

Catholic University of America, School of Library and Information Science

LSC 606 Cataloging and Classification

Summer 2007

Time: Tuesday 1:00-4:30 pm

"Make mistakes. Get messy. Take chances." Miss Frizzle's motto.

Instructor:

<p>Joan Lussky, PhD Email: lussky@cua.edu, Phone (office) 202/ 319-5855 Phone (cell) 302/ 299-7007</p>	<p>Marist Hall Room 243 Office Hours: by appointment</p>
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Course Description:

This course provides an introduction to the theory and practice of library cataloging and classification focusing on modern books (post 1850), with references to other media. The lectures and assignments will focus on the use and interpretation of current, professional cataloging standards for the creation and evaluation of US MARC records. In addition the course will include discussions on the historical and theoretical issues associated with the construction of contemporary bibliographic databases, as well as cataloging Internet resources and new initiatives associated with metadata.

This course will provide the student with:

- A solid introduction to the principles and standards of current cataloging practice
- Mastery of basic cataloging skills including description and subject analysis
- Ability to successfully search bibliographic utilities such as OCLC
- Understanding of current efforts to organize digital resources
- Sharpened agility at learning and adapting within a changing information environment

Prerequisite: INFO 551 Organization of Information.

Academic Honesty Policy:

In professional settings catalogers frequently consult and so you may consult with your fellow students on the weekly assignments. However, consulting does not mean that you hand in the same answers. In regard to the term project the work you hand in must be completely the result of your own effort.

***** **Plagiarism will not be tolerated.** *****

Academic Honesty Policy:

All students are expected to 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. The University's policy is available at: <http://policies.cua.edu/academicundergrad/integrity.cfm> Failure to meet these standards will have serious consequences: you will receive a zero on the project or exam in question, and will be reported to the Dean for possible further action such as an F for the course and a withdrawal from the program.

Catholic University of America defines plagiarism as:

“presenting the work of another as if it were one's own. It includes quoting, paraphrasing, summarizing, or utilizing the published work of others without proper acknowledgement, or, where appropriate, quotation marks”

“... any unacknowledged use of another's ideas constitutes plagiarism, including the use of papers written by other students, interviews, radio or TV broadcasts, and any published or unpublished materials (including web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents).”

CUA's "Academic Graduate and Undergraduate Student Academic Dishonesty" Policy, Section III., Categories of Academic Dishonesty. <http://policies.cua.edu/academicundergrad/integrityfull.cfm#i>

Course Materials:

Required Textbooks:

Chan, Lois Mai Cataloging and Classification: An Introduction, 2nd ed. (Chan)

Resources that will be consulting throughout the semester:

- Cataloger's Desktop produced by the Library of Congress.
Available at: <http://desktop.loc.gov/>
Password required

This resource provides access to lots of valuable cataloging information including:
Anglo-American Cataloguing Rules and Library of Congress Rule Interpretations (LCRIs)

- CatSkill

Available at:
Password required

This site provides an animated tutorial on AACR2R and MARC.

- ClassWeb

Available at: <http://classweb.loc.gov>
Password required

This site provides you with access to the Library of Congress's Classification schedules and the Library of Congress Subject Headings.

- MARC Format for Bibliographic Data [from the Library of Congress]
Available at: <http://www.loc.gov/marc/bibliographic/ecbdhorme.html>
- OCLC Bibliographic Formats & Standards
Available at: <http://www.oclc.org/bibformats/>
- WebDewey
Available at: <http://connexion.oclc.org>
Password required.

This site provides you with access to the OCLC bibliographic database and the Dewey Decimal Classification schedules

Other material that you may want to look at:

- Anglo-American Cataloguing Rules, 2nd ed., 2002 rev., 2005 update. American Library Association.
- Maxwell's Handbook for AACR2R by Robert L. Maxwell. 4th ed. 2004 American Library Association
- A Guide to the Library of Congress Classification by Lois Mai Chan. 5th edition. 1999 Libraries Unlimited.
- Library of Congress Subject Headings: principles and application by Lois Mai Chan. 4th ed. 2005, Libraries Unlimited.
- Free-floating Subdivisions: An Alphabetical Index, 15th ed. 2003, Library of Congress.

