	Palmer School of Library & Information Science
LiU LONG ISLAND UNIVERSITY	**LIS 512 Introduction to Knowledge Organization** Spring 2018 Prof. J. Fernando Peña

Time and Place
Bobst Library, NYU, Mondays, January 22 through May 7, 2018 (except for Feb. 19 in observation of Presidents' Day and March 12 for spring break), 6:30-8:20 p.m. Note that decisions about closings made for C.W. Post do not necessary affect Palmer classes meeting at NYU. In general, if the subways are running, this class will meet even if weather is poor.

Contact Information and Office Hours
Bobst Library, NYU, Suite 937, 70 Washington Square South, New York, N.Y. 10012; tel. (212) 998-2681, email fernando.pena@liu.edu, mobile (646) 721-7680. Email communication or texting is always preferable to telephone.

Office Hours: Mondays and Wednesdays 3-5 p.m. at my NYU/Bobst office, and preferably by appointment. Also available on other days and times and occasionally at the C.W. Post Campus.

Course Description
This course serves as an introduction to the principles of knowledge organization in a library and information center setting. It emphasizes understanding the function of catalogs of all kinds, indexes, bibliographies and Web browsers, and acquiring the ability to use and interpret these tools effectively. Students will be introduced to bibliographic utilities, online catalogs and indexes, the World Wide Web as a knowledge organization tool, the principles of metadata, and various current standards for organizing knowledge and information, including Dublin Core, MARC formats, Anglo-American Cataloguing Rules (AACR2), Resource Description and Access (RDA), Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, and Library of Congress Classification.

Course Learning Objectives
At the end of this course, students will be able to—
- Explain basic concepts and principles of knowledge organization in library and information center settings, including authority control, subject analysis, bibliographical description, and classification.
- Discuss the history and current practice of descriptive cataloging, subject cataloging, and classification, and the role that these methods play in information organization and retrieval today.
- Describe current and emerging metadata standards for organizing and describing books, audio-visual materials, born-digital materials, and other items that libraries collect and make available, including Dublin Core, MODS, MARCXML, Linked Data, Resource Description Framework (RDF), and the Semantic Web.
- Utilize current professional standards and guidelines for cataloging and classification, including AACR2, RDA, ISBD, MARC21, Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), Library of Congress Subject Headings (LCSH), and Sears Subject Headings.

Palmer School Learning Goals
This course, which focuses on knowledge and information organization in traditional library and information center settings, addresses Palmer School learning goal 2 ("Utilize a broad range of approaches, systems, and technologies to manage and deliver information") and its subsidiary student learning objectives (SLOs):

- 2A. apply methods to organize information and knowledge; and
- 2B. retrieve and synthesize information from a variety of systems and sources.

Information Systems and Technology
Students in this course will also become familiar and gain a hands-on working knowledge with the following current library information systems:

- OCLC Connexion
- Classification Web
- WebDewey
- Classify [OCLC experimental web service]

Required Textbook and Course Readings
Taylor, Arlene G., and Daniel N. Joudrey. *The Organization of Information*. 4th ed. Westport, Conn.: Libraries Unlimited, 2017.

Most of the other class reading are available freely online and will be made available on Blackboard.

Assignments and Final Grade
Students will complete seven exercises designed to help them develop and apply knowledge and skills relevant to the organization of knowledge and information. Students will also complete a final cataloging/classification project of a virtual collection of 15-20 items according to descriptive guidelines and metadata standards of the student's choosing. <u>For full credit, all written assignments must be submitted in a timely manner and in a professionally appropriate form.</u> Assignments and class participation are weighed as follows:

Seven written exercises (8-12% each)	60%
Final cataloging/classification project	20%
Class participation	<u>20%</u>
	<u>100%</u>

Class Participation
Because much of the work for the class will take place during meeting times and because collaboration is the usual mode of work in libraries, attendance and participation are important. Students who miss three or more class meetings cannot expect to receive full credit for this course. Those who plan to miss any session should let the instructor know well ahead of time in order to schedule a make-up session or to complete extra work.

This course will make use of group work in graded written assignments and in-class exercises. The instructor may occasionally ask students to turn in exercises completed during class, and these may count toward the class participation portion of the final grade. Students, working either individually or in groups, will be expected to complete graded written assignments outside of class.

Assignment Description	Points Allotted
Seven Written Exercises Various (summary below, and full exercise descriptions for each on Blackboard) *Due weeks 3-14*	**(65 points)**
Exercise 1 : Discussion Board Post Reflection on Historical Readings for Weeks 1-3 450-500 words, equal to approximately 2 double-spaced pages *Due week 3*	**5 points**
Exercise 2: Searching OCLC and Reviewing MARC21 *Due week 5 (upload to student digital portfolio for end-of-program assessment under SLO 2B)*	**12 points**
Exercise 3: Describing Items in AACR2, MARC21 and Dublin Core *Due week 6 (optionally upload to student digital portfolio under SLO 2A)*	**12 points**
Exercise 4: Describing Items in RDA and MARC21 *Due week 7*	**12 points**
Exercise 5: Authority Control and Access Points *Due week 8*	**8 points**
Exercise 6: Subject Analysis *Due week 10*	**8 points**
Exercise 7: Dewey Decimal and LC Classification *Due week 12*	**8 points**
Final Cataloging/Classification Project Cataloging and classification of virtual collection of 15-20 items according to descriptive guidelines and metadata standards of the student's choosing *Due week 14 (upload to student digital portfolios for end-of-program assessment under SLO 2A)*	**15 points**
Class Participation Regular attendance and participation in class discussions and exercises throughout the semester	**20 points**
TOTAL	**100 points (=100%)**

Planning Your Time
The State of New York mandates that a three-credit, for-credit course should require a minimum of about 150 hours. This is a rigorous, professional, graduate course. Students should prepare to spend more than 150 hours to get full benefit from the course. For assignments that are intermittent, students should divide their time weekly so that they are not overwhelmed by the fast paced schedule and due dates of discussion boards and graded exercises. For planning purposes, students may find the estimations of average time commitments below helpful.

