.com/tlc/crs/CRS0000.htm">http://www.tlcdelivers.com/tlc/crs/CRS0000.htm</a>
Cataloging & Metadata Resources a Website by Ingrid Hsieh-Yee:	<a href="http://slis.cua.edu/ihy/catmeta.htm">http://slis.cua.edu/ihy/catmeta.htm</a>
Cataloging Discussion Group:	<a href="http://listserv.acsu.buffalo.edu/archives/autocat.html">http://listserv.acsu.buffalo.edu/archives/autocat.html</a>
UDC	<a href="http://www.udcc.org/about.htm">http://www.udcc.org/about.htm</a>
Dublin Core Matadata DC generator	<a href="http://dublincore.org">http://dublincore.org</a> <a href="http://www.ukoln.ac.uk/metadata/dcdot/">http://www.ukoln.ac.uk/metadata/dcdot/</a> <a href="http://www.lub.lu.se/cgi-bin/nmdc.pl">http://www.lub.lu.se/cgi-bin/nmdc.pl</a>
IFLA Section on Cataloging:	<a href="http://www.ifla.org/VII/s13/sc.htm">http://www.ifla.org/VII/s13/sc.htm</a>
Library of Congress: both catalog and authority records	<a href="http://lcweb.loc.gov">http://lcweb.loc.gov</a>
Organization for Advancement of Structured Info Standards (OASIS)	<a href="http://www.oasis-open.org/">http://www.oasis-open.org/</a>
OCLC	<a href="http://www.oclc.org">http://www.oclc.org</a>
RLIN	<a href="http://www.rlg.org/rlin.html">http://www.rlg.org/rlin.html</a>
The Open Archives Initiative (OAI)	<a href="http://www.openarchives.org/">http://www.openarchives.org/</a>
World Wide Web Consortium:	<a href="http://www.w3.org">http://www.w3.org</a>

**Contacting the Instructor**

Feel free to contact me for questions or to share ideas! You are encouraged to drop in (phone) during office hours or set up an appointment if it is more convenient for you. Of course, you can always use e-mail.

## Course Materials

### **Required texts**

1. The Organization of Information (Library and Information Science Text Series) <[https://tmail.utk.edu/exchweb/bin/redir.asp?URL=http://www.amazon.com/Organization-Information-Library-Science-Text/dp/159158700X/ref=sr\\_1\\_1?ie=UTF8&s=books%26qid=1244866119%26sr=8-1](https://tmail.utk.edu/exchweb/bin/redir.asp?URL=http://www.amazon.com/Organization-Information-Library-Science-Text/dp/159158700X/ref=sr_1_1?ie=UTF8&s=books%26qid=1244866119%26sr=8-1)> by Arlene G. Taylor and Daniel N. Joudrey (Paperback). Englewood, CO: Libraries Unlimited; 3rd edition, 2008. ISBN-13: 978-1591587002.
2. The International Federation of Library Associations and Institutions. Functional Requirements for Bibliographic Records: Final Report. By IFLA Study Group on the Functional Requirements for Bibliographic Records. Approved by the Standing Committee of the IFLA Section on Cataloguing September 1997. See the 2009 version available at <http://www.ifla.org/en/publications/functional-requirements-for-bibliographic-records>.
3. NISO. Understanding Metadata, an introduction to metadata, 2004. Available free at <http://www.niso.org/standards/resources/UnderstandingMetadata.pdf>.
4. Furrie, Betty. Understanding MARC, current ed. Washington, DC: Library of Congress. Available free at <http://lcweb.loc.gov/marc/umb>. OR MARC 21 Formats: Contents. Read general introduction and MARC 21 Format for Bibliographic Data. Available at <http://www.itsmarc.com/crs/bib0001.htm>.

