**The Catholic University of American**
**School of Library and Information Science**

*Web Version*

CLSC606 Section 04: Cataloging and Classification
Summer, 2009

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

**Classroom**

Computer Lab 1  
Eagle Ridge Middle School  
42901 Waxpool Rd  
Ashburn, VA 20148  
Saturday; June 27, July 11 and July 25 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: Distributed in class  
Email: Distributed in class  
Office Hours by Appointment

**Course Description**

This course introduces students to the terminology, concepts and practices of cataloging and classification to facilitate information access. Special emphasis on the common standards used in cataloging (AACR, Dewey, MARC, LCSH, etc); cataloging various formats of information objects; historical context, current issues and future trends; overview of existing Integrated Library Systems; and the implications of organization and indexing practice upon information access. Prerequisite: 551

**Instructional Methods**

In-person, Asynchronous online, Synchronous online

**Required Texts and Resources**


Student account with LiveText ([http://www.livetext.com/](http://www.livetext.com/))

**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/
Password required; Will be provided in 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
Password required; Will be provided in class materials.

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

OCLC Bibliographic Formats & Standards Available at: http://www.oclc.org/bibformats/

WebDewey Available at: http://connexion.oclc.org
Password required; Will be provided in class materials.
Access → OCLC bibliographic database and the Dewey Decimal Classification schedules

Other Materials

Recommended materials for synchronous online sessions if scheduled
- Quality webcam, speakers and microphone.
- High-speed Internet access.

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

Learning objectives are specified within each module.

This course supports the following SLIS Program Objectives:

- Are skilled in organizing, disseminating, managing, and preserving information.
- Are skilled in the use of information technologies and articulate the role of IT in facilitating information management.
- Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.
- Are capable of serving information seekers in a global society.
- Interpret and apply research results from library and information science and related fields.
- Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

Professional Standards Addressed

American Library Association
http://www.ala.org/ala/educationcareers/careers/corecomp/index.cfm
- Can apply the basic principles involved in the organization and representation of recorded knowledge and information.
- Knows and demonstrates the developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
- Understands the systems of standards and methods used to control and create information structures.

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, and disseminating.
- 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 are specified in the course modules.
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.

Timeliness on submitting work: Late work will not be accepted unless prior arrangements are developed or in the case of a documented emergency approved afterwards.

No grade discussion in class: The professor 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 dropbox. 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 resources: 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

SLIS Technology resources: http://slis.cua.edu/tech/

Academic Tutoring and Learning Assistance Service (ATLAS) http://success.cua.edu
101 O'Boyle Hall
Phone: (202) 319-5018

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

Office of Career Services http://careers.cua.edu/

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 Pryzbysla 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.

Discussions: 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</td>
<td>20%</td>
</tr>
</tbody>
</table>
TOTAL 100%

Point totals converted to letter grades:
A  94–100
A-  90-93.99
B+  86-89.99
B   82-85.99
B-  78-81.99
C   70-77.99
F   Below 70

University 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, June 27 from 1:00 PM to 4:00 PM
Saturday, June 11 from 1:00 PM to 4:00 PM
Saturday, July 25 from 1:00 PM to 4:00 PM

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

Module 1: June 27 – July 2*.
Module 2: July 4* – July 10.
Module 3: July 11 – July 17.
Module 4: July 18 – July 24.

* The course will recognize the Independence Day holiday as July 3 per the university calendar.

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.