

Catholic University of America, School of Library and Information Science

Cataloging and Classification

Prerequisites: LSC551 Organization of Information

3 credit hours

Location: Marist room 208

Day and Time: Wednesdays, 4:10-6:40pm

Instructor contact information:

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Office location: Marist Hall Room 243

Office Hours: Thursday 10-11

and by appointment

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 types of 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.

Instructional Methods

Students will learn the theory and practice of cataloging and classification from lectures, class discussions, exercises, and projects. Course materials such as handouts, lecture notes, and discussion notes, will be posted on the course website.

READING MATERIAL

Required Text:

Taylor, Arlene G. Introduction to cataloging and classification. 10th ed. Westport, Conn.: Libraries Unlimited, 2006. ISBN: 1591582350

Other material worth consulting::

- Anglo-American Cataloguing Rules, 2nd ed., 2002 rev., 2005 update. American Library Association. Also available online thru the Cataloger's Desktop (see below)
- 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.
- 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/>

Additional readings may be assigned throughout the semester to supplement our textbook

REQUIRED TECHNOLOGIES

Capabilities required for course delivery and student participation: Blackboard; CUA library and information system accounts

OTHER TOOLS AND TECHNOLOGIES

DC metadata tools (e.g. DC-Dot's Dublin Core metadata editor) <http://www.ukoln.ac.uk/metadata/dcdot/>

== Access ID and password will be given in class ==

OCLC Connection <http://connexion.oclc.org>

Cataloger's Desktop <http://desktop.loc.gov>

Classification Web <http://classificationweb.net>

WebDewey Available at: <http://connexion.oclc.org>

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/res/docs/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

Course Objectives

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. 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 (2009). URL:

<http://www.ala.org/ala/educationcareers/careers/corecomp/finalcorecompstat09.pdf>

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

Assignments and their weighting in the overall course grade are:

- 1. Homework assignments (20%)** exploration of concepts from the lectures including: *description*, headings (choice and form of headings), Dewey, LC classification, LC subjects.
- 2. Executive report & presentation (30%)** reflect and report on current topic in cataloging
- 3. Term Project (30%)** catalog material and reflect on implications for user
- 5. Class Contributions (20%)** The class is designed to be highly interactive. Students who contribute the most to our class's shared pool of knowledge will receive the highest grades in this area.

A scale for converting numeric to letter grades (An instructor will add a scale for letter grades from numeric scores)

- A = 100 - 94
- A- = 93 - 90
- B+ = 89 - 87
- B = 86 - 84
- B- = 83 - 80
- C = 79 - 70
- F = Below 70

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>.

Other Policies or Expectations.

- Know your NT (CUA network) account information and be able to log on to the CUA network. Contact the Center for Planning and Information Technology at 202/ 319-4357 for assistance.
- Know and use the SLIS technology support. SLIS webpage: <http://slis.cua.edu/tech/guides.cfm>
- Know and use the SLIS resources available. url: <http://slis.cua.edu/people/studentgateway.cfm>
- Know how to use the CUA library resources, including the ALADIN online system. Visit the CUAT library homepage at <http://libraries.cua.edu> for assistance.

Email.

- Provide a meaningful subject tag in all your emails about this class.
- Begin each subject line with *lsc606*, or risk a delayed response or potentially no response.
- I will make every effort to get back to you within 48 hours of receiving your email.

Formatting of your assignments.

- Your name must appear on the first page of every document you hand in.
- Submitted work must have a professional appearance.

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.
- *Late arrival.* Quietly pick up the handouts at the front of the class, sign-in on the sheet at the front of the class, and take a seat without disturbing the class that is in progress.
- *Behave respectfully.* Students are expected to behave respectfully while in class. Participation grades will reflect a student's maturity level and professionalism.
- *Participate actively.* Participation is essential to being successful in learning and fostering learning in others. Participation should be supported by reading the material before class and making an effort to be thoughtful in your remarks.
- *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 internet access during class.* Students are expected to engage in the classroom lecture, discussions and group work. Students reading email or searching the web, other than directed by the professor, during class will be asked to leave that class session.
- *No grade discussions in class.* Instructor will not discuss grades in class. First consider why the instructor deducted points. If you still disagree, explain your disagreement in an e-mail to the instructor.

