

Information Studies 293, UCLA
Fall, 2006
Thursdays, 9:00am-12:30pm
GSE&IS Room 245

Information Retrieval PhD Seminar

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Course Assignments

40% In-class presentations and short papers (2 @ 20%)
40% Seminar paper
20% Class participation

Late assignments will be marked down 2 points per day late. **No assignments will be accepted after 5pm Thursday, December 14 without advance permission from the instructor.**

In-class presentations and short papers

Each student will choose one author from each of the following two lists. (UCLA faculty have made important contributions to IR but are excluded from the lists to avoid undue praise or embarrassment.)

Identify four publications (journal articles, conference papers, book chapters, etc.) as the most representative of the author's career work. Present to the class (i) an overview of the historical context in which the author's intellectual contributions were made, (ii) a summary of the arguments developed in your chosen publications, and (iii) an evaluation of the impact, actual and potential, of those arguments on the subsequent direction of IR research. Note especially the theoretical claims made in the publications that you choose. Each presentation should last 10 to 15 minutes; you should expect to field questions from the class following your presentation.

Your analysis also will be presented in written form:

- 1-page handout distributed to the class at the time of your presentation
- 2 to 3-page paper due one week after your presentation

Each document should summarize the points from your presentation and include the list of references. Reference formats should be based on the *Publication Manual of the*

American Psychological Association, 5th ed. (2001). Washington: DC: American Psychological Association.

Presentations will be timetabled in weeks 4-10; the timetable will be determined in class in week 1 (Oct 5). Grading is based on the quality of the analysis and critique of the selected material.

• Cognitive/behavioral approaches:

Nicholas J. Belkin

Micheline Beaulieu (also published as Hancock; Hancock-Beaulieu)

David C. Blair

Bertram C. Brookes

Stephen P. Harter

Peter Ingwersen

Gary Marchionini

Tefko Saracevic

Linda C. Smith

Patrick Wilson

• Algorithmic/bibliometric approaches:

Abraham Bookstein

Cyril Cleverdon

William S. Cooper

W. Bruce Croft

Susan T. Dumais

F. Wilfrid Lancaster

Katherine W. McCain

Miranda Pao

Stephen E. Robertson

Gerard Salton

Karen Sparck Jones

Jean Tague (also published as Tague-Sutcliffe)

Donald R. Swanson

C. J. (Keith) Van Rijsbergen

Seminar paper

Your topic in this term paper should be a theory or model originally developed outside the field of library and information science that you believe to be useful — actually or potentially — for understanding a particular aspect of information retrieval. In your paper, you should (i) describe the historical and intellectual context in which your chosen theory was formulated, (ii) assess the value of prior applications (if any) of your chosen theory to explanations of IR-related processes, and (iii) further justify your choice by demonstrating how our understanding of IR might be improved in the future through appropriate application of your chosen theory.

Please meet with the instructor during office hours to discuss and develop your topic.

Due dates:

Week 3 (Oct 19): Declaration of intent (title; one-paragraph description of topic; at least three relevant references)

Exam week (Dec 14): Paper due by 5pm (do not miss class to finish your paper!).

Submit the paper in print form to my mail box and also in electronic form to

borgman@gseis.ucla.edu.

The seminar paper format and content are to follow the *Publication Manual of the American Psychological Association*, 5th ed. (2001). Washington, DC: American Psychological Association.

Class participation

Readings are to be completed prior to the class meeting for the week. The grade for class participation will be based on preparation for the discussion, contributions to the discussion, and attendance. Grading is based on *quality*, not *quantity*, of participation.