Class Information

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

Credit Hours
3 credit hours

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

Materials Used

Instructional Methods
Students learn the theory and practice of cataloging and classification through lectures, online videos, exercise assignments, and class discussions. Materials in addition to the text books—handouts, lecture notes, discussions, exercises and examinations—will be available on Blackboard https://blackboard.cua.edu.

Required Texts

Additional readings assigned throughout the semester to supplement the textbooks.

Additional Materials
MARC Standards http://www.loc.gov/marc/
OCLC Bibliographic Formats & Standards http://www.oclc.org/bibformats/
Resource Description and Access (RDA) http://www.rdatoolkit.org/
Cataloging Tools
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/

Objectives and Goals

Course Goals
The course is designed to support SLIS program objectives http://slis.cua.edu/about/ and develop student competencies in information organization 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 (60 pts) – covers course materials and provides practical application
Discussion and participation (40 pts) – in class participation of materials covered
Cataloging project (100 pts) – description of selected library materials
Final paper and presentation (100 pts) – paper and presentation on a current topic in cataloging

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>100-94%</td>
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<td>A-</td>
<td>93-90%</td>
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<td>B+</td>
<td>89-87%</td>
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<td>B</td>
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<td>B-</td>
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<td>C</td>
<td>70-79%</td>
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<td>F</td>
<td>Below 70%</td>
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**University Grades**

The University grading system is available at [http://policies.cua.edu/academicgrad/gradesfull.cfm#iii](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 [https://cardinalstation.cua.edu](https://cardinalstation.cua.edu).

**Policies and Expectations**

**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](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.

Classroom Policies

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). See instructor for information on making up missed classes.

Assignments
Assignments are to be submitted by 5:30 PM on the Monday that they are due. Assigned readings should be read before class to facilitate class discussion. Assignments are administered through Blackboard while using the necessary online tools and class notes to complete them.

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.

Email
All class related email should come from your cardinalmail.cua.edu email account. All class announcements and assignment-related emails will go to this email account.

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

This schedule is subject to change to meet the needs of the class. For the most current schedule see Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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| 1 | Aug 27 | Course overview and introduction  
   Using Cataloger's Desktop |
| 2 | Sep 3 | **No Class** |
| 3 | Sept 10 | Descriptive Cataloging – AACR2 |
| 4 | Sept 17 | Descriptive Cataloging – AACR2 |
| 5 | Sept 24 | Access Points and Authority Control |
| 6 | Oct 1 | MARC encoding  
   Connexion Browser |
| 7 | Oct 8/9 | Overview of cataloging non-print formats and serials |
| 8 | Oct 15 | Subject Access  
   Classification Web |
| 9 | Oct 22 | Classification (LCC) |
| 10 | Oct 29 | Classification (DDC) |
| 11 | Nov 5 | Descriptive Cataloging – RDA |
| 12 | Nov 12 | Descriptive Cataloging – RDA |
| 13 | Nov 19 | TBD – Select RDA Topics  
   RDA & AACR2 |
| 14 | Nov 26 | Class Discussion  
   Questions about RDA record |
| 15 | Dec 3 | Class Discussion  
   Questions about RDA record |
| 16 | Dec 10 | Final Cataloging Records  
   **No Class** |

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<thead>
<tr>
<th>Readings Due</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Taylor, chap. 1, 2</td>
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</table>
| Taylor, chap. 4  
   AACR2 0.21-0.29, chap. 1 | Assignment 1 |
| AACR2, chap. 1, 2 | Assignment 2 Project Topic |
| Taylor, chap. 6-8  
   AACR2, chap. 20 (all), chap. 21-26 (skim) | Assignment 3 |
| Taylor, chap. 3  
   Connexion Browser Docs | Assignment 4 |
| AACR2, X.0 for chap. 3-12 (skim) | Assignment 5 |
| Taylor, chap. 9, 11  
   LCSH: LC Subject Headings: Introduction Classification Web Help | Assignment 6 AACR2 Records |
| Taylor, chap. 14, 16  
   CSM: Classification and Shelflisting Manual | Assignment 7 |
| Taylor, chap. 15 | Assignment 8 |
| Oliver, chap. 1, 2, 3 | Assignment 9 |
| Oliver, chap. 6, 7 | Assignment 10 |
| Oliver, chap. 4, 5 | Assignment 11 |
| | Assignment 12 Paper Due |
| | RDA Records Due |