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>.

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/>

Campus Resources for student support:

CUA Center for Academic Success
<http://success.cua.edu>

CUA Counseling Center
<http://counseling.cua.edu/services/>

Mullen Library
<http://libraries.cua.edu/welcome.html>

Career services resources
<http://slis.cua.edu/people/career.cfm>

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	Occurrence	Topic	Readings	Assignment Due
1	Jan 13	Introduction to topic & the workings of this course		
2	Jan 20	Descriptive cataloging & MARC coding	Taylor chapters: 1-3 AACR2R: Foreword, General Intro, chapters 1-2, Appd A-D. [found on Cat Desktop]	Descriptive exercise due 1/27
3	Jan 27	Descriptive cataloging & MARC coding cont.		
4	Feb 3	Choice of Access & Authority control	Taylor chapters: 8 AACR2R: chapters 20-21	Descriptive exercise due 2/10
5	Feb 10	Form of Access & Authority control	AACR2R: chapters 22-26	Access exercise due 2/17
6	Feb 17	Metadata & FRBR		Access exercise 2/24
7	Feb 24	Dewey (DDC)	Taylor chapters: 14-15	Partial TP (Term Project) 3/3
8	March 3	Dewey (DDC) cont.	Taylor chapters: 16-17	DDC exercise due 3/10
9	March 10	NO CLASS CUA Spring Break	NO CLASS CUA Spring Break	
10	Mar 17	Dewey / LC Classification		DDC exercise due 3/24
11	Mar 24	LC Classification (LCC)		
12	March 31	LC Classification cont.		LCC exercise due 4/7
13	April 7	Classification & Subject analysis		LCC exercise due 4/14
14	April 14	LC Subject Headings (LCSH)	Taylor chapters: 10-11	LCSH exercise due 4/28
15	April 21			Executive Report & Presentations due 4/21

16	April 28	NO CLASS CUA Reading Day	NO CLASS CUA Reading Day	
Finals Week				Term Projects Due 5/5

Grading:

Grades for this course will be based upon the following:

Homework assignments (5 graded @ 40 pts each, 4 ungraded)	20%
Partial term project (100 points)	10%
Final term project: (200 points)	20%
Executive report (200 points) and Presentation (100 points)	30%
Participation in class (200 points)	20%
TOTAL (1000 points)	100%

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

Keeping Current

Association of Library Collection and Technical Services (ALCTS)
<http://www.ala.org/ala/mgrps/divs/alcts/alcts.cfm>

Library & Information Technology Association (LITA)
<http://www.ala.org/ala/mgrps/divs/lita/litahome.cfm>
LITA's Information Technology and Libraries
<http://www.ala.org/ala/mgrps/divs/lita/ital/italinformation.cfm>

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/lccn/> Send message to: listserv@loc.gov with the message: subscribe lccn [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. Cataloging and Classification: An Introduction, by Chan, Lois Mai 3rd edition. ISBN-13: 9780810860001

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.

Furrie, Betty. Understanding MARC Bibliographic: Machine-readable cataloging. 7th ed. Washington, D.C.: Library of Congress, 2003. URL = <http://lcweb.loc.gov/marc/umb/>

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

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

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://lcweb.loc.gov/catdir/cpsol/>

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

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 LC Cataloging Directorate. http://lcweb.loc.gov/catdir/bibcontrol/lynch_paper.html.

Markey, Karen. 2007. The online library catalog: Paradise lost or paradise regained? *DLib Magazine* 13 (1/2). URL = <http://www.dlib.org/dlib/january07/markey/01markey.html>

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

Tillett, Barbara. *What is FRBR?: A Conceptual Model for the Bibliographic Universe* (2004). <http://www.loc.gov/cds/downloads/FRBR.PDF>

Understanding Metadata. Bethesda, MD: NISO, 2004. Also online: <http://www.niso.org/publications/press/UnderstandingMetadata.pdf>