

Catholic University of America, School of Library and Information Science

## LSC 551 Organization of Information Spring 2007

Course Meeting	Instructor
Wednesday 1:10-3:40 PM Location: 208 Marist Hall	Youngok (Young) Choi Office: Marist Hall #245 Office hours: T 11:-1:00 PM, and by appointment Office phone: (202)319-6275 E-mail: choiy@cua.edu

### Course Description:

This course introduces students to the basic principles of organizing information for facilitating access. It covers the nature, forms, and media of information and knowledge; the nature of user information needs and implications for information organization; terms and concepts related to information organization; principles of information representation, encoding, authority control, and subject analysis; methods of information organization; classification principles, structures, and applications; the use of controlled vocabulary and natural language for subject analysis, standards, and filing systems; and the relationship of information organization to access mechanisms. Traditional and more recent computer techniques, tools, and theories will be studied.

### Course Goals:

This course is designed to:

- introduce concepts and challenges specific to information organization
- explore the interconnections between information organization and the retrieval and access of information
- promote reasoned thinking and problem solving skills related to information organization.
- prepare students for work in libraries, information centers, or other organizations that organize large bodies of information.

### Course Objectives:

At the end of this course students should be able to evaluate and apply an understanding of:

- Fundamental concepts of information organization and models of information transfer involving humans and systems.
- Basic principles of bibliographic control and access.
- Basic principles of computer based control and retrieval of information.
- Different types and uses of information representations or surrogates.
- Relationships between methods and structures of file organization and techniques of accessing information.
- Characteristics of user information seeking behavior and how these characteristics affect and are affected by systems for organizing and representing information.
- Emerging encoding and metadata standards for information description and access.

- The relationship of XML to HTML and the importance of XML in organizing web based information resources.

## Course Materials:

### *Required Textbooks:*

Taylor, Arlene. *Organization of Information*, 2<sup>nd</sup> edition. 2003. (This is available at the Catholic University Bookstore.)

### *Supplemental Readings:*

When necessary, additional readings will be assigned and listed in the bibliography posted on Blackboard (<http://bb.cua.edu/>).

(Note: Additional suggested books)

Rowley, Jennifer E. and John Farrow. *Organizing Knowledge: An Introduction to Managing Access to Information*. 3rd ed. 2000.

Svenonius, Elaine. *The Intellectual Foundation of Information Organization*. Boston: MIT Press. 2000

Wilson, Patrick. *Two Kinds of Power: an Essay on Bibliographic Control*. University of California Press, 1968.

## Grading:

*Grades for this course will be based upon the following:*

Requirement	Contribution to Grade	Description & due date
MARC and a short quiz	10%	
Metadata exercise	10%	
A thesaurus project	15%	A detailed instruction will be handed in class.
Panel paper and presentation  (A panel discussion will be scheduled starting from Week 6. The half of the class time will be dedicated to a panel.	30%	Sing up for a panel you will participate in discussion. Each panel will have 3-5 members. Then, choose one moderator, and discuss your focus in panel discussion. Prepare your discussion (background, problems, issues, trends, and so on). In addition to presentation, you will write your topic in a research paper format and submit an electronic copy of it in two weeks after your presentation.  Topics, an instruction of writing and presenting your paper, and a schedule of a panel discussion will be handed in class and posted on BB.
Summary of four articles from reading  (A detailed guideline will be available on BB)	10%	Choose an article (except the textbook chapter) from readings during three weeks' period (week 2,3, & 4; week 5,6, & 7; week 8,9, & 10; week 11, 12, & 13). Summarize it on your own words (its argument, method, findings, implications, your critics, and so on) and hand in your summary in class of the last week of each period.
Class attendance	5%	
Final exam	20%	
Total	100%	

**Point totals converted to letter grades:**

A: 94 – 100    A-: 90 -93  
 B+: 86-89    B: 82-85    B-: 78-81  
 C: 70-77    F: Below 70

