3.00 credits / Prerequisite: LCS 551 / Location: Aquinas Hall 108 / Wednesdays, 7:00 - 9:30 p.m.

Instructor contact information:
Jerry Simmons, Instructor
Phone: 301-837-2981 (office)
E-mail: SIMMONCG@cua.edu
One hour prior to class, by appointment, in the Information Commons.

Course description: An introduction to the terminology, principles, practices, and applications of controlled vocabulary, especially thesauri, as well as their provision in meeting the needs of a variety of information users within a variety of settings. Special emphasis on the historical context, current issues and future trends; current standard models; tools and processes for their use; and their role in organizing, accessing, and managing information within an organization. Projects in the implications of indexing practice upon information access.

Instructional methods: Lectures, class discussions, readings, exercises, projects, student presentations, and guest speaker presentations. Course materials such as handouts, lecture and discussion notes will be available on the course site. Special readings will be distributed in class.

Required course text:

Additional texts and readings as assigned:
Bohdan S. Wynar and Arlene G. Taylor. Introduction to Cataloging and Classification, 8th ed. 1992
Course goals and objectives: To explore theory and practical aspects of thesaurus construction and maintenance, and indexing and abstracting, in the context of traditional and computerized applications. Additionally, the course will expose students to practical applications of these topics in a professional library, archives or museum settings. N.B.: Students should prepare for each class meeting by completing all assigned readings and be ready to lead discussion in the next week’s class.

Course goals and objectives continued: By the end of the course, students will demonstrate: a general understanding of thesaurus, indexing and abstracting theory and practical application / an understanding of the role of indexing and abstracting in information storage and retrieval processes / an ability to build and maintain thesauri, construct indexes, and write abstracts / a knowledge of index and thesauri automation / a familiarity of careers for indexers, abstractors, and subject authority catalogers.

Course schedule:

Week 1: (Jan. 12, 2011): Course introduction, instructor/student introductions
- Syllabus and textbook overview
- For Jan. 19: Cleveland, chapters 1 and 2 / additional readings

Week 2: (Jan. 19, 2011): Indexing basics and examples
- Group discussion: Cleveland, chapters 1 and 2
- For Jan. 26: Cleveland, chapters 3 and 4 / additional readings

Week 3: (Jan. 26, 2011): Indexing continued
- Group discussion: Cleveland, chapters 3 and 4
- Take home indexing project
- For next week: Cleveland, chapters 5, 6 and 17 / additional readings

Week 4: (Feb. 2, 2011): Indexing continued
- Group discussion: Cleveland, chapters 5, 6 and 17
- Guest speaker: Brian Flanagan, Ph.D., Professional Indexer
- For next week: Cleveland, chapters 7 and 8 / additional readings

Week 5: (Feb. 9, 2011): Abstracting basics
- Group discussion: Cleveland, chapters 7 and 8
- In-class abstracting exercise
- For next week: Cleveland, chapters 9, 10 and 11 / additional readings

Week 6: (Feb. 16, 2011): Abstracting continued
- Group discussion: Cleveland, chapters 9, 10 and 11
- Abstracting project assignments: oral history transcripts
- Research and presentation project assignments (See appendix)
Week 7: (Feb. 23, 2011): Abstracting continued
• Group discussion: *Abstracts*.
• Abstracting projects review (10 min. presentations)
• Guest speaker from ProQuest (formerly Lexus/Nexus)
• For next week: Library of Congress Subject Headings: Introduction (v. 1) / additional readings

Week 8: (Mar. 2, 2011): Thesaurus basics / Library of Congress Subject Headings
• Guest speaker: Paul E. Frank, Library of Congress, Cooperative Programs Section
• Group discussion: Bellardo text reviewed.

Week 9: (Mar. 9, 2011): Ash Wednesday / Spring Break
• No class! Reminder that midterm research assignments are due by midnight, Mar. 9th.

