Course Description

This course covers the theory and practice of cataloging and classification. It focuses on the knowledge and skills needed for cataloging monographs and introduces students to the cataloging of other formats, such as Internet resources. Through lectures and exercises students learn the principles of information organization and become familiar with cataloging standards, procedures and tools. Standards and tools covered include the Anglo-American Cataloguing Rules 2nd revision, Library of Congress Subject Headings, Dewey Decimal Classification system, MARC 21bibliographic format, and OCLC Connexion. In addition, FRBR (Functional Requirements for Bibliographic Records) and RDA (Resource Description and Access) are discussed, and the Library of Congress Classification system, Metadata, and Dublin Core are introduced.

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 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/finalcorecompstat09.pdf](http://www.ala.org/ala/educationcareers/careers/corecomp/finalcorecompstat09.pdf)

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.

Instructional Methods

Students learn the theory and practice of cataloging and classification through lectures, exercises, and class discussions. New developments in information organization, handouts, lecture notes, discussions, exercises and examinations will be posted on Blackboard for LSC606 Section 01.

Required Texts


Highly recommended


Additional reading materials

Readings are specified for each week and students are required to complete the readings and be ready for class discussion. Several articles are posted on the Blackboard and URLs of Web documents are provided in the Course Schedule below. Supplementary materials are listed at the end of the syllabus for students to learn more about topics covered in this course.
**Required Technologies**
The course is delivered face-to-face and each class meeting requires the use of Web browsers, Internet connection, PowerPoint, Word, Blackboard, relevant software, and a projector. These tools are used to introduce students to essential cataloging standards and tools listed below.

**Cataloging Standards and Tools**

**Descriptive Cataloging**

**Subject Cataloging**
- Classification Web. [http://classificationweb.net/](http://classificationweb.net/) (for LCSH and LCC)

**Encoding and Record Creation**
- MARC Standards. [http://www.loc.gov/marc](http://www.loc.gov/marc)
- MARC 21 Concise Format for Bibliographic Data [http://www.loc.gov/marc/bibliographic/ecbdhome.html](http://www.loc.gov/marc/bibliographic/ecbdhome.html)
- Cataloger’s Desktop [http://desktop.loc.gov](http://desktop.loc.gov)
- OCLC Connexion (browser) [http://connexion.oclc.org/](http://connexion.oclc.org/)

**Course Requirements**

1. **Exercises (30%)**: Six exercises are designed to provide students with hands-on experience. Exercises are due on the dates specified (see course schedule below). Students will submit one copy of each exercise to the instructor on the due day and retain one copy for class discussion. These are pass/fail exercises. No late exercises will be accepted, and five points will be taken off the final grade for each missing exercise.

2. **Midterm examination (20%)**: A take-home midterm examination designed to assess students' knowledge of subject cataloging will be posted on the Blackboard. The examination will include definitions of terms, short answer questions and assignment of subject headings. Students will have one week to complete the examination.

3. **Reflective Essay (10%)**: Students will read two assigned articles, select two related articles, and reflect on the authors’ ideas to discuss the management of library data in the 21st Century. The essay should be at least 1000 words. Details will be given the week before Spring break. Students will have two weeks to complete this assignment.
4. **Final examination** (30%): A take-home examination designed to assess students' understanding of cataloging principles, theory, and practice will be posted on the Blackboard. Students will have two weeks to complete this examination.

5. **Class participation** (10%): Students are expected to actively participate in class discussions.

### Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>6 pass/fail exercises</td>
<td>30 total (5 each)</td>
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<tr>
<td>Midterm examination</td>
<td>20</td>
</tr>
<tr>
<td>Reflective essay</td>
<td>10</td>
</tr>
<tr>
<td>Final examination</td>
<td>30</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

### Grading Scheme

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. Students will accumulate total points by completing all the requirements. Course total points will be converted to University grades at the end of the semester.

### 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](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.

**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 in the first week of class 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.