**NOTE:**

**1. Detailed information of assignments and projects will be distributed in class or available on Blackboard (<http://bb.cua.edu/>).**

**2. Please consult below in the “Participation & conduct” section for late work policy and others.**

**Academic Honesty Policy:**

Please read the policy on relevant information on academic honest found in the University’s Online Student Handbook at: <http://studentlife.cua.edu/studenthandbook.pdf> and on the website for the University’s Policies & Procedures at: <http://policies.cua.edu>. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct while in this class and conversing online, using e-mail, or engaging in any online chat sessions. Failure to abide by such codes of conduct and etiquette may result in withdrawal from the course and a failing grade.

Academic dishonesty is defined in the *Handbook* as “failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating”. Any incidence of plagiarism will result in a grade of F (0 points) on the project or exam in question, and will be reported to the Dean of the School of Library and Information Science for possible further action (including failure in the course).

Plagiarism will not be tolerated. Catholic University of America defines plagiarism to include::

1. "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise"
2. "Failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or web sites"
3. "Buying completed papers from other to use as one's own work",

For more on what constitutes plagiarism and how to avoid it, see the guide on the Purdue Online Writing Lab web site at: [http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html).

**Course Outline - This calendar is subject to change depending on class needs.**

<b>Date</b>	<b>Topic</b>	<b>Required reading</b>	<b>Assignment</b>
Week 1 (1/10)	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Organizing information: Why and how</li> </ul>	Ch.1	
Week 2 (1/17)	<ul style="list-style-type: none"> <li>• Concepts of Data, Information, Knowledge</li> <li>• Organization and retrieval of information</li> </ul>	Ch. 2 How Much Information? Available at <a href="http://www2.sims.berkeley.edu/research/projects/how-much-info-2003/execsum.htm">http://www2.sims.berkeley.edu/research/projects/how-much-info-2003/execsum.htm</a>	

		Svenonius. <i>The Intellectual Foundation of Information Organization</i> . Boston: MIT Press. 2000. pp.1-14. (pdf is available on BB)	
Week 3 (1/24)	<ul style="list-style-type: none"> <li>• Representation of information entities</li> <li>• Tools and systems for organizing and retrieving information</li> </ul>	Ch. 3 & 5	
Week 4 (1/31)	<ul style="list-style-type: none"> <li>• Information Resources Description</li> <li>• Encoding Standards (MARC)</li> </ul>	Ch 4	Article summary due (Part 1)
Week 5 (2/7)	<ul style="list-style-type: none"> <li>• Metadata</li> </ul>	Ch 6 & 7	
Week 6 (2/14)	<ul style="list-style-type: none"> <li>• Authority control</li> </ul>	Ch. 8 (pages 220-238)	<b>MARC quiz due</b>
Week 7 (2/21)	<ul style="list-style-type: none"> <li>• Subject analysis</li> <li>• Controlled vocabularies</li> <li>• Thesaurus</li> </ul>	<p>Chapter 9            "What is a controlled vocabulary?" Karl Fast, Fred Liese, and Mike Steckel (2002)  <a href="http://www.bboxesandarrows.com/view/what_is_a_controlled_vocabulary">http://www.bboxesandarrows.com/view/what_is_a_controlled_vocabulary</a></p> <p>Thesaurus principles and practices  <a href="http://www.willpower.demon.co.uk/thespin.htm">http://www.willpower.demon.co.uk/thespin.htm</a></p>	Article summary due (Part 2)
2/28	<ul style="list-style-type: none"> <li>• Spring break (no class)</li> </ul>		
Week 8 (3/7)	<ul style="list-style-type: none"> <li>• Subject analysis continued</li> <li>• Library subject headings</li> <li>• Indexing</li> </ul>	<p>Chapter 10            ISO standard on indexing  <a href="http://www.collectionscanada.ca/iso/tc46sc9/standard/5963e.htm">http://www.collectionscanada.ca/iso/tc46sc9/standard/5963e.htm</a></p>	<b>Metadata exercise due</b>
Week 9 (3/14)	<ul style="list-style-type: none"> <li>• Categorization and classification</li> <li>• Classification: DDC, LCC</li> </ul>	Chapter 11	
Week 10 (3/21)	<ul style="list-style-type: none"> <li>• Cataloging Internet Resources</li> </ul>		Article summary due (Part 3)
Week 11 (3/28)	<ul style="list-style-type: none"> <li>• OPAC Systems and System design</li> <li>• Schemes and Protocols for Interoperability</li> </ul>	<p>Ch 5            Z39.50 IR Protocol  <a href="http://lcweb.loc.gov/z3950/agency/">http://lcweb.loc.gov/z3950/agency/</a>            Open Archives Initiative  <a href="http://www.openarchives.org/">http://www.openarchives.org/</a></p>	
Week 12 (4/4)	<ul style="list-style-type: none"> <li>• Users and new library catalogs and bibliographic systems</li> </ul>		<b>Thesaurus project due</b>
Week 13 (4/11)	<ul style="list-style-type: none"> <li>• Information architecture</li> <li>• Digital Libraries</li> <li>• Knowledge management</li> </ul>	<p>Dillon, Andrew (2001). IAs in search of an identity? <i>Bulletin of the American Society for Information Science and Technology</i>. June/July 27(5). Available at <a href="http://www.asis.org/Bulletin/June-01/dillon.html">http://www.asis.org/Bulletin/June-01/dillon.html</a></p>	Article summary due (Part 4)
Week 14 (4/18)	<ul style="list-style-type: none"> <li>• Trends, issues</li> <li>• Semantic Web</li> <li>• Review for final</li> </ul>	<p>Ding, Y. (2001). A Review of Ontologies with the Semantic Web in View. <i>Journal of Information Science</i> 27(6): 377-384.</p> <p><i>Bulletin of the American Society of Information Science and Technology</i>. 29(4).</p>	

