

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Library and Information Studies**

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**MLIS 7360  
Indexing, Abstracting, Thesaurus Construction  
3 SEMESTER HOURS**

### **Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

### **ALA's Core Competences of Librarianship**

*(extracted from ALA's Core Competences of Librarianship 2009, available from*

*<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>*

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. **Technological Knowledge and Skills:** The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. **Reference and User Services:** The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. **Research:** The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. **Professionalism:** The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. **Administration and Management:** The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

### **MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services,

administration and management, and organization of recorded knowledge and information. [ALA CORE COMPETENCES 1,2,3,5,8]

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA CORE COMPETENCES 4]

PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA CORE COMPETENCES 6]

PO 4. Demonstrate professionalism as librarians or information specialists. [ALA CORE COMPETENCES 7]

## INSTRUCTOR

Name: Harold E. Thiele, MLIS, PhD

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Office Hours: 11:00 am to 1:00 pm, Monday through Friday

Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

## COURSE DESCRIPTION

A study of the principles and practices of creating indexes, abstracts, thesauri of information, and other knowledge resources. The course includes evaluation of software aids and overview of professional opportunities. Course Prerequisite or Corequisite: MLIS 7000 or consent of instructor.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

### Textbook

- Cleveland, Donald B. and Cleveland Ana D. (2013). Introduction to indexing and abstracting, 4th ed. Santa Barbara, CA. ISBN: 9781598849769.

### Recommended

- University of Chicago Press Staff. (2010). *Indexes: A chapter from the Chicago manual of style*, 16th ed. University Of Chicago Press; ISBN-10: 0226836142 ISBN-13: 978-0226836140

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>

### Journal Articles

Journal article readings will be listed in the Unit agenda page.

### Online Resource Materials

Online resource materials will be listed in the Unit agenda page.

### Headset



A headset with attached microphone or other microphone and speakers that work with Blackboard Collaborate software. Noise-canceling properties are recommended.

Additional materials posted in BlazeView D2L or in Odum Library Electronic Reserve.

*Positively Impacting Learning Through Evidence-Based Practices*

## **COURSE OBJECTIVES** (*With alignment to MLIS Program Objectives (PO)*).

### **“MLIS Organization of Information” Student Learning Outcomes (SLO):**

Upon completion of this course, the student will be able to:

SLO 1. Create a subject thesaurus. (PO 1, PO 4)

SLO 2. Index knowledge resources in a variety of formats. (PO 1, PO 4)

SLO 3. Create indicative, informative and critical abstracts. (PO 1, PO 2)

SLO 4. Evaluate automated indexing and abstracting tools. (PO 1, PO 3)

SLO 5. Describe professional opportunities for indexers and abstractors. (PO 1, PO 2, PO 4)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

### **General Course Outline:**

Unit 1: Introduction & Nature of Information

Unit 2: History Indexing / Abstracting & Human Language & Communication

Unit 3: Organization of Information

Unit 4: Thesaurus Construction

Unit 5: Information Access & Information Seeking Behavior

Unit 6: Types of Indexes & Subject Analysis & Aboutness

Unit 7: Indexing Process & Journal Indexing

Unit 8: Book Indexing.

Unit 9: Indexing Specific Areas, Image, Audio, and Multimedia Materials .

Unit 10: Indexing & the Internet

Unit 11. Abstracts & Abstracting Process

Unit 12: Computer Tools / Applications & Research in Indexing / Abstracting

Unit 13: Professional Practice, Resources, & Aids

Unit 14: Profession, Careers, & Future

Unit 15: Summation

### **ShareStream Video Pick and Play**

These are short PowerPoint videos that parallel the subject matter in the modules or provide background and instruction for the assignments. PDFs of the PowerPoints are available.

As a general rule, assignments are due before midnight (11:59 p.m.) on the due date.

NOTE: The server that supports BlazeVIEW D2L does its maintenance on Friday nights beginning at 10pm Eastern Time. Maintenance will begin at 10:00 PM Eastern Time on Friday and will end at 7:00 AM Eastern Time on Saturday unless otherwise noted. The BlazeVIEW D2L site will not be available during this time. Experience has shown that BlazeVIEW is often not available at inopportune times, so don't wait until the last moment to submit your assignments.

### **Assignments: (120 points)**

The following list is an overview of the assignments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date. As a general rule, assignments are due before midnight (11:59 p.m.) on the due date.

