Marissa Galloway
November 19th, 2025
LIS-405-H002
Week 14 Assignment

Build Your Own Taxonomy - Final

Topic Statement

This taxonomy features the topic of biomes and was created in order to see a visual and organized representation of the many different types of ecosystems on our planet. I was personally interested in seeing how this topic could be expressed in the form of a taxonomical structure with relevant controlled vocabulary.

Scope Notes

In this taxonomy, I included five major biomes of our planet, including aquatic, grassland, forest, desert, and tundra biomes. Each of the five major biomes is then separated into subcategories. Relevant narrow terms (NT) and related terms (RT) are included along with the five primary categories, which have been labeled as preferred terms (PT). The label “UF” for “use for” is also included to better distinguish between connected terms. Based on various source information, I excluded many minor subcategories within certain biomes if they were indistinguishable from others or if they could be included within more common categories.

Initial Hierarchy: Biomes (BT) – Ecosystems (RT)

- **Aquatic (PT) – UF: Water, Water-Based**
  - **Freshwater (NT) -** Clear Water (RT), Non-Saline (RT)
  - **Marine (NT) –** Ocean (RT), Sea (RT), Pelagic (RT)
  - **Brackish (NT) –** Briny (RT), Estuary (RT)
- **Grassland (PT) – UF: Steppe, Pasture**
  - **Savanna (NT) –** Plain (RT), Pampa (RT)
  - **Prairie (NT) –** Field (RT), Meadow (RT)
  - **Steppe (NT) –** Flatland (RT), Lowland (RT)
- **Forest (PT) – UF: Woodland, Forestland**
  - **Tropical Forest (NT) –** Rainforest (RT), Jungle (RT)
  - **Temperate Forest (NT) –** Woodland (RT), Forestland (RT)
  - **Boreal Forest (NT) –** Taiga (RT), Subarctic Forest (RT)
- **Desert (PT) – UF: Arid Region**
  - **Hot and Dry Desert (NT) –** Arid (RT)
  - **Semiarid Desert (NT) –** Semi-Desert (RT), Droughty (RT)
  - **Coastal Desert (NT) –** Littoral (RT)
  - **Cold Desert (NT) –** Polar Desert (RT)
- **Tundra (PT) – UF: Cold Desert**
  - **Antarctic Tundra (NT) –** Polar Region (RT), Antarctica (RT)