		Available: <a href="http://www.asis.org/Bulletin/Apr-03/index.html">http://www.asis.org/Bulletin/Apr-03/index.html</a>	
Week 15 (4/25)	Reading Day (No class)		
Week 16 (5/2)		FINAL EXAM	FINAL EXAM

### Reading list for Article Summary

(Note: most articles are available on online full-text databases via the library or on the Web. For some of articles, I will upload a pdf file on Blackboard. Also, if necessary, I will update the list on BB.)

Date	Reading
Week 2 (1/17)	<p>Bates (2005). Information and knowledge: an evolutionary framework for information science. <i>Information Research</i>, 10 (4). <a href="http://informationr.net/ir/10-4/paper239.html">http://informationr.net/ir/10-4/paper239.html</a></p> <p>Yee, M. M. (1994). What is a work? Part 1: The user and the objects of the catalog. <i>Cataloging &amp; Classification Quarterly</i>, 19(1): 9-28</p> <p>Smiraglia, R. (2003). The history of "The Work" in the modern catalog. <i>Cataloging &amp; Classification Quarterly</i>. 35(3/4). 553-567.</p> <p>Buckland (1997). What is a document? <i>Journal of the American Society for Information Science</i>, 48(9): 804-809.</p>
Week 3 (1/24)	<p>Oddy, P. (1998). Bibliographic standards and the globalization of bibliographic control. In M. Gorman (Ed.), <i>Technical services today and tomorrow</i>, pp. 67-77. Libraries Unlimited.</p> <p>Fox and Wilkerson (1998). Introduction to Archival Description (available online at <a href="http://www.getty.edu/research/conducting_research/standards/introarchives/">http://www.getty.edu/research/conducting_research/standards/introarchives/</a>).</p> <p>Russell, B. M. (1998). Hidden wisdom and unseen treasure: Revisiting cataloging in Medieval Libraries. <i>Cataloging &amp; Classification Quarterly</i>. 26(3). 21-30.</p>
Week 4 (1/31)	<p>Gorman (1998). Descriptive cataloging: its past, present and future. In M. Gorman (Ed.), <i>Technical services today and tomorrow</i>. pp. 79-93. Libraries Unlimited.</p> <p>Furrie, Betty. <i>Understanding MARC Bibliographic</i>. 7<sup>th</sup> ed. 2003 (available online at <a href="http://lcweb.loc.gov/marc/umb/">http://lcweb.loc.gov/marc/umb/</a>)</p> <p>Moen and Bernardino (2003) <i>Assessing Metadata Utilization: An Analysis of MARC Content Designation Use</i>. <a href="http://www.unt.edu/wmoen/publications/MARCPaper_Final2003.pdf">http://www.unt.edu/wmoen/publications/MARCPaper_Final2003.pdf</a> (Paper presented at the 2003 Dublin Core Conference).</p> <p>Bernstein, J. (2006). From the ubiquitous to the nonexistent: A demographic study of OCLC WorldCat. <i>Library Resources &amp; Technical Services</i>. 50(2). 79-90.</p>
Week 5 (2/7)	<p>Hodge, G. (2001) <i>Metadata Made Simpler</i>. <a href="http://www.niso.org/news/Metadata_simpler.pdf">http://www.niso.org/news/Metadata_simpler.pdf</a></p> <p>Schottlaender, B. E. C. (2003). Why metadata? Why Me? Why Now? <i>Cataloging &amp; Classification Quarterly</i>, 36(3/4). 19-29</p> <p><i>Understanding Metadata</i> 2004 NISO Press. Available at: <a href="http://www.niso.org/standards/resources/UnderstandingMetadata.pdf">http://www.niso.org/standards/resources/UnderstandingMetadata.pdf</a></p>
Week 6 (2/14)	<p>Gorman, M. (2004). Authority Control in the Context of Bibliographic Control in the Electronic Environment. <i>Cataloging &amp; Classification Quarterly</i>. 38(3/4), 11 – 22</p>