**Additional expectations and policies**

**Class attendance** is required. If you have to miss a class, you must obtain permission from the instructor first. In case of unexpected situations, you must notify the instructor as soon as possible. If you miss a class without permission from the instructor, you will lose four points from your course grade.

Students are expected to arrive for class on time.

**Active class participation** is expected, including participation in discussions and group exercises. Students should complete the readings before each class, actively engage in class activities, treat fellow students with respect, and present themselves in a professional manner. Participation is an important factor in course grading.

**Cell phone** calls, texting, and email are not allowed during class.

**Assignments and examinations** should be submitted in methods specified and are due at the times indicated. No late assignments or examinations are accepted. Revision, resubmission, and extra credits are not allowed.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>1/16</td>
<td>Martin Luther King Day</td>
<td>No Class</td>
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</tr>
<tr>
<td>1/30</td>
<td>Subject Access</td>
<td>Taylor (2006), Chapters 10, 11.</td>
<td></td>
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<tr>
<td></td>
<td>LCSH &amp; Principles of Subject headings</td>
<td>Taylor (2006), Chapter 11.</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td>LCSH Subdivisions</td>
<td>Taylor (2006), Chapter 11.</td>
<td>Ex. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taylor (2006), Chapters 14, 15.</td>
<td></td>
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<tr>
<td>2/20</td>
<td>DDC number building (a)</td>
<td>&quot;Number building&quot; of DDC introduction <a href="http://www.oclc.org/dewey/versions/print/intro.pdf">http://www.oclc.org/dewey/versions/print/intro.pdf</a></td>
<td>Ex. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-term examination posted on Blackboard</td>
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</tr>
<tr>
<td>2/21</td>
<td>Number building (b) Cutter numbers; Shelflist</td>
<td><em>Administrative Monday</em> Taylor (2006), Chapter 17. Taylor (2006), Chapter 16. LCC</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignments</td>
<td>Notes</td>
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<td>Weber (2010), Chapter 1</td>
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<td></td>
<td></td>
<td>Reflective Essay Assignment distributed and posted on Blackboard (10 points)</td>
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<tr>
<td>3/5 – 3/11</td>
<td>Spring Break</td>
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<td></td>
<td>Taylor (2006), Chapter 8.</td>
<td></td>
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<tr>
<td>4/9</td>
<td>Easter Monday. No Class</td>
<td></td>
<td>Ex. 6 (digital dropbox)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Resource</td>
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<tr>
<td>4/30</td>
<td></td>
<td>Final Exam Due (digital dropbox) at 3:40 p.m.</td>
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</tbody>
</table>

**Additional Cataloging Resources**

Cutter-Sanborn Three-Figure Table. Available on Cataloger’s Desktop and online at [http://www.davignon.qc.ca/cutter.html](http://www.davignon.qc.ca/cutter.html) (a French-Canadian version but still useful.)


Keeping Current

Association of Library Collection and Technical Services (ALCTS) http://www.ala.org/ala/mgrps/divs/alcts/alcts.cfm

Library & Information Technology Association (LITA) http://www.ala.org/lita/
LITA’s Information Technology and Libraries http://www.ala.org/lita/ital/

AUTOCAT subscription information can be found at http://listserv.buffalo.edu/cgi-bin/wa?SUBED1=autocat&A=1

CONSERline is an electronic newsletter published at least semiannually (January and June) by the Library of Congress Serial Record Division. It contains news of the CONSER Program and information of interest to the serials cataloging community. It can be viewed at http://www.loc.gov/acq/conser/conserline/conserline-home.html

Libraries

Libraries at CUA provide a wide range of resources and services, including databases, online journals, and FAQs. Visit the website of Mullen Library at http://libraries.cua.edu/ to find research guides <http://guides.lib.cua.edu/> and other rich resources, including their knowledgeable librarians.

Supplementary Materials

Here are reports, tools, guidebooks, and other information resources to help you learn more about cataloging practices and standards. Please consult the ALADIN Catalog at http://libraries.cua.edu/ to locate them in the Washington Research Library Consortium.