### **Recommended texts**

1. Chu, Heting. *Information Representation and Retrieval in the Digital Age*, Medford, NJ: Information Today, 2003. ISBN: 1-57387-172-9
2. Arms, William Y. *Digital Libraries*. [The Online Edition]. Cambridge, MA: The MIT Press, 2000. ISBN: 0-262-01180-8. <http://www.cs.cornell.edu/wya/diglib/>
3. Svenonius, Elaine. *The Intellectual Foundation of Information Organization*. Cambridge, MA: The MIT Press, 2000. ISBN: 0-262-19433-3.
4. Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. Chicago: University of Chicago Press, 1996. ISBN 0-226-81627-3 <http://www.press.uchicago.edu> [Note: this is the official style manual for the School.]

### **Course reserve online via the UTK library**

All class readings (except from the required texts) are available online via the UTK library course reserve service. Additional materials on reserve in PDF format at the UTK Library may also be helpful for your understanding of difficult concepts and while conducting exercises. (The reading list is attached to this

syllabus). You need to enter NetID and password; your computer must have Adobe Acrobat reader installed.

## Assignments and Evaluation Criteria

**Format:** All assignments should be typed and handed-in via the Blackboard digital dropbox. Submissions without identity cannot be credited.

- ♣ **5 exercises 50%**
- ♣ **Midterm Exam 15%**
- ♣ **Final Exam 15%**
- ♣ **Contributions on Discussion Board 20%**

- **Exercises (50% of the total grade)**

The exercises have to be completed in groups. Having group work provides students opportunities to develop a “buddy system” and strengthen ties within the cohort (based on recommendations from course students during past semesters). Also, group work will prepare you for future professional responsibilities since any kind of information-related work requires competency in collaborative work. Each group will consist of 3-4 students self-selected by you (sign-up on Blackboard). If you do not self-select your group members by **September 4 [5.00pm]** then the instructor will randomly assign the students who have not self-selected their group by this deadline. Each group will remain the same for all the exercises during the semester and under usual circumstances changing groups is not possible. If the situation does arise where it is impossible for you work in your group, then you will have to negotiate with other group members to warrant an exchange. If there are complaints from group members about a lack of professionalism (e.g., timely communication and adequate contribution) and unreasonable behavior from one group member then disciplinary action will be taken against who the complaint in being made. For each exercise, the group should submit a brief statement about what each student contributed to the work.

There are five exercises (each exercise is of equal value) that have to be handed in before a specific date/time via the Blackboard digital dropbox. Most of the exercises are all available at the beginning of the semester so you can start the exercise based on your initiative and progress level. It is to your advantage to start as soon as possible so you will have opportunities to revise your responses before the due date based on renewed understanding as the class progresses. If you decide to start work on an exercise early you should wait till the material is covered in class before asking questions from the instructor on that topic in order to get a deeper understanding about the subject matter.

Work completed at the last minute often lacks quality. Always prepare for possible problems that are out of your control when assignments involve using

computers and online resources. Experiment with the bulletin boards on the Blackboard class website by identifying your message as "Test message."

Late submission is subject to point deduction (1 point per day) and will not be credited if the graded assignments have been returned. Mark your calendars for due dates.

- **Midterm and Final Exam (30% of the total grade)**

The exams will be take-home and will be made available on the designated day via the Blackboard class website. You will have one week to complete the take home exam.

Midterm Exam: (October 10 [5.00pm] – October 17 [5.00pm]).

Final Exam: (From December 3 [8.00am] to December 10 [5.00pm]).

No excuses for late exam will be accepted unless there is a health-related emergency for which written proof will be required. It is up to the student to insure that their network connections and technology is working to complete your exams on time. The exams will be open-book exams and you will have the entire time to answer the questions. Individual questions do not have a time-limit and you can change your answers as many times as you want during the assigned time. Each individual student will attempt the exams on their own and not consult any one else while they answer the questions. The exams will comprise of a combination of matching, definitions and examples, multiple choice, short answers, and/or essay.