	<p>Tillett, B.B. (2004). Authority Control: State of the Art and New Perspectives. <i>Cataloging &amp; Classification Quarterly</i>. 38(3/4):23-41.</p> <p>Buizza, P. (2004). Bibliographic control and authority control from Paris Principle to the present. <i>Cataloging &amp; Classification Quarterly</i>. 34 (3/4). 117-133</p> <p>Baca, M (2004). Fear of Authority? Authority control and thesaurus building for Art and material culture information. <i>Cataloging &amp; Classification Quarterly</i>. 34 (3/4). 143-151</p>
Week 7 (2/21)	<p>Taylor. A. (1995). On the subject of subjects. <i>The Journal of Academic Librarianship</i>. 21(6). 484-491.</p> <p>Miller, et al (2005). Promoting research and best practices in subject reference structures: A decade of work by the Subject Analysis Committee. <i>Library Resources &amp; Technical Services</i>. 49(3). 154-166.</p> <p>Bates, Marcia J (1986). Subject Access in Online Catalogs: A Design Model. <i>JASIST</i> 37 (Nov): 357-376.</p> <p>Bates, Marcia J. (1988) "How to use controlled vocabulary more effectively in online searching" Online 11/1/1988.</p> <p>Svenonius, E. (1999). Unanswered questions in the design of controlled vocabularies. <i>JASIS</i>, 37 (5). 331-340.</p> <p>Shatford Layne, Sara (1994) Some issues in the indexing of images. <i>JASIST</i>. 45(8): 583-588.</p> <p>Mai, J.-E. (2001). Semiotics and indexing: An analysis of the subject indexing process. <i>Journal of Documentation</i>, 57, 591-622.</p> <p>Clara M. Chu , Ann O'Brien (1993), Subject analysis: the critical first stage in indexing, <i>Journal of Information Science: Principles and Practice</i>, v.19 n.6, p.439-454</p> <p>Helen R. Tibbo, Indexing for the humanities, <i>Journal of the American Society for Information Science</i>, v.45 n.8, p.607-619, Sept. 1994</p> <p>Leininger, K. (2000). Interindexer consistency in PsychINFO. <i>Journal of Librarianship and Information Science</i> 32: 4-8.</p> <p>Sievert, M. C., &amp; Andrews, M. J. (1991). Indexing consistency in information science abstracts. <i>Journal of the American Society for Information Science</i>, 42, 1-6.</p>
2/28	
Week 8 (3/7)	<p>Svenonius, E. (2000). LCSH: Semantics, syntax and specificity. <i>Cataloging &amp; Classification Quarterly</i>. 29(1/2). 17-30.</p> <p>Knowlton, S. A. (2005). Three decades since prejudices and antipathies: A study of changes in the Library of Congress Subject Headings. <i>Cataloging &amp; Classification Quarterly</i>. 40(2). 123-145</p> <p>Chan, L. &amp; Hodges, T. (2000). Entering the millennium: A new century for LCSH. <i>Cataloging &amp; Classification Quarterly</i>. 29(1/2). 225-234.</p> <p>Drabenstott, Simcox, &amp; Fenton (1999). End-user understanding of subject headings in library catalogs. <i>Library Resources and Technical Services</i>. 43. 140-160.</p> <p>Denda, K. (2005). Beyond subject headings: A structured information retrieval tool for interdisciplinary fields. <i>Library Resources &amp; Technical Services</i>. 49(4). 275-266</p> <p>Shiri and Revie(2005). Usability and user perceptions of a thesaurus-enhanced search interface. <i>Journal of Documentation</i>, Vol. 61, No. 5. (May 2005), pp. 640-656.</p>

