THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE
*Web Version*
CLSC606 Section 04: Cataloging and Classification
Fall, 2008

Credit Hours: 3.0
Prerequisites/ Department consent: LSC/CLSC551

Classroom

Computer Lab 1
Eagle Ridge Middle School
42901 Waxpool Rd
Ashburn, VA 20148
Saturday; August 23, October 4 and November 22 from 1:00 PM to 4:00 PM; Online

Instructor Contact Information

Timothy C. Steelman, Assistant Dean
Marist Hall, Room 229
Office: (202) 319-5085
Mobile: <Will be provided on class syllabus.>
steelman@onlineinstruction.net
Office Hours by Appointment

Course Description

This course provides an introduction to the theory and practice of library cataloging and classification, with an emphasis on modern books (post 1850) and other types of media to facilitate information access. The modules and projects 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, current and possible future theoretical issues associated with the construction of contemporary bibliographic databases, and the implications of organization and indexing practice upon information access. Students will use a pre-structured MySQL database along with blocks of PHP and XML to create their own simple Integrated Library System while applying the theory and concepts presented in the course.

Instructional Methods

In-person, Asynchronous online, Synchronous online

Required Text


Recommended Text

Additions and reinforcement of this list will be specified in each learning module.


Reading Materials, Web Materials with Full Citations

Additions and reinforcement of this list will be specified in each learning module.

*Cataloger’s Desktop* produced by the Library of Congress. Available at: [http://desktop.loc.gov/](http://desktop.loc.gov/)
Password required; Will be specified in specific class materials.
This resource provides access to lots of valuable cataloging information including: *Anglo-American Cataloguing Rules* and *Library of Congress Rule Interpretations* (LCRIs)

*CatSkill*  
This resource provides an animated tutorial on AACR2R and MARC.

*ClassWeb*  
Available at: [http://classweb.loc.gov](http://classweb.loc.gov)  
Password required; Will be specified in specific class materials.

*MARC Format for Bibliographic Data [from the Library of Congress]*  
Available at: [http://www.loc.gov/marc/bibliographic/ecbdhorme.html](http://www.loc.gov/marc/bibliographic/ecbdhorme.html)

*OCLC Bibliographic Formats & Standards*  
Available at: [http://www.oclc.org/bibformats/](http://www.oclc.org/bibformats/)

*WebDewey*  
Available at: [http://connexion.oclc.org](http://connexion.oclc.org)  
Password required; Will be specified in specific class materials.  
Access → OCLC bibliographic database and the Dewey Decimal Classification schedules

Other Materials

Recommended materials for synchronous online sessions
- Quality webcam, speakers and microphone.
- High-speed Internet Access.
- Computer running Windows XP or earlier, or Macintosh OSX Tiger to run the MIV software by Marratech.

Course Goals
After completing this course, the student will be able to:

1. apply the principles and standards of current cataloging practice,
2. employ basic cataloging skills including description and subject analysis,
3. demonstrate successful information access in bibliographic utilities such as the Ohio College Library Center (OCLC),
4. summarize the current efforts used to organize digital resources and
5. outline basic Integrated Library System structure and function.

Goals for Student Learning

Specific goals will be presented in each learning module.

Professional Standards Addressed

American Library Association
http://www.ala.org/ala/accreditation/accredstandards/DraftCoreCompetencies.pdf
- Can apply the basic principles involved in the organization and representation of knowledge and information structures.
- Understands the systems of standards and methods used to control and create information structures.
- Knows and demonstrates service concepts, principles and techniques that facilitate information access, relevance, and accuracy for individuals or groups of users.

Special Library Association http://www.sla.org/content/learn/comp2003/index.cfm
- Manages the full life cycle of information from its creation or acquisition through its destruction. This includes organizing, categorizing, cataloguing, classifying, disseminating; creating and managing taxonomies, intranet and extranet content, thesauri etc.
- Applies expertise in databases, indexing, metadata, and information analysis and synthesis to improve information retrieval and use in the organization

Medical Library Association http://www.mlanet.org/education/platform/skills.html#6
“Health sciences librarians must know the theory of, as well as have skills in, identifying, collecting, evaluating, and organizing resources and developing and providing databases, including
- Cataloging and classification theory;
- National and international standards and conventions, including cataloging and filing rules;
- Indexing, abstracting, and classification systems.”

Course Requirements

Requirements for assignments and projects will be provided as part of learning module.

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.

Inclement Weather/Campus Closure: Conventional class meetings will be held online in the event of physical classroom closure during the time class would normally be in session.

Attendance and punctuality policy: Attendance is mandatory, in keeping with university policy. All participants are expected to attend all classroom sessions.

Participation expectation: Participation is essential to successful completion of the course.

Cell phones: No phone calls during class. Turn of cell phones, silence pagers. Students leaving the room for calls may not return to the class session (unless it is a verifiable emergency). Participation and engagement with classmates is interrupted and diminished if cell phones or pagers are going off.

Timeliness on submitting work: Late work will not be accepted unless it is made by prior arrangement.

No grade discussion in class: The instructor will not discuss grades in class, including during travel. Questions regarding assignments can be discussed outside regular class hours at a mutually convenient time. Please be sure to consult the syllabus before asking questions about course requirements.

Appropriate Dress: Dress for a professional environment to demonstrate your appreciation and respect for the classroom and for your peers.

