Catholic University of America, School of Library and Information Science

Cataloging and Classification

Prerequisites: LSC551 Organization of Information 3 credit hours

Location:
Weekly: online at our BlackBoard site (details below)
Three face-to-face meetings: Saturday 1/26, 2/23, and 4/19 from 1:00 – 4:00pm in Marist rm. 208

Instructor contact information:

<table>
<thead>
<tr>
<th>Joan Lussky, PhD</th>
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<tbody>
<tr>
<td>Email: <a href="mailto:lussky@cua.edu">lussky@cua.edu</a></td>
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<tr>
<td>Phone (office) 202/319-5855</td>
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<tr>
<td>Phone (cell) 302/299-7007</td>
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<tr>
<td>Office location: Marist Hall Room 243</td>
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<td>Office Hours: Wednesday 2-4 and by appointment</td>
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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 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.

READING MATERIAL

Required Text:

Other material worth consulting:

As the course progresses we will be building a “Bibliography” file on BlackBoard of other valuable resources and relevant readings.
Digital resources that will be consulted throughout the semester:
(passwords may change during semester. Any problems please contact instructor)

- **Cataloger’s Desktop** produced by the Library of Congress.
  Available at: [http://desktop.loc.gov/](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**
  This site provides an animated tutorial on AACR2R and MARC.

- **ClassWeb**
  Available at: [http://classweb.loc.gov](http://classweb.loc.gov)
  Password required

- **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.
  Access → OCLC bibliographic database and the Dewey Decimal Classification schedules

**COURSE GOALS.**

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

**Professional Standards Addressed in this course:**


- 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](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](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
1.) Five graded homework assignments (worth 20% of grade)
On each of the following topics: description, headings (choice and form of headings), Dewey, LC classification, LC subjects.

2.) Partial term project (worth 10% of grade)
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.) Dewey for term project (worth 10% of grade)
Dewey #s for term project items (MARC field 082).

4.) Full term project (worth 40% of grade)
• 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)

5.) Class participation (every week) (worth 20% of grade)
group work and other evidence of participation within our virtual classroom

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.

**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.

**Assignments.**
- Place your name on the first page.
- Submitted work must have a professional appearance and not be handwritten.
- Submit your work digitally via our BlackBoard site’s digital drop box or directly to my email.
- Save your work frequently and in multiple places.
- If you encounter a problem with your home computer you are expected to use one of the many other computers in our environment to submit your work on time. For example, the numerous computers on campus and in the surround area’s public libraries.

**Participation & Conduct:**
- “Attendance” is mandatory. Just as in a face-to-face class I expect you to commit roughly 12 hours/week on this class. This includes checking in to our BlackBoard site at least 3 times/week.
- 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.
- Behave respectfully. Students are expected to behave respectfully in our class’s online site. Participation grades will reflect a student’s maturity level and professionalism, and whether the student actively participates in class discussions.

**Syllabus:**
The instructor reserves the right to make changes to this syllabus if circumstances warrant such change. All changes will be provided to students via BlackBoard

**Campus Resources for student support:**
Academic Tutoring and Learning Assistance Service (ATLAS)
http://counseling.cua.edu/atlas/
101 O'Boyle Hall
Phone: (202) 319-5018

CUA Counseling Center
http://counseling.cua.edu/services/
127 O'Boyle Hall
Phone: (202) 319-5765

Mullen Library
http://libraries.cua.edu/welcome.html
Phone: (202) 319-5070

Office of Career Services
http://careers.cua.edu/
They even offer help with interview preparation and mock interviews.
http://careers.cua.edu/studalum/Servicesandassistance.cfm#mockinter
**Accommodations for students with disabilities:**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact me as soon as possible, preferably within the first week of class. Also, 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](http://disabilitysupport.cua.edu).

**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.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Occurrence</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Online</td>
<td>Introduction to topic &amp; the workings of this course</td>
<td>Chan chapters: 1-3 AACR2R: Foreword, General Intro, chapters 1-2, Appd A-D. [found on Cat Desktop]</td>
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<td>2</td>
<td>Face-to-face</td>
<td>Descriptive cataloging &amp; MARC coding</td>
<td>Chan chapters: 15-16, &amp; Appendix A</td>
<td>Descriptive exercise due 1/23</td>
</tr>
<tr>
<td>3</td>
<td>Online</td>
<td>Descriptive cataloging &amp; MARC coding cont.</td>
<td>Chan chapters: 4-5 AACR2R: chapters 20-21</td>
<td></td>
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<tr>
<td>4</td>
<td>Online</td>
<td>Choice of Access &amp; Authority control</td>
<td>Chan chapter 6, Appendix B AACR2R: chapters 22-26</td>
<td>Access exercise due 2/13</td>
</tr>
<tr>
<td>5</td>
<td>Online</td>
<td>Form of Access &amp; Authority control</td>
<td>AACR2R: chapters 22-26</td>
<td>Access exercise 2/20</td>
</tr>
<tr>
<td>6</td>
<td>Face-to-face</td>
<td>Metadata &amp; FRBR</td>
<td>AACR2R: chapters 22-26</td>
<td></td>
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<tr>
<td>7</td>
<td>No Class</td>
<td>NO CLASS CUA Spring Break</td>
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Grading:

Grades for this course will be based upon the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework assignments (5 graded @ 100 pts each)</td>
<td>20%</td>
</tr>
<tr>
<td>Partial term project (250 points)</td>
<td>10%</td>
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<tr>
<td>DDC for term project: (250 points)</td>
<td>10%</td>
</tr>
<tr>
<td>Term project: (1000 points)</td>
<td>40%</td>
</tr>
<tr>
<td>Participation in class (500 points)</td>
<td>20%</td>
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<tr>
<td>TOTAL (2500 points)</td>
<td>100%</td>
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NOTE: Late work will not be accepted with the exception of those cases noted above in the “Participation & conduct” section.

Things to ponder as you work thru this course:
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?
4. Identify at least one paper published in the last 3 years that has helped you understand the current opportunities and challenges facing the world of bibliographic control.
Papers related to current and future trends in bibliographic control