	<p>Nielsen, M. L. (2001). A framework for work task based thesaurus design. <i>Journal of Documentation</i>, 57, 774-797</p> <p>Gholamreza.F. (2005). Users' Satisfaction Through Better Indexing. <i>Cataloging &amp; Classification Quarterly</i>. 40 (2) 5 - 17.</p> <p>Anderson, J.D. 2001 "The Nature of Indexing: How Humans and Machines Analyze Messages and Texts for Retrieval. Part I and II." <i>Information Processing &amp; Management</i> 37(2):231-254, 255-277.</p>
Week 9 (3/14)	<p>Barite (2000). The notion of category: Its implications in subject analysis and in the construction and evaluation of indexing languages. <i>Knowledge Organization</i>. 27(1/2). 4-10.</p> <p>Jacob, E. K. (2004). Classification and categorization: A difference that makes a difference. <i>Library trends</i>, 52(3). 515-540.</p> <p>Jones, K. S. (2005). Some thoughts on classification for retrieval. <i>Journal of Documentation</i>, Vol. 61, No. 5. (May 2005), pp. 571-581.</p> <p>Chan, L. M. (2000). Exploiting LCSH, LCC, and DDC to retrieve networked resources: Issues and challenges. <a href="http://www.loc.gov/catdir/bibcontrol/chan_paper.html">http://www.loc.gov/catdir/bibcontrol/chan_paper.html</a></p> <p>Rafferty, P. (2001). The representation of Knowledge in library classification schemes. <i>Knowledge organization</i> 28:4, 180-191</p>
Week 10 (3/21)	<p>Marcume, D. (2006). The future of cataloging. <i>Library Resources &amp; Technical Services</i>. 50(1) 5-9</p> <p>"Cataloging Internet Resources," edited by Nancy Olson: <a href="http://www.oclc.org/oclc/man/9256cat/toc.htm">http://www.oclc.org/oclc/man/9256cat/toc.htm</a></p> <p>Morgan, E. L. (1996). Possible solutions for incorporating digital information mediums into traditional library cataloging services. <i>Cataloging &amp; Classification Quarterly</i>. 22(34). 143-170 (available at <a href="http://infomotions.com/musings/cataloging">http://infomotions.com/musings/cataloging</a> )</p> <p>Connaway, Lavoie, and O'Neill (2005). Mining for digital resources: Identifying and characterizing digital materials in WorldCat. Proceedings of the ACRL 12<sup>th</sup> National Conference April 7-10, 2005. pp. 244-150 Available at <a href="http://www.ala.org/ala/acrl/acrlvents/connaway-et-al05.pdf">http://www.ala.org/ala/acrl/acrlvents/connaway-et-al05.pdf</a>. or <a href="http://www.oclc.org/research/publications/archive/2005/connaway-acrl.pdf">http://www.oclc.org/research/publications/archive/2005/connaway-acrl.pdf</a></p> <p>Zins, C. (2002). Models for classifying Internet resources. <i>Knowledge Organization</i>, 29 (1), 20-28</p>
Week 11 (3/28)	<p>Bates (1989) "The Design of Browsing and Berrypicking Techniques for the Online Search Interface." <i>Online Review</i> 13 (October 1989): 407-424.</p> <p>Borgman (1996). Why are online catalogs still hard to use? <i>JASIS</i>, 47(7). 493-503.</p> <p>Dempsey, L. (2006). Libraries and the long tail: Some thoughts about libraries in a network age. <i>D-Lib Magazine</i>. 12(4). <a href="http://www.dlib.org/dlib/april06/dempsey/04dempsey.html">http://www.dlib.org/dlib/april06/dempsey/04dempsey.html</a></p> <p>Babu and O'Brian (2000). Web OPAC interfaces: an overview. <i>The Electronic Library</i>. 18(50). 316-327</p> <p>Large, A. and Beheshti, J. (1997). OPACs: A research review. <i>Library &amp; Information Science Research</i>. 19(2). 111-133.</p> <p>Antelman, K., Nynema, E. &amp; Pace, A. (2006). Toward a Twenty-first century library catalog. <i>Information Technology and Libraries</i>. 25(3). 128-139. (<a href="http://eprints.rclis.org/archive/00007332/">http://eprints.rclis.org/archive/00007332/</a> )</p> <p>Cherry, J. M (1998). Bibliographic displays in OPACs and Web catalogs: How well do they comply with display guidelines? <i>Information Technology and Libraries</i>. 17(3). 124-137.</p>
Week 12 (4/4)	<p>Kulthau, Carol Collier (1997). Learning in Digital Libraries: An Information Search Process Approach. <i>Library Trends</i> 45(4): 708-724.</p>

