School of Information Management
INFO 5515 Organization of Information
Fall 2021
Course meets **Thursdays, in person, 11:35am-2:25pm**

Instructor:	Jennifer Grek Martin	**Office hours:**	10am-11:20am M, Th; (mask required)
Office:	Rowe 4028		Virtual appts by request
Website:	Brightspace		
Telephone:	902-494-2462		
E-mail:	jgrekmartin@dal.ca (*Note: I regularly check email Sun-Thurs 9am-4pm*)		

COURSE DESCRIPTION

Organization of Information introduces students to the theory and application of organizing information in various formats. Primary topics throughout the course include description and representation of information in various media; metadata; subject classification theory and techniques; authority control; controlled vocabulary; indexing fundamentals; and the relationship between organization and information retrieval systems. Traditional library-oriented practices, and more recent digital and online techniques, tools, and theories, are examined.

COURSE DELIVERY

*NOTE: **I will deliver this course in person**, which will mainly be lectures and in-class exercises in a classroom setting, with masking and physical distancing in accordance with Dalhousie and Provincial requirements. Even so, local spikes in Covid-19 cases may necessitate a move online. Fear not! I have plans to move the course online if this becomes necessary (see below)!*

If you cannot attend class due to illness, quarantine, vaccinations, or other health-related issues. Please let me know! I can make lectures available through Brightspace (Asynchronously).

In the event we move the course online, we will establish synchronous live lecture sessions during the time that the course is normally offered (11:25am-2:25pm), but all other course material will be delivered asynchronously through our Brightspace page. These materials would be for your educational use only. Do not distribute them outside this class.

COURSE PRE-REQUISITES

There are no course pre-requisites. This course is required for the completion of the MI degree.

COURSE GOALS

1. The course will introduce information organization and retrieval in various media and contexts, providing a foundation for subsequent courses in the School of Information Management and for future information management (IM) professionals.

2. The course will explore a wide spectrum of situations to assist students to understand the chosen subfields within IM, as well as appreciate the complexities of managing information in other subfields.

3. Through in-class discussion, students will develop their ability to think about IM theories and practices, as well as critically examine and question those theories and practices.

4. Students will start developing an organizational vocabulary, which will facilitate further study and research in their chosen subfield and the wider IM discipline.

LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the core competencies of the MLIS program:

Learning Outcome	Relevant MLIS Core Competencies
The broad spectrum of types of data, information, and knowledge	Information Management Leadership User-Centred Information Services
Basic theories and practices of organizing and retrieving information	Management of Information Technology User-Centred Information Services
Methods to describe information resources	User-Centred Information Services
The role of metadata and application of metadata schemes	Management of Information Technology #4: User-Centred Information Services
The similarities and differences between categorization, classification, and subject analysis, and their application to thesaurus design, classification systems, and authority control	Management of Information Technology Information Management Leadership User-Centred Information Services
The challenges of organizing visual, geographic, digital, and online resources	Management of Information Technology Information Management Leadership User-Centred Information Services

TECHNOLOGY USED

The course site, hosted through **Brightspace**, has several functions: storage of digital copies of the syllabus, some readings not available through Dalhousie Libraries, hosting of discussion boards, and notifications of announcements, which you should monitor frequently. You don't want to miss any mention of assignment clarifications or class cancellations!

INSTRUCTIONAL METHODS

- **In-person lecture, discussion, and hands-on applications**. Each week, class will be compromised of a combination of any or all of these things!
- **Readings**. No textbook, so look for readings in the course schedule. Students should read (*or at least skim*) required readings prior to the class date in the course schedule, as they help fill out the lectures and provide potential examples for discussion. If a reading is not available through Dalhousie Libraries, it will be posted to Brightspace.
- **For students in quarantine or who cannot attend class for Covid-19-related issues**. Lectures or slides will be made available through Brightspace.
- **Contact**. The Instructor will be available to answer questions via email or during office hours (masks required). Teams meetings can also be requested.

Should the course move online for any reason, all course materials will be made available through Brightspace, including synchronous lectures during the regular class day and time.