- **Contributions on Discussion Board (20% of the total grade)**

You are expected to participate in online discussions on class materials via the Blackboard class website (follow guidelines specified on Blackboard). The following are the specific kinds of posts you should make during the semester:

1. On the designated electronic discussion board, post an introduction about yourself and answer the questions listed (by the end of the first week on August 23, 11.59pm).
2. On the designated electronic discussion board, post AT LEAST FOUR electronic messages during the semester sharing new materials on class topics with a review (in your own words) of the shared materials. At least TWO electronic messages should be made before October 11 [11.59pm]. At least two reviews should be on materials covered in class from October 17 – November 21. Your review (at least 200-500 words without counting the bibliographic information) may include discussion of materials posted, reflections on the materials posted, strengths and/or weaknesses of the materials, relevance of the materials to the class topics and/or profession, etc. These new materials must add significant contributions to the topics covered in class and present your responses about the shared materials.

3. On the designated electronic discussion board, share AT LEAST FOUR responses during the semester to new materials posted by other students (submit threads to other students' posts made under point 2). TWO electronic responses should be made before October 11 [11.59pm]. At least two electronic responses should be on materials posted from October 17 – November 21. Your response (at least 200-500 words) may include your reactions to each other's shared materials, pros/cons to arguments presented, etc. Your response should be more substantial than mere agreement or disagreement with your colleague via sharing your rationale and critical insight.
4. On the designated electronic discussion board, post AT LEAST FOUR reactions during the semester to in-class activities (e.g., explanations about relationship of a particular class activity to class readings/ topic of the day, issues pertinent to developing user-centered systems/services related to the particular activity, what you found helpful/lacking in participating in the particular activity, etc.). TWO electronic responses should be made before October 11 [11.59pm]. At least two electronic responses should be on in-class activities conducted from October 17 – November 21. Your reaction pieces should be at least 200-500 words.
5. You may be asked during specific classes during the semester to make additional posts about activities mentioned during the particular class. This is to insure that you are attentive and listening to all class content during the semester.

The instructor will not give separate comments (and grades) on these contributions beyond checking that the posts meet the described criteria of expectation (e.g., word count). This is because the purpose of this assignment is to promote information exchange, develop expertise, and build a community of sharing amongst the student body. As long as you make the necessary number of posts based on the identified criteria, you get the full grade.

NOTE: There will be no grade assigned for in-class participation though I do have system/service use activities for students to participate in during class time. In case you have to miss class, you can play back the archived lecture via Centra and it is then your responsibility to participate in those activities (if you choose to) outside class time. Of course, I will be happy to address your comments and questions via e-mail/phone. Additionally, there are several discussion boards available to you via the Blackboard class space to contribute information related to class content, build an online professional and social community with your student colleagues, and pose questions and comments about various matters of concern. These will be available once UT makes the class module available via Blackboard in August.

This is a SYNCHRONOUS DISTANCE EDUCATION course (as compared to an ASYNCHRONOUS distance education program or correspondence) which means that we meet every week online using the Centra software (you will be introduced

to the system during the new student orientation). During class meetings we will all sign up during that time and talk to each other and participate and discuss aspects about the course. You must purchase a headphone with microphone to participate actively in the class.

Listening to class lecture is important since it is considered essential to learning via this electronic mode of interaction. You will be able to listen to the playbacks if you have to miss a class for whatever reasons, since you are still responsible for the materials covered. Completing the assigned readings and contributing to weekly discussions via the discussion boards on Blackboard are essential and will be counted as part of this grade.

### **On Evaluation and Grading**

Evaluation of your work is based on **quality** not quantity. Thus, all assignments should be **concise, specific, well organized**, and follow **the instructions**; they must be turned in by the **deadline**.

Grading by its very nature is a subjective process, and it is virtually impossible to design exercises that can be objectively quantified with precise numeric scores. Sometimes, mathematical and administrative errors in grading occur; you are entitled to request for a review. Please make your request immediately after the distribution of the assignments, preferably in type-written form to me; after one week, the grades reported to you are final.

