Credit Hours
3 credit hours

Prerequisites
LSC551, Organization of Information

Classroom: 208 Maris Hall
Mondays, 7:00-9:30 PM; Final Exam, Saturday, May 7, 4:00-6:00

Instructor Contact Information
Nathan B. Putnam, Lecturer
putnamn@cua.edu or (571) 766-6574
Appointments available by request

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
Students learn the theory and practice of cataloging and classification through lectures, exercise assignments, and class discussions. New developments in information organization, handouts, lecture notes, discussions, exercises and examinations will be posted on Blackboard

Required Text

Additional Materials
Anglo-American Cataloguing Rules, 2nd ed., 2002 rev., 2005 update. Available online thru the Cataloger's Desktop (see below)
AUTOCAT Listserv http://listserv.syr.edu/scripts/wa.exe?SUBED1=AUTOCAT&A=1
MARC Standards http://www.loc.gov/marc/
OCLC Bibliographic Formats & Standards http://www.oclc.org/bibformats/

Additional readings will be assigned throughout the semester to supplement the textbook.

Cataloging Tools (access will be demonstrated in class)
Cataloger's Desktop http://desktop.loc.gov
OCLC Connexion (browser) http://connexion.oclc.org/
Classification Web http://classificationweb.net/
Web Dewey http://connexion.oclc.org/
RDA Toolkit (TBA) http://www.rdatoolkit.org/
Course Goals
The course is designed to support SLIS program objectives [http://slis.cua.edu/about/](http://slis.cua.edu/about/) and develop student competencies in information organization [http://slis.cua.edu/res/docs/about/accreditation/documents/sliscompetenciesadopted20080326.pdf](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.
5. Be ready to apply the principles of information organization to provide access to media and 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 (2009). URL: [http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/index.cfm](http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/index.cfm)

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 (50 pts) – covers course materials and provides a practical application
Discussion and participation (50 pts) – in class participation of materials covered
Term project (100 pts) – cataloging of materials with description of how a user may access the items
Final project and presentation (100 pts) – group paper and presentation on a current topic in cataloging

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

University Grades
The University grading system is available at http://policies.cua.edu/academicgrad/gradesfull.cfm#iii for graduate students. Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

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
Attendance: Class attendance is required for class participation. Any missed class will lower the class participation grade. In case of an unexpected absence, please email or call no later than 2:00 PM on the day of class to be missed (if possible).

Assignments: Assignments are to be submitted BEFORE the start of the class for which they are due. It is expected that readings for the class are also completed in order to facilitate class discussion. Most assignments are administered through Blackboard with the expectation that you will use the necessary online tools and class notes to complete them.

Assignment formatting: When submitting assignments please format bibliographic citations using the Chicago Style as demonstrated by Kate L. Turabian in A Manual for Writers of Research Papers, Theses, and Dissertations. Follow the guidelines for parenthetical citations—reference list style in chapters 18 and 19.

Cell phones: Please turn off or set cell phones to vibrate before the start of class. If a phone call must be answered during class, please leave the room before answering. Note: most phones allow you to silence a ringtone by pressing any button while the phone is ringing should you forget to turn the phone off before class.

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.
## Course Schedule *(subject to change to meet class needs)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 10 (online)</td>
<td>Course overview and introduction</td>
<td>Taylor, chap. 1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>January 17</td>
<td>NO CLASS (Martin Luther King, Jr. Day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>January 24</td>
<td>Descriptive cataloging</td>
<td>Taylor, chap. 4</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>3</td>
<td>January 31</td>
<td>Descriptive cataloging, cont.</td>
<td>Taylor, chap. 4</td>
<td>Assignment 2</td>
</tr>
<tr>
<td>4</td>
<td>February 7</td>
<td>Encoding using MARC</td>
<td>Taylor, chap. 3</td>
<td>Assignment 3</td>
</tr>
<tr>
<td>5</td>
<td>February 14 (online)</td>
<td>Choice of access points</td>
<td>Taylor, chap. 6</td>
<td>Assignment 4, Term Paper Topic</td>
</tr>
<tr>
<td>6</td>
<td>February 21</td>
<td>Form of access points and Authority Control</td>
<td>Taylor, chap. 7, 8</td>
<td>Assignment 5</td>
</tr>
<tr>
<td>7</td>
<td>February 22 (online)</td>
<td>TUESDAY Overview of cataloging non-print formats</td>
<td>See Blackboard</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>February 28</td>
<td>Subject access</td>
<td>Taylor, chap. 9-11</td>
<td>Assignment 6</td>
</tr>
<tr>
<td></td>
<td>March 7</td>
<td>NO CLASS (Spring Break)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>March 14</td>
<td>Subject access, cont. and Classification</td>
<td>Taylor, chap. 14-16</td>
<td>Assignment 7</td>
</tr>
<tr>
<td>10</td>
<td>March 21</td>
<td>Classification, cont.</td>
<td>Taylor, chap. 14-16</td>
<td>Assignment 8</td>
</tr>
<tr>
<td>11</td>
<td>March 28</td>
<td>Cataloging and Catalog Management</td>
<td>Taylor, chap. 19-20</td>
<td>Assignment 9</td>
</tr>
<tr>
<td>12</td>
<td>April 4</td>
<td>RDA and Future Trends</td>
<td>See Blackboard</td>
<td>Assignment 10</td>
</tr>
<tr>
<td>13</td>
<td>April 11</td>
<td>Presentations and Term Project Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>April 18</td>
<td>Presentations and Term Project Questions</td>
<td></td>
<td>Final Paper</td>
</tr>
<tr>
<td></td>
<td>April 25</td>
<td>NO CLASS (Easter Monday)</td>
<td></td>
<td>Term Project</td>
</tr>
<tr>
<td>FINAL</td>
<td>May 7</td>
<td>FINAL EXAM 4:00-6:00 PM</td>
<td></td>
<td>Term Project</td>
</tr>
</tbody>
</table>