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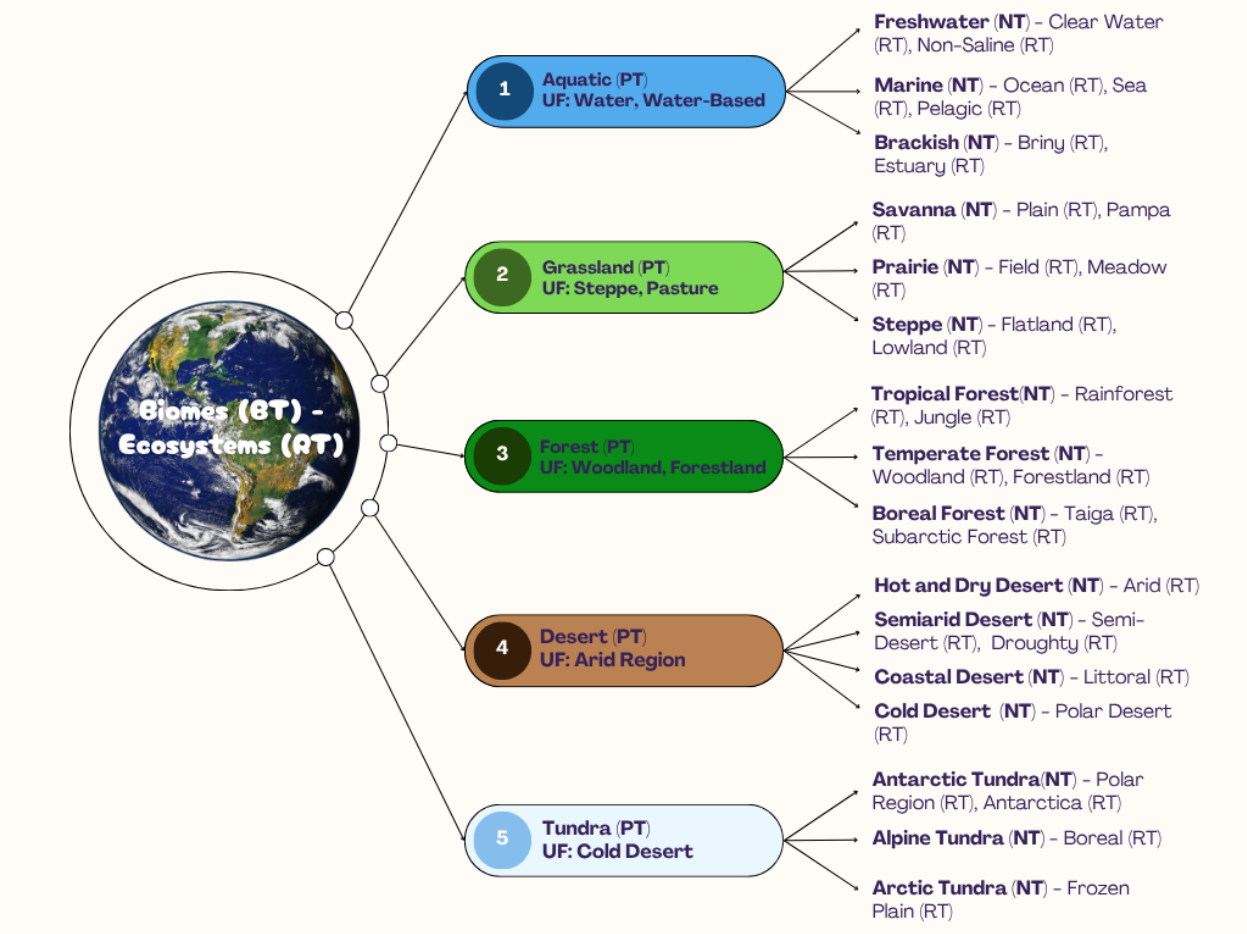
- **Alpine Tundra (NT) –** Boreal (RT)
- **Arctic Tundra (NT) –** Frozen Plain (RT)

Graphical Hierarchy



Reflective Statement

In my initial outline for this taxonomy, I received helpful feedback regarding the number of categories. My original outline included two major categories, terrestrial and aquatic, and then split into ten subcategories. The instructions stated that there should be a minimum of three top level categories, which I rectified in the updated taxonomy that now features five major categories: Aquatic, grassland, forest, desert, and tundra. I feel as though this updated version is a more accurate and easier to read representation of the topic. In addition, I received the recommendation to arrange my graphical hierarchy in a way that was less confusing as the original graphic had a lot of information crammed into a small space. For the updated graphical hierarchy, I completely rearranged the layout, improved the spacing, and removed many of the unnecessary

subcategories that were present in the original. These updates have greatly improved the readability and user-friendliness of the graphic representation of the information.

In a library and information science context, this exercise has shown the importance of organization of information, particularly through the process of finalizing the taxonomy. In my experience with this assignment, having to recreate and alter the original taxonomy in order to improve readability emphasized how crucial it is to present information clearly and efficiently. This assignment is directly applicable to the field of library and information science because it has underscored the significance of effective organization of knowledge and provided firsthand experience in a practical way. My understanding of information organization changed significantly through the course of completing and revising this taxonomy. This assignment has shown how organized information is much more useful and easier to understand and that even slight changes in layout, wording, etc. can make the presentation of knowledge have a greater impact. Overall, the process of creating a taxonomy was enlightening and enjoyable, although more difficult than I had originally anticipated.

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