	<p>Connaway, Johnson, and Searing (1997). Online catalogs from the users perspective: The use of focus group interviews. <i>College &amp; Research Libraries</i>. 58(5). 403-420</p> <p>Lau, E. P. and Goh, D. H. (2006). In search of query patterns: A case study of a university OPAC. <i>Information Processing and Management</i>. 42(5). 1316-1329.</p> <p>Jansen and Pooch (2000). Web user studies: A review and framework for future work. <i>Journal of the American Society for Information Science and Technology</i>. 52(3). 235-246.</p> <p>Griffiths and Brophy (2005). Student searching behavior and the Web: Use of academic resources and Google. <i>Library Trends</i>. 53(4). 539-554.</p> <p>Boeuf (2005). FRBR: Hyper or Cure-All? Introduction. <i>Cataloging &amp; Classification Quarterly</i>. 39(3/4) 1-13</p> <p>Calhoun, Karen (2006). The Changing nature of the catalog and its integration with other discovery tools. March 17, 2006. 52 pages. <a href="http://www.loc.gov/catdir/calhoun-report-final.pdf">http://www.loc.gov/catdir/calhoun-report-final.pdf</a></p> <p>A critical review of the Calhoun report. April 3, 2006. by Thomas Mann. 24 pages. <a href="http://www.guild2910.org/AFSCMECalhounReviewREV.pdf">http://www.guild2910.org/AFSCMECalhounReviewREV.pdf</a></p> <p>Antelman, K. (2000). Web lists and the decline of the library catalog. <i>Library Computing</i>. 18: 189-195. (Full-text available via ProQuest ABI/INFORM Complete database)</p>
Week 13 (4/11)	<p>Levy, David M (2000) "Digital Libraries and the Problem of Purpose" D-Lib magazine 6(1), available at <a href="http://dlib.org/dlib/january00/01levy.html">http://dlib.org/dlib/january00/01levy.html</a></p> <p>Levy, David M 1995 "Cataloging in the Digital Order" In Digital Libraries '95, The Second Annual Conference on the Theory and Practice of Digital Libraries, June 11-13, 1995, Austin , Texas. Retrieved 12/4/05 at: <a href="http://www.csd.tamu.edu/DL95/papers/levy/levy.html">http://www.csd.tamu.edu/DL95/papers/levy/levy.html</a>.</p>