LEARNING MATERIALS

There is no required textbook for this course. The course schedule provides a list of readings per week; **those readings marked with an asterisk are required** and will help flesh out the topics covered in lecture and discussion. Most readings are from academic, peer-reviewed articles, as this course deals with theoretical and foundational principles of organizing information. Feel free to share more everyday OI examples on Brightspace or in discussion!

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also the SIM Grading Policy.

Assignments

Assignment	Description	Weight	MLIS Competencies
Participation	APA workshop (2%) **Due: 17 September 11am-12:30pm,** 2 in-class exercises (2% each) **Due: 23 September** and **4 November,** and the final in-class exercise (4%): **Due: 2 December** **2 Bonus points available for attending Professional In Residence (PiR) events**	10%	Workplace Skills & Attributes
A Personal (Dis?) Organization Scheme	A reflection of an organization scheme you use to organize an aspect of your life. **Due: 7 October**	20%	Information Management Leadership User-centred Information Services
Metadata for Digital Images	Evaluation of metadata schemes used in online digital management databases Details to follow. **Due: 4 November**	35%	Management of Information Technology Information Management Leadership User-centred Information Services Research and Evaluation
Information Architecture: Anatomy of a Podcast	Analysis of organization of information in a podcast. Details to follow. **Due 2 December**	35%	Management of Information Technology Information Management Leadership User-centred Information Services

Citation Style

For this course, use APA style for citations and references. Many IM researchers publish using the APA style guide and, as well, many SIM courses prefer this style for citations and references. Unless a professor states otherwise, use APA for both intext citations and the list of references at the end of the assignments.

For more information on APA style, consult the Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

Participation
I assume that as graduate students in a professional program that you wish to learn this information – and that to get the most out of it, you need to pay attention and participate in discussion or in-class exercises. Therefore, I have assigned participation marks only for specific events or in-class exercises that are 'above and beyond' the usual discussion. This includes attending an APA workshop by Lindsay McNiff **on 17 September from 11am-12:30pm,** and in-class exercises on **23 September, 4 November**, and **2 December**. If you attend these activities (and/or turn in what is required), you will receive full marks for that component. Additionally, there are **2 bonus points:** 1 each for attending 2 workshops hosted by the Professional in Residence (PiR).

CLASS POLICIES

Working in a Face-to-face Environment
In a face-to-face class, the instructor, students, and guests are responsible for demonstrating mutual respect for others in their roles, knowledge, and expertise. However, it is entirely possible that we will be working in an in-person and online *hybrid* environment. Operating successfully in a *hybrid* environment requires cooperation, acceptance, inclusiveness, kindness, courtesy, and above all patience.

Working in an Online Environment
Online learning demands time management on the part of students and instructors. It sometimes seems like we are 'always available': we are not. Online learning puts a heavier burden of responsibility on the student to make time for learning the material, but offers increased flexibility of when and how that happens. Instructors and TAs must work harder to deliver the material in various forms, but at the same time we are faced with the potential misuse of our intellectual property. The instructors do not share your assignments with anyone else, please do not share their recorded lectures or other materials with anyone outside the class.

Stay in contact with the instructors, TAs, and classmates. We recognize this situation is highly unusual, but above all we want a successful term for everyone!

Attendance
I will keep track of attendance, but we live in a changed world, so there may be significant 'ups' and 'downs' for you personally. I get that.

Late penalties for assignments
A penalty for late assignments will be assessed unless prior permission has been given by the instructor to submit an assignment late. Prior permission usually covers extended illness, or medical or family emergencies (see below). Late submissions will be assessed a penalty of five percent (5%) per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero on the assignment.

Missed or Late Academic Requirements due to Student Absence:
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the deadline in question. Some professors may also require a completed Student Declaration of Absence (SDA) form. I do not require the SDA for this course; a timely email will suffice!

SIM Grading Policy

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit,

suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor, as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide Student Accommodation Policy working across all programs and faculties.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate,

violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

The Course schedule may change throughout the term: dates may be altered due to weather (this is Nova Scotia after all!) and readings may be added or deleted. Academic journal articles can be found through Dalhousie Libraries https://libraries.dal.ca/research.html ; other materials will be posted to the course Brightspace page.

