Module Objectives

The Internet provides exciting new ways that people can organise and retrieve information, but presents many challenges and opportunities for the information professional. This module examines the ways that information is structured in information systems, both on the Internet and in other applications, for a wide range of applications and users. Students will critically examine how a variety organization and retrieval systems work, learn theoretical and practical foundations for organizing and retrieving text and other formats, and evaluate the state of the art in information organization and retrieval.

Learning Outcomes

On successful completion of this module students should be able to:
1) Think critically about why and how we provide intellectual and physical access to information.
2) Gain familiarity with some established tools and models for organizing information
3) Understand the changing nature of information resources and the process by which such resources are/will be published, organised, represented, retrieved, used and archived
4) Appreciate the impact of information organisation and retrieval on access, intellectual freedom and censorship, equality of access, and freedom of information, and consider the ethics and responsibilities of information professionals
5) Understand the challenges of contemporary information content and practices for organisation and retrieval, including non-textual content, user-generated organizational schemes, structured metadata and classification, cloud computing.

The most important goal of this course is to introduce students to historical and current issues, problems, and approaches in the area of information organisation and retrieval. As such, it will be very discussion-based and students are encouraged to bring in articles or topics of interest.

Assessments

Group case study  40%
Project will involve planning for and setting up an information organisation system for a non-traditional collection of objects. Some of the in-class time will be used to work on this project. Details provided later.

In-class exercises  30%
Students will be asked to work on short group brainstorming activities, individual assignments, and other tasks to be turned in to the instructor. Some of these may also be Blackboard-based assessments and these are indicated in the timetable below.

Reading Responses in Blackboard 30%

Prompts will be put up on Blackboard. You will have one week to complete them. They can only be turned into Blackboard; paper or email copies not accepted. Details for each will be provided later. You will be asked to submit a 700-800 word response that will ask you to reflect on readings. Since the assignments will vary over the term, I will post the assessment evaluation criteria in Blackboard for each assignment.

Readings

All readings will be posted on BB or be on the Web, organised by week. There is no textbook. You are expected to have the readings done BEFORE class. In-class exercises may include short questions on the readings if I find that students are not doing the readings.

I may change the readings if I find ones that are interesting, timely, or based on student questions/interest. If that’s the case, I will make sure I let you know with plenty of notice and put them in Blackboard in the appropriate week’s readings or indicate the Website.

Assessment Submission Policy

• UCD Policy on Late Submission of Coursework is available: http://www.ucd.ie/registry/academicsecretariat/late_sub.pdf
• Assessments must be submitted in Blackboard as indicated on the due date (but can be submitted earlier). Unless you discuss it with me in advance, I will not accept paper or email copies of assignments.
• Assessments submitted up to 1 week late will be deducted 10% and 1-2 weeks late by 20%. Work submitted 2 weeks late will not be accepted under any circumstances.

Plagiarism

• Plagiarism will not be tolerated and will be dealt with per UCD policy. If you have any questions or concerns, please contact the instructor for guidance or refer to one of the following documents.
• UCD policy on plagiarism is available: http://www.ucd.ie/registry/academicsecretariat/plag_pol_proc.pdf
• Further information provided by UCD Library. http://www.ucd.ie/library/students/information_skills/plagiari.html