### **HOW TO COMPUTE YOUR GRADE**

All assignments will receive a letter grade ranging from A+ to E-. The number of points you can earn on a particular assignment can be calculated by multiplying the number of points for a particular grade (see below) by the weighting for the assignment.

Letter Grades	<u>Points</u>
A +	140
A	130
A -	120
B+	110
B	100
B-	90
C+	80
C	70
C-	60
D+	50
D	40
D-	30
E+	20
E	10
E-	0

For example, if you receive a "B" on one of the exercises, you have earned 10 points (100 X .10 = 10). Here's how it works for the course grade: to earn an "A" you must earn at least 120 points; for a "B" you need at least 90 points; for a "C" you need at least 60 points, and for a "D" you must have at least 30 points. You will receive an "E" if you have less than 30 points.

**Academic Integrity:** "The responsibility for learning is an individual matter. Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that all work presented be the student's own work, not only on tests, but in themes, papers, homework, and class presentation. ..." (*Hilltopics 2004-2005 Student Handbook*, The University of Tennessee, Knoxville, p. 40). Cheating, plagiarism, providing unauthorized help and other acts of dishonesty violate the rule of academic honesty; the offender will be subject to penalties as set forth in *Hilltopics*.

**Special Needs:** If you need course adaptations or accommodations because of a documented disability or if you have an emergency, please contact the Office of Disability Services at 2227 Dunford Hall, Knoxville, or at (865) 974-6087. This will ensure that you receive adequate services to meet your needs.

**Policy on Inclement Weather & Unforeseen Circumstances:** If the university is officially closed, classes will be canceled. I may revise the schedule after the missed session. Any type of arrangements will be discussed with you in advance and announced in class or via e-mail.

**Schedule** (subject to change due to unforeseen circumstances)  
*I encourage you to give me feedback and comments on the course at any time so that I may adjust my teaching plan accordingly. All assignments are due before class starts on the assigned date (unless as identified below).*

Week	Date	Topic and Readings of the Day
Week 1	August 22	Welcome and Syllabus
Class 1		1. Read Taylor Chapter 1
		In-Class Activity
IDENTIFYING + DEFINING INFORMATION		

Week 2 Class 2	August 29	Intellectual works and their manifestations 1. Read Taylor Chapter 2; skim Taylor Chapter 3 2. Read “What is FRBR?: A Conceptual Model for the Bibliographic Universe” (URL: <a href="http://www.loc.gov/cds/FRBR.html">http://www.loc.gov/cds/FRBR.html</a> ) 3. Read IFLA Chapter 3 (URL: <a href="http://www.ifla.org/VII/s13/frbr/frbr.htm">http://www.ifla.org/VII/s13/frbr/frbr.htm</a> ) 4. Read Chu Chapter 1
		In-Class Activity
Week 3	September 5	HOLIDAY Labor Weekend: No Class
DISTINGUISHING + DESCRIBING INFORMATION		
Week 4 Class 3	September 12	Representation of Information Documents; Metadata Definitions 1. Read Taylor Chapter 4 2. Read “NISO: Understanding metadata” (Req. Text)
		In-Class Activity
Week 5 Class 4	September 19	Metadata standards in various environments; Metadata Encoding & Crosswalks 1. Read Taylor Chapter 5 and Chapter 7 2. Read Chu Chapter 3
		In-Class Activity; Due Exercise 1 by 5.00pm.
Week 6 Class 5	September 26	Cataloging content standard: AACR2r 1. Read: Chan, Lois Mai. Cataloging And Classification: An Introduction (2nd Ed.). Chapter 1. Pages: 3-28. 2. Read: Furrie, Betty. Understanding MARC (Machine Readable Cataloging). Current ed. (Available free at URL: <a href="http://lcweb.loc.gov/marc/umb">http://lcweb.loc.gov/marc/umb</a> )
		In-Class Activity