As the course progresses you will want to consult the "Bibliography" file on WebCT for a listing of other valuable resources.

Course Overview:

- Introduction to course
- Descriptive cataloging & RDA
- MARC encoding Standards
- Access points & authority control
- Cataloging Internet resources, Metadata & FRBR
- Dewey Classification & LC Classification
- LC Subject Headings
- Summary and future

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

Week	Class Dates	Topic	Readings	Assignment Due
1	May 15	Introduction to topic & the workings of this course		
2	May 22	Descriptive cataloging & MARC coding	Chan chapters: 1-3 AACR2R: Foreword, General Intro, chapters 1-2, Appd A-D. [found on Cat Desktop]	Descriptive exercise due
3	May 29	Descriptive cataloging & MARC coding cont.	Chan chapters: 15-16, & Appendix A	
4	June 5	Choice of Access & Authority control	Chan pp: 107-111, 408-410 AACR2R: chapters 20-21	Descriptive exercise due
5	June 12	Form of Access & Authority control	Chan pp: 112-122, chapters 5-6, Appendix B AACR2R: chapters 22-26	Access exercise due
6	June 19	Metadata & FRBR		Access exercise & Partial TP
7	June 26	Dewey Decimal Classification	Chan: chapters 11-12	Term project "meetings" all this week
8	July 3	Dewey cont.		DDC exercise due
9	July 10	LC Subject Headings	Chan: chapters 7-8	DDC exercise due
10	July 17	LC Classification	Chan: chapters 11-13	LCSH exercise & DDC for TP
11	July 24	LC classification cont		LCC exercise due
12	July 31	Reflection & Future possibilities		Complete TP due

Course Polices and Procedures:

Formatting of your assignments.

- For hard copy work securely fasten together any papers that are more than 1 page.
- Place your name on the first page.
- Submitted work must have a professional appearance and not be handwritten.

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.* The instructor will not accept late work except by prior arrangement. If accepted, it will be graded at the end of the term.
- *Makeup work.* If a student has a legitimate reason, such as a family emergency, the instructor might allow a student to do makeup work. The amount and nature of the work is up to the instructor's 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.* Instructor will not discuss grades in class. First consider why the s deducted points. If you still disagree, explain your disagreement in an e-mail to the s.

Grading:

Grades for this course will be based upon the following:

Homework assignments (5 graded @ 100 pts each)	20%
Partial term project (250 points)	10%
DDC for term project: (250 points)	10%
Term project: (1000 points)	40%
Participation in class (500 points)	20%
TOTAL (2500 points)	100%

NOTE: Late work will not be accepted with the exception of those cases noted above in the “Participation & conduct” section.

1.) Homework assignments (week 2, 4, 5, 6, 8, 9, 10, & 11)

On each of the following topics: *description*, headings (choice and form of headings), Dewey, LC classification, LC subjects.

2.) Partial term project (week 6)

- Full MARC, ISBD, AACR2R description of the ten books in your term project collection including fixed and variable fields. Some of the appropriate variable fields include: 010, 020, 040, 245, 246, 250, 300, 440, 490, 500, 504, 520.

3.) DDC for term project (week 10)

Dewey #s for term project items (MARC field 082).

3.) Full term project (week 12)

- Bibliographic file including: full MARC, ISBD, AACR2R description and access points for the ten books in your term project collection as well as Dewey #s, LC classification #s, and LC Subject Headings.

- Authority file including the form of headings used in the following fields in your bibliographic file: 100, 110, 111, 130, 240, 440, 600, 610, 611, 700, 710, 711, 730, 830.

- Brief comments (less than a couple of sentences per book). Optional.

- Copy of the evaluation form (from the term project instructions)

[Consult the “Term project” file for a complete description of the project.]