Date	Topics	Readings (* = required)
9 September	Introduction to course Data, Information Knowledge Wisdom Why organize? Context and representation	*Badia, A. (2014). Data, information, knowledge: An information science analysis. *Journal of The Association for Information Science & Technology, 65*(6), 1279-1287. Dineen, J.D. & Brauner, C. (2015). Practical and philosophical considerations for defining information as well-formed, meaningful data in the information sciences. *Library Trends, 63*(3), 378-400. *Frické, M. (2009). The knowledge pyramid: A critique of the DIKW hierarchy. *Journal of Information Science, 35*(2), 131-142. *Hjørland, B. (2007). Information: Objective or subjective/situational? *Journal of the American Society for Information Science & Technology, 58*(10), 1448-1456. Rowley, J. (2007). The wisdom hierarchy: representations of the DIKW hierarchy. *Journal of Information Science, 33*(2), 163–180. *Zins, C. (2007). Conceptual approaches for defining data, information, and knowledge. *Journal of the American Society for Information Science and Technology, 58*(4), 479-493.
16 September	Metadata 01 Metadata & Information retrieval Resource description and access points, various media Metadata schemata & Introduction to Dublin Core	*Gilliland, A. J. (2016). Setting the stage. In M. Baca (Ed.), *Introduction to metadata* (3rd ed.). Retrieved from http://www.getty.edu/publications/intrometadata/setting-the-stage/ Greenberg, J. (2005). Understanding metadata and metadata schemes. *Cataloging & Classification Quarterly, 40*(3/4), 17-36. UNC University Libraries. (2021). *Metadata for data management: A tutorial.* Retrieved from https://unc.live/2loMb5n *Riley, J. (2017). *Understanding metadata: What is metadata, and what is it for?* Retrieved from https://groups.niso.org/apps/group_public/download.php/17446/Understanding%20Metadata.pdf (Skimmable!) Government of Canada. (2010). *Standard on metadata. Appendices B-D.* Retrieved from https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=18909 *Woodley, M.S. (2016). Metadata matters: Connecting people and information. In M. Baca (Ed.), *Introduction to metadata* (3rd ed.). Retrieved from http://www.getty.edu/publications/intrometadata/metadata-matters/
23 September	Metadata 02	*Dublin Core Metadata Initiative. (2019). *Dublin Core Metadata Element Set, version 1.1.* Retrieved from https://www.dublincore.org/specifications/dublin-core/dcmi-terms/

	Dublin Core Tutorial with Dr. Louise Spiteri! **Bring a laptop to class**	*Dublin Core Metadata Initiative. (2019). *Creating metadata*. Retrieved from http://dublincore.org/resources/userguide/creating_metadata/ *Gill, T. (2016). Metadata and the Web. In M. Baca (Ed.), *Introduction to metadata* (3rd ed.). Retrieved from http://www.getty.edu/publications/intrometadata/metadata-and-the-web/
30 September	No Class	**Today is National Day for Truth and Reconciliation Federal holiday. University is closed, no classes.** *A thought. There is no way to neutrally organize information… but how can we do it better?*
7 October **Assign 01 is due**	Big Data and Metadata. Guest Lecture: Drs Philippe Mongeon and Colin Conrad!	*Bryant, A. & Uzma, R. (2014). In the realm of Big Data. *First Monday, 19*(2). Retrieved from https://journals.uic.edu/ojs/index.php/fm/article/view/4991 *Rousidis, D., Garoufallou, E., Balatsoukas, P., & Sicilia, M. (2014). Metadata for Big Data: A preliminary investigation of metadata quality issues in research data repositories. *Information Services & Use, 34*(3/4), 279-286. DOI: 10.3233/ISU-140746 Teague, E., & Legeros, J. (2014). Big Data's role in information-centric organizations. *Information Outlook, 18*(3), 18-20. Retrieved from https://www.sla.org/wp-content/uploads/2014/12/BigDataRole.pdf
14 October	Library & Archival cataloguing principles and standards Metadata as bibliographic & authority control	*Amey, C. (2020). Names in Aotearoa: A Personal Reflection on the National Library of New Zealand [Te Puna Mātauranga o Aotearoa's] Experiences with the NACO and SACO Programs. *Cataloging & Classification Quarterly, 58*(3-4), 351-360, DOI: 10.1080/01639374.2019.1707337 (**In this article, find the Dalhousie connection!!**) *Zhu, L. (2019). The Future of Authority Control: Issues and Trends in the Linked Data Environment. *Journal of Library Metadata, 19*(3-4), 215-238, DOI: 10.1080/19386389.2019.1688368 Miksa, F. (2012). The legacy of the library catalogue for the present. *Library Trends, 61*(1), 7-34. DOI: https://doi.org/10.1353/lib.2012.0023 Society of American Archivists. (2021). *Describing archives: A content standard, second edition (DACS)*. Retrieved from https://saa-ts-dacs.github.io/dacs/06_part_I/01_introduction_to_describing_archival_materials.html **Read the introduction of Part I** *Wiederhold, R.A. & Reeve, G.F (2021). Authority Control Today: Principles, Practices, and Trends. *Cataloging & Classification Quarterly, 59*(2-3), 129-158, DOI: 10.1080/01639374.2021.1881009
21 October	Bibliographic structures RDA	*Anhalt, J., & Stewart, R.A. (2012). RDA simplified. *Cataloging and Classification Quarterly, 50*(1), 33-42. DOI: 10.1080/01639374.2011.615378