Week 7 Class 6	October 3	Cataloging and authority control 1. Read Taylor Chapter 8 2. Read: Burger, Authority work, pp3-20. 3. Read: Berman, Joy of cataloging; pp xi-xii, 3-6, 35-36
		In-Class Activity; Due: Exercise 2 by 5.00pm.
INFORMATION ORGANIZING TOOLS AND PROCESSES		
Week 8 Class 7	October 10	Digital Libraries 1. Read: Griffiths "Why the web is not a library" 5. 2. Read: Arms, William Y. Digital Libraries. Cambridge, MA: The MIT Press, 2000. Chapters 9. (URL: <a href="http://www.cs.cornell.edu/wya/diglib/">http://www.cs.cornell.edu/wya/diglib/</a> ) 3. Read ANSI/NISO Z39.85 - 2001 Dublin Core metadata element. (URL: <a href="http://www.niso.org/standards/resources/Z39-85.pdf">http://www.niso.org/standards/resources/Z39-85.pdf</a> )
		In-Class Activity
		Take-Home Midterm Examination October 10 [5.00pm] – October 17 [5.00pm]
Week 9 Class 8	October 17	Subject Access and Vocabulary Control 1. Read Taylor Chapter 9 and 10
		In-Class Activity; Due Exercise 3 by 5.00pm.

Week 10 Class 9	October 24	<p>Subject access: Indexing and Abstracting</p> <ol style="list-style-type: none"> <li>1. Read: Lancaster, F.W. Indexing and Abstracting in Theory and Practice. Champaign, IL: University of Illinois, (1991). Chapters 1 – 3.</li> <li>2. Read Chu Chapter 2</li> <li>3. Skim American National Standards Institute. Guidelines for Abstracts. ANSI/NISO Z39.14-1997. Bethesda, MD: NISO Press, 1997.</li> </ol> <p>Indexing of non-textual material</p> <ol style="list-style-type: none"> <li>4. Read: Layne, Sara Shatford. "Some Issues in the Indexing of Images." Journal of the American Society for Information Science 45, no. 8, 1994: 583-588.</li> </ol>
		In-Class Activity
Week 11 Class 10	October 31	<p>Classification Systems</p> <ol style="list-style-type: none"> <li>1. Read Taylor Chapter 11</li> <li>2. Read: Chan, Lois Mai. Cataloging and Classification: An Introduction (2nd Ed.). New York: McGraw-Hill, 1994. Chapters 7 &amp; 11. Pages: 155-169; 259-267.</li> <li>3. Read Chu Chapter 4</li> </ol>
		Due: Exercise 4 by 5.00pm.
Week 12 Class 11	November 7	<p>Introduction to Cognitive Categories.</p> <ol style="list-style-type: none"> <li>1. Read: Iyer, H. Classificatory Structures: Concepts, Relations and Representation. 1995. Chap. 3. pp. 40-57.</li> <li>2. Read: Lakoff, George. Women, Fire, and Dangerous Things. 1987. Chap. 1 &amp; 2. pp: 5-11; 12-57.</li> </ol>
Week 13 Class 12	November 14	<p>System Design and Overview</p> <ol style="list-style-type: none"> <li>1. Read Taylor Chapter 6</li> </ol> <p>Peruse all materials with a focus on key concepts and conceptual relationships</p>
		Due Exercise 5 by 5.00pm.

Week 14 Class 13	November 21	Closing and Wrap-Up
Week 15	November 28	Thanksgiving Holiday: No Class
Week 16		Take-Home Final Exam From December 3 [8.00am] to December 10 [5.00pm]

### Due dates

<b><i>Exercises</i></b>
Exercise 1: IR System and Intellectual Access Due: September 19 by 5.00pm.
Exercise 2: Metadata Records Due: October 3 by 5.00pm.
Exercise 3: Authority Control Due: October 17 by 5.00pm.
Exercise 4: Authorized Subject Headings Due: October 31 by 5.00pm.
Exercise 5: Subject Access and Controlled Vocabulary Due: November 14 by 5.00pm.

### **IS520 Readings on ONLINE Reserve at the UTK Library**

American National Standards Institute. 1997. *Guidelines For Abstracts*. ANSI/NISO Z39.14-1997. Bethesda, MD: NISO Press.