General Policies

• Attendance is not “required” but note that there will be in-class exercises that you cannot make up. If you are late to class (and you have not discussed with me), you cannot get credit for in-class assignments and cannot make them up.
• Texting, phone calls, and using laptops for purposes can be distracting and disruptive to others. I expect students to be paying attention, participating, and reading. Any kind of disruption will not be tolerated and students will be asked to leave the class and receive a zero for the day and any in-class exercises for that day.
• Standard UCD policies for medical certificates and late policy will be adhered to.
• Plagiarism and other forms of academic dishonesty will not be tolerated.
• If you have questions, please email me and put “IS20020” in the subject line. Please give me up to 24 hours to respond and I will do the same for you. I will communicate with you through your UCD email. **Email is the best way to get hold of me, not telephone or dropping by my office unless it’s during office hours or a pre-arranged appointment.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10/9</td>
<td>Introduction to module Getting to know you What is information?</td>
<td>Bates, Nunberg</td>
<td></td>
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<tr>
<td></td>
<td>12/9</td>
<td>History of information retrieval</td>
<td>Bates, Nunberg</td>
<td></td>
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<tr>
<td>2</td>
<td>17/9</td>
<td>Understanding documents</td>
<td>Brown and Duguid; Grobart</td>
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<td></td>
<td>19/9</td>
<td>Categorisation</td>
<td>Star and Bowker (introduction)</td>
<td>Reading Response #1 assigned</td>
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<td>3</td>
<td>24/9</td>
<td>Collections and attributes</td>
<td>Sweeney, interview with Battelle</td>
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<td></td>
<td>26/9</td>
<td>Search Engines</td>
<td>Buckland, Doctorow</td>
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<tr>
<td>4</td>
<td>1/10</td>
<td>Information Architecture</td>
<td>Beginner’s Guide, Davis</td>
<td>Discussion of final project and team assignments</td>
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<td></td>
<td>3/10</td>
<td>Information Architecture</td>
<td>Beginner’s Guide, Davis</td>
<td>RR #1 due</td>
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<td>5</td>
<td>8/10</td>
<td>Presenting information</td>
<td>Tufte, Parker</td>
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<td></td>
<td>10/10</td>
<td>CLASS CANCELED</td>
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<td>In-class assignment on Blackboard due 12/10 by 5 PM</td>
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<td>6</td>
<td>16/10</td>
<td>Knowledge and organisations</td>
<td>Brown and Duguid</td>
<td>Reading Response #2 assigned</td>
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<td></td>
<td>18/10</td>
<td>Access</td>
<td>Twist, Warschauer</td>
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<td>7</td>
<td>23/10</td>
<td>Databases and Semantic Web</td>
<td>“Managing Technology”, Berners-Lee et al</td>
<td>RR #2 due</td>
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<td></td>
<td>25/10</td>
<td>Folksonomies and Crowdsourcing</td>
<td>Pink, Riehle, Shirkey</td>
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<tr>
<td>8</td>
<td>30/10</td>
<td>BANK HOLIDAY NO CLASS</td>
<td>Udgaonkar</td>
<td>RR #3 due</td>
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<td></td>
<td>1/11</td>
<td>CLASS CANCELED</td>
<td>Udgaonkar</td>
<td></td>
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<td>9</td>
<td>6/11</td>
<td>Data mining Introduction to Data Mining, PRI Marketplace (listen or read)</td>
<td>IDB paper</td>
<td>Reading Response #3 assigned</td>
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<td></td>
<td>8/11</td>
<td>Surveillance and the dark side</td>
<td>BusinessWeek, Rapleaf</td>
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<td>10</td>
<td>13/11</td>
<td>Nontextual materials</td>
<td>Udgaonkar</td>
<td>RR #3 due</td>
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<td>15/11</td>
<td>Nontextual materials</td>
<td>Udgaonkar</td>
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<td>11</td>
<td>20/11</td>
<td>Interfaces</td>
<td>Norman, Gilbert</td>
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<td></td>
<td>22/11</td>
<td>Interfaces</td>
<td>Fairclough, Hazlewood et al</td>
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<tr>
<td>12</td>
<td>27/11</td>
<td>Current issues</td>
<td>Abel</td>
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<td>29/11</td>
<td>Wrapup</td>
<td>IDC paper</td>
<td>FINAL PROJECT DUE ON PAPER IN SILS, 4 PM, 1/12</td>
</tr>
</tbody>
</table>

**Readings**

**Week 1:**

Bates, Marcia (2002). After the dot-bomb: Getting Web information retrieval right this time.
First Monday, 7(1).
http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/971/892


Week 2:

http://epl.scu.edu:16080/~gbowker/classification/


Grobart, Sam. 5 easy ways to stanch the email flood. New York Times (September 7 2011). Available at: http://www.nytimes.com/2011/09/08/technology/personaltech/an-easy-way-to-stanch-the-e-mail-flood.html?_r=1&pagewanted=all%3Fsrc%3Dtp&smid=fb-share

Week 3:

http://searchengineland.com/john-battelle-on-the-future-of-search-38382#

http://www.asis.org/Bulletin/Aug-11/AugSep11_Sweeney.html

Week 4:

http://people.ischool.berkeley.edu/~buckland/purpose.html


Week 5:


http://www.wired.com/wired/archive/11.09/ppt2.html
Week 6:
Morville, Peter (2005). Ambient findability: libraries at the crossroads of ubiquitous computing and the Internet. 29(6). (Blackboard)


Week 7:


Managing Technology @ Wharton (2005). Serendipitous IR (on Blackboard)

Week 8:
No classes so no readings assigned

Week 9:
Business Week (2002). The Underground Web. Available at: http://www.businessweek.com/magazine/content/02_35/b3797001.htm

Introduction to Data Mining (Accessed 1 September 2011): http://www.thearling.com/text/dmwhite/dmwhite.htm


Rapleaf is selling your identity (2010). Available at: http://money.cnn.com/2010/10/21/technology/rapleaf/
Week 10:


Week 11:


Week 12:
