



**THE CATHOLIC UNIVERSITY OF AMERICA  
SCHOOL OF LIBRARY & INFORMATION SCIENCE**

CLSC 606, Sec. 05

**Cataloging and Classification**  
Spring 2009

<b>Credit Hours:</b> 3 <b>Prerequisites:</b> 551 <b>Classroom:</b> LM 654 Computer Lab C/D (Library of Congress, Madison Building) <b>Class time:</b> 4:30 -7:00 p.m. Tuesday	<b>Instructor:</b> Dr. Ingrid Hsieh-Yee, Professor <b>Office:</b> 240 Marist Hall <b>Phone:</b> 202-319-6270 <b>E-mail:</b> hsiehyee@cua.edu <b>Office Hours:</b> 3:30 – 4:30 p.m. Tuesday, Library of Congress 2:00 – 4:00 p.m. Wednesday, CUA Campus
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**Course Description**

This course covers the theory and practice of cataloging and classification. It focuses on the knowledge and skills needed for cataloging monographs and introduces students to the cataloging of other formats, such as Internet resources. Through lectures and exercises students learn the principles of information organization and become familiar with cataloging standards, procedures and tools. Standards and tools covered include the Anglo-American Cataloguing Rules 2nd revision, Library of Congress Subject Headings, Dewey Decimal Classification system, MARC 21 bibliographic format, and OCLC Connexion. In addition, the Library of Congress Classification system is introduced. Metadata, Dublin Core, FRBR (Functional Requirements for Bibliographic Records) and RDA (Resource Description and Access) are also discussed.

**Instructional Methods**

Students learn the theory and practice of cataloging and classification through lectures, exercises, and class discussions. Course related materials such as new developments in information organization, handouts, lecture notes, discussions, exercises and examinations are posted on Blackboard for CLSC606 Section 05. Students need to enroll in Blackboard to access the course Blackboard.

## Required Texts

Hsieh-Yee, Ingrid. **Organizing audiovisual and electronic resources for access: A cataloging guide**. Westport, Conn.: Libraries Unlimited, 2006. Companion site: <http://slis.cua.edu/ihy/aver.html>

Taylor, Arlene G. **Introduction to cataloging and classification**. 10th ed. Westport, Conn.: Libraries Unlimited, 2006.

## Recommended Text

**Anglo-American cataloging rules**. 2nd ed., 2002 revision, 2005 update. Chicago: American Library Association, 2005. (Recommended). ISBN 0-8389-3556-7 (Because of the cost of this title (\$99.00), I have decided not to require this title, but we will use several chapters of this work. The electronic version of this work is available on Cataloger's Desktop. If you are comfortable using the electronic version, you can rely on Cataloger's Desktop. If you prefer to have a hard copy, you can purchase a used copy or order a new copy from ALA's online bookstore at <http://www.alastore.ala.org/>

## Additional reading materials

Readings are specified for each week and students should be prepared to discuss readings in class. Several articles are posted on the Blackboard for CLSC 606 (sec. 05), and URLs of Web documents are provided in the Course Schedule below to facilitate access. Supplementary materials are listed at the end of the syllabus for students to learn more about topics covered in this course.

## Course Goals

The course is designed to support SLIS program objectives <http://slis.cua.edu/about/> and develop student competencies in information organization <http://slis.cua.edu/about/Accreditation/documents/SLISCompetenciesAdopted20080326.pdf>. The purposes of the course are to produce information professionals who are

- I. Skilled in applying cataloging standards, procedures, and tools to provide intellectual and physical access to information.
- II. Committed to providing intellectual and physical access to information for users.
- III. Able to apply principles of information organization and use information technologies to organize and manage information

## Goals for Student Learning

At the end of the course students will

1. Understand the principles and objectives of information organization.

2. Understand the objectives of library catalogs, how to achieve those objectives, and how to use information technologies to enrich online catalogs.
3. Be able to do copy and original cataloging of monographs, including descriptive cataloging and subject analysis.
4. Develop skills in using WorldCat, WebDewey, Cataloger's Desktop, and Class Web.
5. Be ready to apply the principles of information organization to provide access to digital resources.
6. Understand the profession's commitment to information access and how library information professionals can contribute to information organization in the digital environment.

### **Professional Standards Addressed**

The course addresses the Curriculum standards stated in Section II of the Standards for Accreditation of Master's Programs in Library & Information Studies, 1992:

- It is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use.
- It fosters development of library and information professionals who will assume an assertive role in providing services.
- It emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.
- It responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.
- It responds to the needs of a rapidly changing technological and global society.
- It provides direction for future development of the field.
- It promotes commitment to continuous professional growth.

Specifically, the course focuses on competencies identified in the American Library Association Statement of Core Competences (final rev. Aug. 2008). URL: <http://www.ala.org/ala/educationcareers/careers/corecomp/ALA%20STATEMENT%20F%20CORE%20COMPETENCES%20%20Final%20rev%20%20August%202008.doc>

#### **1. Foundations of the Profession**

**1A.** The ethics, values, and foundational principles of the library and information profession.

**1B.** The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

#### **3. Organization of Recorded Knowledge and Information**

**3A.** The principles involved in the organization and representation of recorded knowledge and information.

**3B.** The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

**3C.** The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

## **Course Requirements**

- 1. Exercises (30%):** Six exercises are designed to provide students with hands-on experience. Exercises are due on the dates specified (see course schedule below). Students will submit one copy of each exercise to the instructor on the due day and retain one copy for class discussion. These are pass/fail exercises. No late exercises will be accepted, and five points will be taken off the final grade for each missing exercise.
- 2. Midterm examination (20%):** A take-home midterm examination designed to assess students' knowledge of subject cataloging will be posted on the Blackboard. The examination will include definitions of terms, short answer questions and assignment of subject headings and classification numbers. Students will have two weeks, including the Spring Break, to complete this examination.
- 3. Graded exercise (5%):** A take-home exercise designed to assess students' ability to assign Dewey Decimal Classification numbers. The graded exercise will be posted on the Blackboard. Students will have one week to complete this graded exercise.
- 4. Final examination (35%):** A take-home examination designed to assess students' understanding of cataloging principles, theory, and practice will be posted on the Blackboard. Students will have two weeks to complete this examination.
- 5. Class participation (10%):** Students are expected to actively participate in class discussions.

## **Expectations and policies**

### **Academic honesty**

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): "The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating

circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>.

### **Accommodations for students with disabilities**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

### **Additional expectations and policies**

Class attendance is required. If you have to miss a class, you must obtain permission from the instructor first. In case of unexpected situations, you must notify the instructor as soon as possible. For each class missed without permission from the instructor four points will be deducted from the student's course grade.

Students are expected to arrive for class on time.

Active class participation is expected, including participation in discussions and group exercises. Students should complete the readings before each class, actively engage in class activities, treat fellow students with respect, and present themselves in a professional manner. Participation is an important factor in course grading.

Cell phone calls, texting, and email are not allowed during class.

Assignments and examinations should be submitted in methods specified and are due at the times indicated. No late assignments or examinations are accepted. Revision, resubmission, and extra credits are not allowed.

### **Assessment**

<b>Assignment</b>	<b>Points</b>
6 pass/fail exercises	30 total (5 each)
Midterm examination	20
Graded exercise	5
Final examination	35
Class participation	10
Total	100

The University grading system is available at <http://policies.cua.edu/academicgrad/gradesfull.cfm#iii> for graduate students. Students will accumulate total points by completing all the requirements. Course total points will be converted to University grades at the end of the semester.

### Course Schedule

Date	Topics	Readings	Due
1/13	Introduction; 551 review; Cataloging principles	Chapter 1. Hsieh-Yee, Ingrid. <b><u>Organizing audiovisual and electronic resources for access: A cataloging guide</u></b> , 2nd ed. Westport, Conn.: Libraries Unlimited, 2006.	
1/20	<b>No Class. ALISE conference and ALA Midwinter meeting.</b>		
1/27	Purposes of the catalog; Record analysis & MARC (brief intro)	Chapters 1, 3. Taylor, Arlene G. <b><u>Introduction to cataloging and classification</u></b> . 10th ed. Westport, Conn.: Libraries Unlimited, 2006.	
2/3	Verbal analysis; LCSH: Principles, Subject headings	Taylor (2006), Chapters 10, 11.	
2/10	LCSH Subdivisions	Taylor (2006), Chapter 11.	Ex. 1
2/17	Classification principles; DDC intro.	<b>Introduction to Dewey Decimal Classification</b> , Edition 22. <a href="http://www.oclc.org/dewey/versions/ddc22print/intro.pdf">http://www.oclc.org/dewey/versions/ddc22print/intro.pdf</a>  Taylor (2006), Chapters 14, 15.	Ex. 2
2/24	DDC number building	"Number building" of "Introduction to Dewey Decimal Classification, Edition 22." <a href="http://www.oclc.org/dewey/versions/ddc22print/intro.pdf">http://www.oclc.org/dewey/versions/ddc22print/intro.pdf</a>  <a href="#">Mid-term examination posted on Blackboard</a>	Ex. 3
3/3	<b>Spring Break</b>		

3/10	Discussion of number building  Cutter numbers; Shelflist	Taylor (2006), Chapter 17.  Graded Ex. Posted on Blackboard	<b>Mid-term exam.</b>
3/17	Descriptive Cataloging (1)	AACR2 (2005), Chapter 1.  Hsieh-Yee (2006), Chapter 2.	<b>Graded Ex.</b>
3/24	Descriptive Cataloging (2)	AACR2 (2005), Chapter 2.  Hsieh-Yee (2006), Chapters 3, 4, 5.	<b>Ex. 4</b>
3/31	MARC 21; OCLC; OCLC Connexion; future OPACs  LCC intro.	Furrie, Betty. <b>Understanding MARC Bibliographic: Machine-readable cataloging.</b> 7th ed. Washington, D.C.: Library of Congress, 2003. URL = <a href="http://lcweb.loc.gov/marc/umb/">http://lcweb.loc.gov/marc/umb/</a>  Markey, Karen. 2007. The online library catalog: Paradise lost or paradise regained? <b>D-Lib Magazine</b> 13 (1/2). URL = <a href="http://www.dlib.org/dlib/january07/markey/01markey.html">http://www.dlib.org/dlib/january07/markey/01markey.html</a>  Taylor (2006), Chapter 16.	
4/7	Access points; authority control	Rules 21.0-21.1A, 21.1C, 21.5-21.15, 21.1B, 21.4, 21.25, 21.29-21.30; Ch. 22. AACR2 (2005)  Taylor (2006), Chapter 8.	<b>Ex. 5</b>
4/14	Metadata; Dublin Core	Hsieh-Yee (2006), Chapter 8.  Understanding Metadata. Bethesda, MD: NISO, 2004. Also online: <a href="http://www.niso.org/publications/press/UnderstandingMetadata.pdf">http://www.niso.org/publications/press/UnderstandingMetadata.pdf</a>  <b>Final Examination posted on Blackboard</b>	<b>Ex. 6</b>
4/21	Cataloging Internet Resources	AACR2 (2005), Chapters 9, 12.  Hsieh-Yee (2006), Chapter 6.	

4/28	Trends & Issues: FRBR, RDA, Future of Cataloging	Tillett, Barbara. What is FRBR?: A Conceptual Model for the Bibliographic Universe (2004). Free download at <a href="http://www.loc.gov/cds/downloads/FRBR.PDF">http://www.loc.gov/cds/downloads/FRBR.PDF</a>	<b>Final exam.</b>
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## Cataloging Tools

Cutter-Sanborn Three-Figure Table. Available on Cataloger's Desktop and online at <http://www.davignon.qc.ca/cutter.html> (a French-Canadian version but still useful to us.)

Dewey decimal classification and relative index. 22nd ed. Dublin, OH : OCLC, 2003. A hard copy is available at the SLIS Computer Lab. This tool is also available through OCLC Connexion at <http://connexion.oclc.org/> (username and password required for access)

IFLA Digital Libraries: Metadata Resource page. URL = <http://www.ifla.org/II/metadata.htm>

Library of Congress Subject Headings. 30<sup>th</sup> ed. Washington, D.C.: Library of Congress, Cataloging Distribution Service, 2007. An earlier edition is available at the SLIS. Also available through Classification Web at <http://classificationweb.net/> (username and password required for access)