## Course Policies and Procedures:

### Formatting of your assignments.

- For hard copy work securely fasten together any papers that are more than 1 page.
- Place your name and the assignment number on the first page.
- Minimum margins are 1 ¼" left and 1" top, bottom, and 1 ¼" right.
- Use double-spaced line spacing, or space and a half, not single-spaced.
- Submitted work must have a professional appearance and not be handwritten.
- Any work submitted with numerous ungrammaticalities will be penalized.

### Participation & Conduct:

- *Attendance is mandatory.* Attendance is required, in keeping with university policy. Students may miss up to 3 classes without a penalty. Your participation grade will drop by 10 points for every absence after 3 missed classes.

- *Late work.* Assignments are due at the start of class. Assignments turned in after the due time without prior approval will be penalized 10% for each 24-hour period that it is late. Assignments that are over 3 days late will NOT be accepted unless arrangements have been made with me. I encourage you to consult with me any special circumstances that will affect your ability to perform your assignments or turn in your assignments on time.
- *Makeup work.* If a student has a legitimate reason, such as a family emergency, the instructors might allow a student to do makeup work. The amount and nature of the work is up to the instructors' discretion. It will be graded at term's end.
- *Arrive on time.* Chronic lateness can negatively affect class participation grades.
- *Behave respectfully.* Students are expected to behave respectfully while in class. Participation grades will reflect a student's maturity level and professionalism, and whether the student actively participates in class discussions.
- *No phone calls during class.* Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session.
- *No grade discussions in class.* Instructors will not discuss grades in class. First consider why the instructors deducted points. If you still disagree, explain your disagreement in an e-mail to the instructors.

### **ADA Accommodation:**

Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor by the second class meeting . It is strongly recommended that the student contact the Office of Disability Support Services , Suite 207, Pryzbyla Center (202-319-5211; email [cuadisabilityservices@cu.edu](mailto:cuadisabilityservices@cu.edu), web <http://disabilitysupport.cu.edu/>). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

### **Syllabus changes:**

- The instructors reserve the right to make changes to this syllabus if circumstances warrant such change. All changes will be provided to students in writing.

### **Useful Online Resources**

(This list is in progress. When you find relevant resources, please share with me. I will post them in our course site.)

Online Dictionary for library and information science [http://lu.com/odlis/odlis\\_t.cfm](http://lu.com/odlis/odlis_t.cfm)

Association for Library Collections & Technical Services (an ALA division):  
<http://www.ala.org/ALCTSTemplate.cfm?Section=alcts>

Carlyle, Allyson. *Core Readings in Library Cataloging and Classification*:  
[http://www.ischool.washington.edu/acarlyle/core\\_readings.html](http://www.ischool.washington.edu/acarlyle/core_readings.html)

*Cataloger's Reference Shelf*: <http://www.itsmarc.com/crs/>

Hsieh-Yee, Ingrid, Selected Web Resources for Organizing Audiovisual and Electronic Resources. <http://slis.cua.edu/ihy/aver.htm>

IFLA. *Digital Libraries: Metadata Resources*: <http://www.ifla.org/II/metadata.htm>

International Society for Knowledge Organization (ISKO) homepage:  
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