American National Standards Institute. ANSI/NISO Z39.85 - 2001 *Dublin Core Metadata Element*. Bethesda, MD: NISO Press. Available at <http://www.niso.org/standards/resources/Z39-85.pdf> (accessed on May 8, 2003)

*Anglo-American cataloging rules* 2nd; 1998 Revision. Chicago: American Library Association. General Introduction; Part I. Description, Introduction; Chapter 1 General Rules for Description; Part II. Headings, Uniform Titles, and References, Introduction; Chapter 21 Choice of Access Points. Pages: 1-59; 305-32; 354-358.

Berman, Sanford. 1981. *The Joy of cataloging: essays, letters, reviews, and other explosions*. Phoenix: Oryx Press. Introduction; From Sea to Shining Sea; The Cataloging Shtik. Pages: xi-xii; 3-6; 35-36. [also read the 1999 stories about him at Library Juice 2:9 - March 3, 1999 [http://www.libr.org/Juice/issues/vol2/LJ\\_2.9.html](http://www.libr.org/Juice/issues/vol2/LJ_2.9.html)]

Burger, Robert H. 1985. *Authority work: The creation, use, maintenance, and evaluation of authority records and files*. Littleton, Co: Libraries Unlimited. Read: 1 - Authority control: general principles; 2- Creating authority records..., Type of authority data. Pages: 3-11; 14-20.

Chan, Lois Mai. 1994. *Cataloging and classification: An introduction (2nd Ed.)*. New York: McGraw-Hill. Chapters 1, 7 & 11. Pages: 3-28; 155-169; 259-267.

Iyer, Hemalata. 1995. *Classificatory structures: Concepts, relations and representation*. Frankfurt: INDEKS Verlag. Chapter 3. Cognition and categories. Pages: 40-57.

Jul, Erik. 1997. Cataloging Internet resources: Survey and prospectus. *Bulletin of the American Society for Information Science* 42, no.1: 6-9.

Keister, Lucinda H. 1994. User types and queries: Impact on image access systems. In *Challenges in indexing electronic text and images*, eds. Raya Fidel and others, 7-22. Medford, NJ: Learned Information, Inc.

Lakoff, George. 1987. *Women, fire, and dangerous things: What categories reveal about the mind*. Chicago: University of Chicago Press. Chapter 1: The importance of Categorization; Chapter 2: From Wittgenstein to Rosch. Pages: 5-11; 12-57.

Lancaster, F.W. *Indexing and abstracting in theory and practice*. Champaign, IL:

- University of Illinois, (1991). Chapters 1 – 3. Pages: 1 - 40.
- Layne, Sara Shatford. 1994. Some issues in the indexing of images. *Journal of the American Society for Information Science* 45, no. 8: 583-8.
- Lynch, Clifford A. 1995. Networked information resource discovery: An overview of current issues. *IEEE Journal on Selected Areas in Communications* 13, no. 8: 1505-22.
- Perry, Stephen and Lutishoor Salisbury. 1996. The ten most effective ways to search WorldCat on FirstSearch: A practical guide for scholars and practitioners. *RQ* 35, no. 4: 505-18.
- Hsieh-Yee, Ingrid. , 2000. *Organizing audiovisual and electronic resources for access: A cataloguing guide*, Englewood, CO: Libraries Unlimited. Chapter 8. Pages: 255-276.
- Svenonius, Elaine. 2000. *The intellectual foundation of information organization*. Cambridge, MA: The MIT Press. 255p. Chapter 1.
- Weibel, Stuart. 1997. The Dublin Core: A simple content description model for electronic resources. *Bulletin of the American Society for Information Science* 24, no. 1: 9-11.
- Woodward, Jeannette. 1996. Cataloging and classifying information resources on the Internet. In *Annual Review of Information Science and Technology (ARIST)*, Vol. 31, edited by Martha E. Williams, 189-220. Medford, NJ: Information Today.