MARC 21 Concise Format for Bibliographic Data. URL = <http://www.loc.gov/marc/bibliographic/ecbdhome.html>

OCLC Bibliographic Formats & Standards. Available on the World Wide Web. URL = <http://www.oclc.org/bibformats/>

Selected Web Resources for Organizing Audiovisual & Electronic Resources. Available on the World Wide Web. URL = <http://slis.cua.edu/ihy/aver.htm>

## Keeping Current

ALCTS (Association of Library Collection and Technical Services)

Information Technology and Libraries

AUTOCAT subscription information can be found at <http://listserv.buffalo.edu/cgi-bin/wa?SUBED1=autocat&A=1>

CONSERline is an electronic newsletter published at least semiannually (January and June) by the Library of Congress Serial Record Division. It contains news of the CONSER Program and information of interest to the serials cataloging community. It can be viewed at <http://www.loc.gov/acq/conser/conserline/conserline-home.html>

LC Cataloging Newslines. <http://www.loc.gov/catdir/lcn/> Send message to: [listserv@loc.gov](mailto:listserv@loc.gov) with the message: subscribe lcn [firstname lastname]

## **Supplementary Materials**

Here are reports, tools, guidebooks, and other information resources to help you learn more about cataloging practices and standards. Please consult the ALADIN Catalog at <http://libraries.cua.edu/> to locate them in the Washington Research Library Consortium.

Caplan, P. Metadata fundamentals for all librarians. Chicago: American Library Association, 2003.

Chan, L.M. Guide to the Library of Congress Classification. 5th ed. Littleton, Co.: Libraries Unlimited, 1999.

Chan, L.M. Library of Congress subject headings: Principles and application. 4th ed. Littleton, Co.: Libraries Unlimited, 2005.

Chan, L.M. and Mitchell, J.S. Dewey Decimal Classification: Principles and application. 3rd ed. Dublin, Ohio: OCLC, 2003.

Eden, Brad. Metadata and Its Application (Special issue). Library Technology Reports 38, no5 ( 2002), p. 5-79.

Fritz, D.A. Cataloging with AACR2R & MARC21: for books, electronic resources, sound recordings, videorecordings, and serials. 2nd ed. Chicago: American Library Association, 2004.

Hillman, D.I. and Westbrook, E.L. Metadata in practice. Chicago: American Library Association, 2004.

IFLA. Functional Requirements for Bibliographic Records. Final Report. URL = <http://www.ifla.org/VII/s13/frbr/frbr.pdf>

Intner, S.S. and Weihs, J. Special libraries, a cataloging guide. Englewood, Colo.: Libraries Unlimited, 1998.

Intner, S.S. and Weihs, J. Standard cataloging for school and public libraries. 3rd ed. Englewood, Colo.: Libraries Unlimited, 2001.

ISBD (ER): International standard bibliographic description for electronic resources. Munchen: K.G. Sauer, 1997. Online version URL = <http://www.ifla.org/VII/s13/pubs/isbd.htm>

Library of Congress. Bicentennial Conference on Bibliographic Control for the New Millennium. Washington, D.C.: Library of Congress, November 2000. URL = <http://www.loc.gov/catdir/bibcontrol/>

Library of Congress. Free-floating subdivisions: An alphabetical index. Washington, D.C. : LC, 2000. Also available through ClassWeb.

Library of Congress. Library of Congress rule interpretations. Washington, D.C.: LC, 1990- Also available through Cataloger's Desktop (CD and Web).

Library of Congress. Subject Cataloging Division. Subject cataloging manual: Subject headings. Washington, D.C.: Library of Congress, 2002. In the SLIS Computer Lab. Latest edition available through Cataloger's Desktop (CD and Web).

Library of Congress. Cataloging Policy & Support Office website. URL = <http://lweb.loc.gov/catdir/cps/>

Library of Congress. Network Development & MARC Standards Office. MARC standards website. URL = <http://lweb.loc.gov/marc/>

Maxwell, R.L. Maxwell's handbook for AACR2 : explaining and illustrating the Anglo-American cataloguing rules through the 2003 update. 4th ed. Chicago: ALA, 2004.

Taylor, Arlene G. Understanding FRBR: What it is and how it will affect our retrieval tools. Westport, Conn.: Libraries Unlimited, 2007.