4.) Class participation (every week)

Disabilities:

Students with documented disabilities who need course accommodations, have emergency medical information or require special arrangements for building evacuation should contact the instructor within the first week of class. Verification of any special arrangements needs to be made through the Office of Disability Support Services. They are located in suite 207 in the Pryzbyla Center . Their email is: cua-disabilityservices@cua.edu. Their phone number is 202-319-5618 or 202-319-5211 and their fax number is 202-319-5126. and their web site is

- <http://disabilityservices.cua.edu/>

Some of the on campus resources and phone numbers can be found at

- <http://disabilitysupport.cua.edu/services/supportresources.cfm>

A Guide for services and accommodations for students with disabilities can be found at:

- <http://counsel.cua.edu/ADA/publications/disbro/contents.cfm>

Some basic guidelines and links to other information may be found at:

- <http://counsel.cua.edu/ADA/clicks/>

Syllabus changes:

- The instructor reserve the right to make changes to this syllabus if circumstances warrant such change. All changes will be provided to students via WebCT.

Readings on current and future trends – tentative.

I challenge you to find one or two references, published after 2002, to add to this list.

Browse through a few of these articles on the current and near future state of the art. All of them are available electronically. Some of them you can view in summary form and full text. The first two listed are especially compelling.

* 1. Lynch, Clifford (2001) “The New context for bibliographic control in the new millennium” Bicentennial conference on bibliographic control for the new millennium: confronting the challenges of networked resources and the Web, sponsored by the Library of Congress Cataloging Directorate.

http://lweb.loc.gov/catdir/bibcontrol/lynch_paper.html. [this paper is available in it’s entirety and in a brief summary.] This man is articulate, intelligent, and has vision. I encourage you to follow his writing.

* 2. ”Millennium project research agenda: cataloging and classification”. (2000) Library Quarterly, April 2000 v70, i2, pIX. This is a collection of brief comments from a bunch of leaders in the field of librarianship. This paper is well worth browsing through.

3. Tennant, Roy (1998) “21st-century cataloging” Library Journal, April 15, 1998, volume 123, issue 7, start page: 30.

4. Crawford, Walt (1999) “The card catalog and other digital controversies” American Libraries Jan. v30, i1 page 52.

5. Gorman, Michael (2000) “From card catalogues to WebPacs” Bicentennial conference on bibliographic control for the new millennium: confronting the challenges of networked resources and the Web, sponsored by the Library of Congress Cataloging Directorate. [available in it’s entirety & in a brief summary.]

<http://lweb.loc.gov/catdir/bibcontrol/gorman.html>

6. Jeng, Ling Hwey (1996) “A Converging vision of cataloging in the electronic world” Information Technology and Libraries v15, no 4, Dec. pages 222-230

General questions to ponder before we delve into the details:

1. What is the currently accepted role(s) of the cataloger? List 3-5 specifics.
2. How would you like to see this change, OR, How does this need to change?
3. What problems have you experienced while using cataloging records? Can you relate these problems to issues with the classification schedules, the subject headings, or the cataloging rules?

Further readings to accompany the final lecture:

1. Milstead, Jessica & Feldman, Susan (1999) "Metadata: cataloging by any other name ..." Online, January 1999. <http://www.onlinemag.net/OL1999/milstead1.html>
2. Miller, Steven J. (2003) Metadata and cataloging online resources: selected reference documents, Web sites, and articles. <http://www.uwm.edu/~mll/resource.html>
3. Dublin Core metadata element set, version 1.1: reference description (1995-2003) <http://dublincore.org/documents/dces>. At least browse thru this document.
4. Thomas, Sarah E. (2000) "The catalog as portal to the internet" Bicentennial conference on bibliographic control for the new millennium: confronting the challenges of networked resources and the Web, sponsored by the Library of Congress Cataloging Directorate. http://lcweb.loc.gov/cardir/bibcontrol/thomas_paper.html [this paper is available in it's entirety and in a brief summary.]
5. Eden, Brad (2002) "Metadata and its application" Library technology reports, Sept-Oct. vol. 38, issue 5, page 77. This document is quite long, but it really gives you a solid grounding in metadata.