Form of submission of work: All completed, assigned work will be submitted in an electronic format into the class electronic drop-box. Work that consists of a single file should be named using the following file name structure:

FirstInitialLastName_Module#_AssignmentName

Work that consists of multiple files should be named using the following file name structure:

FirstInitialLastName_Module#_AssignmentName_1ofTotalNumberOfFiles

Email: Begin each subject line with clsc606 or risk a delayed response or potentially no response. Provide a meaningful and accurate subject in all your emails related to this course. I will make every reasonable effort to get back to you within 48 hours of receiving your email. Please know that I typically check course-related emails in the evening.

Campus Resource: Even though this course occurs off the CUA campus, you are welcome and encouraged to make use of the campus resources, some important resources include (this is not an exhaustive list):

CUA University Libraries: http://libraries.cua.edu/welcome.html
Discussions: Discussions will account for 15% of your participation grade. Class discussions are meant to enhance, not distract from, learning. Do your part by helping them remain on target. Topics will be presented each week via the class site.

Each member of the class will meaningfully participate in each of the weekly discussions. Be aware that the professor will be keeping an appropriate eye on the discussion and will help guide and direct it, but in support of the activity’s purpose for each member of the class to demonstrate their knowledge and engage in meaningful interaction the professor will often let a good discussion run with only occasional comments. The basic expectation is that students will provide a minimum of two comments/replies for each of the weekly discussion topics. While previous weeks’ discussions will remain available the point determination will be based on the topic of that week. Each week’s postings will be scored using the following rubric:

2 Points = Superior

- Posting is responsive to the requirements of the discussion.
- Posting significantly enhances the quality of interaction
  - illustrating a point with examples, suggests new perspectives on an issue, asks thought-provoking questions, etc.
  - providing constructive feedback to classmates and raises opposing viewpoints in a polite and supportive manner.
- Posting demonstrates an in-depth understanding of concepts and issues presented in the course
  - citing experts and/or the readings, drawing parallels, etc.
  - containing insightful interpretations of the content, as applicable.
- Posting provides evidence that the student has read and considered a sampling of classmates’ postings and synthesized key comments and ideas, as applicable.

1 Points = Sufficient (if some or all of the following conditions apply)

- Posting is not fully responsive to the requirements of the discussion.
- Posting does little to enhance the quality of interaction and rarely includes questions or comments that stimulate thinking and learning.
- Posting demonstrates a minimal understanding of concepts presented and tends to address peripheral issues.
- Posting is generally accurate, but with some omissions and/or errors.
- Posting does not provide evidence that the student has considered at least some of their classmates’ postings or synthesized key comments and ideas, as applicable.

0 Points = No Credit Awarded (if some or all of the following conditions apply)

- Posting does not contribute to the quality of interaction and does not include questions or comments that stimulate thinking and learning.
- Posting does not demonstrate an understanding of the concepts presented in the course and/or does not address relevant issues, and/or is inaccurate and contains many omissions and/or errors.
- Posting does not provide evidence that the student has read or considered classmates' postings, as applicable.
- No posting is made to the discussion.

General: Be professional and courteous at all times; aid in the learning of others as you learn.

- Email addresses provided on this site are meant only for communications relating to class topics. They should not be used individually or in group to conduct any other activity or business.
- If you find problems or have issues with the class site please direct comments to the professor via email.
- Remember that your communications in the online environment may remain recorded, even if the original message is deleted.
- While you are encouraged to explore the full versatility of the class offerings you must refrain from activities that are not in accordance with the rules and policies of The Catholic University of America and the rules and policies of the university's School of Library and Information Science. Furthermore, your activities should never impede the meaningful progress of your classmates.
- The material on this site is meant for your use as a student of this class. While you may use resources and materials contained within outside of class you should not give your username and password to non-class members.
- In general, any attempt to circumvent the security of this site and its contents or to impede the learning of classmates will be considered improper and treated as a disciplinary matter.

Assessment

Evaluation rubrics will be provided with each learning module.

Grade Determination

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Part 1 of Term Project</td>
<td>10%</td>
</tr>
<tr>
<td>Part 2 of Term Project</td>
<td>10%</td>
</tr>
<tr>
<td>Part 3 and Totality of Term Project</td>
<td>40%</td>
</tr>
<tr>
<td>Participation in class</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Point totals converted to letter grades:
A: 94 – 100
Univernsity grades

The University grading system for graduate students is available at http://policies.cua.edu/academicgrad//gradesfull.cfm#iii.

Course grades will be posted at the end of the semester, or as arranged per University policy: http://cardinalstation.cua.edu.

Course Schedule

In-person class meetings will be held:
Saturday; August 23 from 1:00 PM to 4:00 PM
Saturday, October 4 from 1:00 PM to 4:00 PM
Saturday, November 22 from 1:00 PM to 4:00 PM

Due dates for assignments and projects will be specified in each learning module,

Module 1: August 23 – September 13, 2008. In-person meeting on August 23.
September 1: Labor Day – University Observed Holiday
Module 2: September 13 –October 4, 2008.
October 13: Columbus Day – University Observed Holiday
October 24-25: Comprehensive Exam
November 1: All Souls Day
Module 5: November 15 – December 6, 2008. In-person meeting on November 22.
November 25-December 1: Thanksgiving Break – University Observed Holiday

Bibliography

Material will be specified in each learning module.

Disclaimer

This syllabus should not be construed as a contract between the student and the instructor. The syllabus may be changed at any time by the instructor as needed in order to meet the instructional goals and needs of the class, including changes in the grading policy that is described above.