Week 10: (Mar. 16, 2011): Thesaurus continued / Archival Research Catalog
• Student presentations of research assignments (10 mins. per student)
• Thesaurus construction/management applications: MultiTes
• For next week: *ANSI/NISO Z39.19-2005* / additional readings

Week 11: (Mar. 23, 2011): Thesaurus continued
• Group discussion: *ANSI/NISO Z39.19-2005*
• For next week: Wynar and Taylor. *Introduction to Cataloging and Classification*, 8th ed., Chapter 24 / additional readings

Week 12: (Mar. 30, 2011): Thesaurus cont. / Medical Subject Headings (MeSH)
• Group discussion: Wynar and Taylor, Chapter 24.
• Guest speaker: Dr. Stuart Nelson (MeSH)
• For next week: Wynar and Taylor. *Introduction to Cataloging and Classification*, 8th ed., Chapter 25 (reserved at Mullen) / additional readings

Week 13: (Apr. 6, 2011): Thesaurus cont. / NAL Thesaurus and Glossary
• Group discussion: Wynar and Taylor, Chapter 25.
• Guest speaker: Lori Finch, National Agriculture Library Thesaurus and Glossary
• For next week: Lois Mai Chan. *Cataloging and Classification, 2007*, Chapters 7 and 8 (reserved at Mullen) / additional readings

Week 14: (Apr. 13, 2011): Thesaurus cont. / NASA Thesaurus
• Group discussion: Lois Mai Chan, Chapters 7 and 8
• Guest speaker: Michael Genuardi, NASA Center for Aerospace Information
• For next week: *Subject Cataloging Manual: Subject Headings*, 2008 ed., preface through section H203.
Week 15: (Apr. 20, 2011): Thesaurus cont. / Authority control
- For next week: Cleveland, chapters 15 and 16
- Issues for the future: Taxonomies / Semantic web / Global Googlization

Week 16: (Apr. 27, 2011): Semester review / thesaurus projects
- Group discussion: Cleveland, chapters 15 and 16
- Student thesaurus presentations (15 mins. per student)
- Students lead semester review
- Final exam assigned
- Course evaluations

Week 17: (May 4, 2011): Final exam due (date stamped by 12:00 a.m. May 5)

Course Requirements: All students are required to complete assigned readings, research papers, projects and presentations. Students are also required to participate routinely in class exercises, discussions, and other activities as assigned. Completion of all exams is required for successful course completion.

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. All students are responsible for familiarizing themselves with university policy regarding academic dishonesty and misconduct.

Timeliness of assignments: Students are required to complete all assignments and projects by the specified due date. The instructor will accept no late assignments without prior notification and approval. Unless specified otherwise, electronic copies of papers must be emailed to the instructor providing a time stamp of delivery. Make up quizzes/exams/papers/assignments must be approved by the instructor at least 24 hours prior to the assignment’s due date.

General class meeting policies: Class meetings will start promptly at 7:00 p.m. Punctuality by all students is essential to avoid disruption once lectures and class activities have started. Regular attendance is required and all students are expected to participate fully from for the duration of the class meeting.

Basic ground rules for conduct in class: No phone calls, no emailing, and no texting during class time on any device. If you receive an emergency message, call, etc., please excuse yourself from the classroom.

Assessment and grading: Students’ final grade will be based on the following:
- Class participation (exercises, discussions, and other activities as assigned) = 20%
- Midterm research paper = 20%
- Abstracting and indexing project = 20%
- Thesaurus presentation project = 20%
- Final exam = 20%
Appendix: Research and Individual Presentation Project assignments

Students are assigned to prepare a well written, well documented research paper (including notes and bibliography) covering life and career of one of the librarians on the list below. N.B.: This should not be a “What I learned on the Internet about ...” exercise. Students are expected to consult print as well as electronic resources to craft something beyond a simple Who’s Who entry for their assigned librarian.

Sanford Berman
Henry Evelyn Bliss
Samuel C. Bradford
Andrea Crestadoro
Rebecca Geunther
James Christian Meinich Hanson
Trudi Bellardo Hahn
Patricia Harpring
Charles Coffin Jewett
Thomas Mann
Daniel Pitti
S. R. Ranganathan
Minnie Earl Sears
Dagobert Soergel