UNC SILS

- ~300 Master's students (75% MSLS, 25% MSIS)
- ~60 doctoral students
- ~40 undergraduate majors and minors
- Most of the graduate students come from the humanities or social sciences

INLS 520

- **INLS 520 Organization of Information**
  Introduction to the problems and methods of organizing information, including information structures, knowledge schemas, data structures, terminological control, index language functions, and implications for searching.

- One of four core courses **required** for all Master's Students (MSLS and MSIS)

- **Prerequisite** for INLS 620: Web Information Organization, INLS 720: Metadata Architectures and Applications, and INLS 721: Cataloging Theory and Practice

Using TDO in 520

- **Core textbook**; use (mostly) every chapter
- Nearly the **same schedule as Berkeley** Info 202 course (intentionally)
- Around one chapter per week, **interspersed with other readings** (mostly articles but also Kent's *Data and Reality*)
- Recent syllabus at http://aeshin.org/teaching/inls-520/2013/fa/schedule/

INLS 201 (was 101)

- **INLS 201: Foundations of Information Science**
  Examines the evolution of information science; information representation, organization and management; search and retrieval; human information seeking and interaction; organizational behavior and communication; policy, ethics and scholarly communications.

- Fulfills a **General Education Requirement**
  (Social and Behavioral Sciences)

- **Prerequisite** for applying to the undergraduate BSIS program

Using TDO in 201

- Used **only during the first part** of the course ("Information Organization")

- Use **three chapters**: "Foundations," "Categorization," and "Classification"

- Recent syllabus at http://aeshin.org/teaching/inls-101/2013/fa/schedule/

The Good

- Provides an excellent framework for **teaching across domains**
- Developing **a common vocabulary** is very useful; can feed into other courses
- Students like the **rich diversity of examples**

The Bad

- **Chapters are long** and internally tightly coupled
- A lot of description and **not enough prescription**
- **Needs more integrated activities** / self-tests / etc.

I'd like to see

- A **teaching guide**
- **Repository** of activities / assignments / projects / test questions
- Further **stripping down and modularization** of the core text
- Some process for **"forking" or customizing** the book