NOTE: The server that supports BlazeVIEW D2L does its maintenance on Friday nights beginning at 10pm Eastern Time. Maintenance will begin at 10:00 PM Eastern Time on Friday and will end at

7:00 AM Eastern Time on Saturday unless otherwise noted. The BlazeVIEW D2L site will not be available during this time.

The professor reserves the right to modify, add, or remove assignments as conditions warrant.

**Major Assignment List: (120 points)**

Assignment 1: Create a Subject Thesaurus

Value 20 points

Due Tuesday, September 13

Assignment 2: Evaluating back-of-the-book Index

Value 20 points

Due Tuesday, September 27

Assignment 3: Create a back-of-the-book Index

Value 20 points

Due Tuesday, October 12

Assignment 4: Index pictorial, audio, or multimedia material

Value 20 points

Due Tuesday, October 25

Assignment 5: Evaluation of abstracts

Value 20 points

Due Tuesday, November 8

Assignment 6: Creating abstracts

Value 20 points

Due Tuesday, November 22

Graded Discussions: (25 points)

There will be five graded discussions, each worth 5 points. You will be required to post an initial substantive commentary to the discussion topic (worth 3 points) on Tuesday, and then post focused and amplifying responses to two of your classmates' substantive commentaries to the discussion topic (each worth 1 point) on Thursday.

- **Graded Discussion 01 Thesauri**

Value 5 points

Initial posting due Monday, August 22, 2016, Value 3 points

Response due Thursday, August 25, 2016, Value 2 points

- **Graded Discussion 02 Indexing**

- Value 5 points

Initial posting due Monday, September 19, 2016, Value 3 points

Commentary response due Thursday, September 22, 2016, Value 2 points

- **Graded Discussion 03 Abstracting**

Value 5 points

Initial posting due Monday, October 17, 2016, Value 3 points

Commentary response due Thursday, October 20, 2016, Value 2 points

- **Graded Discussion 04 Role of the Internet**

Value 5 points

Initial posting due Monday, November 7, 2016, Value 3 points

Commentary response due Thursday, November 10, 2016, Value 2 points

## **COURSE EVALUATION**

The grading scale will be based on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

A = 90-100 % = exceptional work, exceeds expected graduate level work

B = 80-89 % = consistently good work, meets expected graduate level work

C = 70-79 % = consistently poor work, fails to meet expected graduate level work

D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work

F =  $\leq 60$  % = missing, incomplete work, fails to meet expected graduate level work

### **Standards for core courses:**

**No grade below a C will be credited toward a VSU graduate degree.** To be **eligible** to receive an A in this course a student must complete every assignment.

Reminder: This is a core course, and those of you admitted fall 2012 or thereafter must earn a grade of “B” or better in this course in order to receive credit for it. Those same students must successfully complete each assignment marked as “necessary to fulfill requirements for this course,” indicated by “**a required SLOA.**”

### **Technical Requirements:**

All assignments must be submitted using computer programs that are compatible with VSU supported products. MS Office 2010 is officially used by the VSU faculty and administration. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010 compatible format (.doc or .docx). **Work submitted in non-compatible formats will not be accepted and will not be graded.** You can obtain a copy of Microsoft Office 2013 at a reduced student price through [Microsoft store for students](#). Both Windows and Mac versions are available.

You are to use the underscore “\_” instead of a space “ ” in your file names. Spaces in a file name translate as %20 code and a penalty will be applied.

Grammar, punctuation, and spelling count. **Use the spell and grammar check in your word processor.** The Publication Manual of the American Psychological Association, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

### **Communication:**

For questions regarding the course, please communicate with me through the BlazeView D2L site for this course. If your question is personal, please use the BlazeView D2L course mail feature. If you have a general question whose answer may be of interest to your classmates, please post it to the “Questions” topic on the discussion boards.

## **ATTENDANCE POLICY**

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required online presentation within **Blackboard Collaborate**. If required, the presentations will be scheduled in consultation with class members. They may be regularly scheduled Live Classroom sessions using **Blackboard Collaborate**.

### **Withdrawal:**

You may drop the course without academic penalty on or before the official withdrawal date, October 13, 2016. As discussed on pages 19-21 of the VSU graduate catalog, "Students may petition for an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

## **PROFESSIONALISM**

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

## **ACCESSIBILITY STATEMENT**

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348

(TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.