	FRBR **Bring a non-fiction book to class for an exercise**	*Cridford, T.J. (2019). Cataloguing, Knowledge, and Power. Journal of Radical Librarianship, 5, 61-83. Retrieved from https://journal.radicallibrarianship.org/index.php/journal/article/view/41/43 *Danskin, A. (2013). Linked and open data: RDA and bibliographic control. *Italian Journal of Library and Information Science, 4*(1),147-159. Retrieved from https://www.jlis.it/article/view/5463/7897 Joint Steering Committee for Development of RDA. (2009). *A brief history of AACR.* Retrieved from http://www.rda-jsc.org/history.html *Tillet, B. (2004). *What is FRBR?: A conceptual model for the bibliographic universe.* Retrieved from http://www.loc.gov/cds/downloads/FRBR.PDF Library of Congress Webcasts. (2008). Resource Description and Access [webcast]. Retrieved from https://www.loc.gov/item/webcast-4320 Library of Congress Webcasts. (2009). FRBR: Things you should know, but were afraid to ask [webcast]. Retrieved from https://www.loc.gov/item/webcast-4554
28 October	Metadata as verbal subject analysis Controlled vocabularies Indexing Thesauri **Bring the same book to class as last week.**	Aguilera, J. (2016, July 22). Another word for 'Illegal Alien' at the Library of Congress: Contentious. *The New York Times*. Retrieved from https://nyti.ms/2l31PgH * Gross, T., Taylor, A. G., & Joudrey, D. N. (2015). Still a lot to lose: The role of controlled vocabulary in keyword searching. *Cataloging & Classification Quarterly, 53*(1), 1-39. DOI: 10.1080/01639374.2014.917447 *Jaffe, R. (2020). Rethinking Metadata's Value and How It Is Evaluated. *Technical Services Quarterly, 37*(4), 432-443, DOI: 10.1080/07317131.2020.1810443 * Schultz, W. N., & Braddy, L. (2017). A librarian-centered study of perceptions of subject terms and controlled vocabulary. *Cataloging & Classification Quarterly, 55*(7-8), 456-466. DOI: 10.1080/01639374.2017.135 6781
4 November **Assign 02 is due**	Classification & Taxonomies Cognition and categorization Scientific knowledge, Traditional knowledge Bibliographic classification	**Websites:** Keeling, A., & Sandlos J. (n.d.). *Toxic legacies project*. Retrieved from http://www.toxiclegacies.com/ *Guardians of Eternity*. (2015). Retrieved from https://vimeo.com/150291898 We will watch this in class… *Inuit siku atlas*. (n.d.). Retrieved from http://sikuatlas.ca/index.html **Readings:** *Hjørland, B. (2012). Is classification necessary after Google? *Journal of Documentation, 68*(3), 299-317. Retrieved from http://bit.ly/2B8vYGg *Spiteri, L. F. (2007). The role of causality and conceptual coherence in assessments of similarity. *LIBRES, 17*(2). Retrieved from http://www.libres-ejournal.info/593/ * Cherry, A. & Mukunda, K. (2015). A Case Study in Indigenous Classification: Revisiting and Reviving the Brian Deer Scheme. *Cataloging & Classification Quarterly, 53*(5-6), 548-567, DOI: 10.1080/01639374.2015.1008717

		Examples of bibliographic classification and categorization systems Book Standard Industry Group. (2018). *Complete BISAC subject heading list, 2017 edition*. Retrieved from http://bisg.org/page/bisacedition Library of Congress. (n.d.) *Library of Congress Classification outline*. Retrieved from https://www.loc.gov/catdir/cpso/lcco/ OCLC. (n.d.). *Dewey Decimal Classification summaries*. Retrieved from https://www.oclc.org/en/dewey/features/summaries.html
8 - 12 November: Fall Study Break (yay!)		
18 November	Non-text media (images, music & sound, film, rocks…) Semiotics Semantic Web and Linked Data Guest lecture: Organization (of) Rocks! With Cambria Huff	W3C Semantic Web. (2014). *Resource Description Framework (RDF)*. Retrieved from https://www.w3.org/RDF/ *Raber, D., & Budd, J. M. (2003). Information as sign: Semiotics and information science. *Journal of Documentation, 59*(5), 507. doi: http://dx.doi.org.ezproxy.library.dal.ca/10.1108/00220410310499564 *Resig, J. (2014). Using computer vision to increase the research potential of photo archives. *Journal of Digital Humanities, 3*(2). Retrieved from http://journalofdigitalhumanities.org/3-2/using-computer-vision-to-increase-the-research-potential-of-photo-archives-by-john-resig/ *Southwick, S. B., Lampert, C.K., & Southwick, R. (2016). Preparing controlled vocabularies for linked data: Benefits and challenges. *Journal of Library Metadata, 15*(3-4), 177-190. DOI: https://doi.org/10.1080/19386389.2015.1099983
25 November	Organizing geographic & geospatial data Folksonomies & social media	*Derungs, C. & Purves, R.S. (2016) Characterising landscape variation through spatial folksonomies. *Applied Geography, 75*, 60-70, https://doi.org/10.1016/j.apgeog.2016.08.005 Goldberg, D. Olivares, M. Li, Z, & Klein, A.G. (2014). Maps & GIS libraries in the era of Big Data and cloud computing. *Journal of Map & Geography Libraries, 10*(1), 100-122. DOI: https://doi.org/10.1080/15420353.2014.893944 *Peterson, E. (2006). Beneath the metadata: Some philosophical problems with folksonomy. *D-Lib Magazine, 12*(11). Retrieved from http://www.dlib.org/dlib/november06/peterson/11peterson.html *Syn, S. (2018). Social tags for linked data with Resource Description Framework (RDF). In D. Pennington & L. Spiteri (Authors), *Social Tagging for Linking Data Across Environments: A New Approach to Discovering Information Online* (pp. 39-58). DOI: 10.29085/9781783303403.003 (PDF on Brightspace) **Websites to check out***:* NASA. (n.d.) *Earth observatory*. Retrieved from http://earthobservatory.nasa.gov/ *Pan Inuit trails.* (n.d.). Retrieved from http://paninuittrails.org/index.html

		TED. (n.d). *Adventures in mapping*. Retrieved from https://www.ted.com/playlists/138/adventures_in_mapping. **You don't need to watch all of them. Choose 1-2 that interest you**
2 December **Assign 03 is due**	Putting it all together In-Class exercise	Kaplan, F. (2013). How to build an information time machine. *TED* Retrieved from https://www.ted.com/talks/frederic_kaplan_how_to_build_an_information_time_machine This one is a bit old, but still fun…