Seven written exercises (7 x 6 hours each)	42 hours
Final cataloging/classification project	15 hours
Readings (14 weeks x 5 hours/week)	70 hours
Class meetings (14 sessions x 2 hours each)	28 hours
Total	155 hours
	(average approx. 11 hours/week)

Grading

Most assignments and exercises in this class will be graded according to the following guidelines:

Letter Grade	GPA	Percentage Score	Definition
A	4.0	93-100%	*Outstanding achievement.* Student performance demonstrates full command of course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.
A-	3.7	90-92%	*Very good work.* Performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average 1-2 per page) or non-existent.
B+	3.3	87-89%	*Good work.* Performance demonstrates above-average comprehension of course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average 2-3 per page).
B	3.0	83-86%	*Adequate work.* Performance meets designated course expectations, demonstrates understanding of course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average 4-5 per page).
B-	2.7	80-82%	*Marginal work.* Performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average 6-10 per page).
C+	2.3	77-79%	*Unsatisfactory work.* Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.
C	2.0	70-76%	*Unacceptable work.* Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.
F	0.0	0-69%	*Failing.* Student failed to turn in assignment(s) or plagiarized.

Palmer School Incomplete Grade Policy

LIU Post grade policy allows for incomplete grades "when, due to extenuating circumstances, a student needs additional time to complete a course." To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor's note). Requests must be approved both by their professor and by the dean of the College of Education, Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

Citation Formats

Use current Modern Language Association (MLA) formats consistently for all assignments. Note that the new formats discourage extensive footnotes and generally call for citations within a text that refer to a list of sources at the end of the paper. Examples of the MLA format can be found online, most conveniently at http://owl.english.purdue.edu/owl/section/2/. Examples of MLA formatting can also be found at http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm.

Regarding plagiarism, see http://owl.english.purdue.edu/owl/resource/589/02/. If you have questions about plagiarism, ask the instructor for help before turning in questionable material. LIU's policies on plagiarism can be found at http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm.

Style Manual
If you have questions about grammar or want to ensure that your style is clear, effective, and readable, see William Strunk, Jr.'s *The Elements of Style*, online through http://www.bartleby.com/141/. This succinct work is available cheaply in used copies at many used book stores or online.

Students with Disabilities or Special Needs
Please do not hesitate to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.

WEEKLY CLASS SCHEDULE AND ASSIGNMENTS

Week 1 (Jan. 22)   **Introduction and Overview**_____

- Information retrieval and bibliographic control
- Systems for bibliographic control
- Forms and functions of bibliographic sources

Read:

Taylor & Joudrey, chapter 1

Gorman, Michael. "Why teach cataloguing and classification?" *Cataloging & Classification Quarterly* 34, no. 1/2 (2002): 1-12.

Week 2 (Jan. 29)   **History of Knowledge Organization**_____

- Systems for organizing information in the ancient world
- Medieval and early modern library catalogs
- Information organization and library cataloging through the early 20th century
- Knowledge organization in philosophy, natural history, and cognitive science

Read:

Taylor & Joudrey, chapters 2 and 3

Borges, Jorge Luis. "John Wilkins' analytical language" (Buenos Aires, 1942). Translated and reprinted in Eliot Weinberger, ed., *The Total Library: Non-Fiction, 1922-1986 / Jorge Luis Borges.* London: Penguin Books, 1999: p. [229]-232.

Brown, Roger. "How shall a thing be called?" *Psychological Review* 65/1 (1958): p. 14-20.

Cutter, Charles A. Selections from *Rules for a Dictionary Catalog* (4th ed., Washington, DC, 1904). Reprinted in Michael Carpenter & Elaine Svenonius, eds. *Foundations of Cataloging: A Sourcebook.* Littleton, Colo.: Libraries Unlimited, 1985: p. 62-71.

Browse/Skim:

British Museum. *Rules for the Compilation of the Catalogue* (London, 1841). Reprinted in Carpenter & Svenonius: p. 1-14.

<u>**Week 3 (Feb. 5)**</u>   **Knowledge Organization through the 20th Century_____**

- Historical developments through the 1960s
- Metadata basics
- Introduction to MARC21
- Introduction to Functional Requirements for Bibliographic Records (FRBR)

Assignments due by end of week (Friday, Feb. 9):
- *Exercise 1 (reflective Blackboard discussion board post on readings for classes 1-3)*

Read:

Taylor & Joudrey, chapter 5

International Federation of Library Associations and Institutions (IFLA). "Statement of principles," from *Report: International Conference on Cataloguing Principles, Paris, 9th-18th October, 1961.* Reprinted in Carpenter & Svenonius: p. 176-185.

Lubetzky, Seymour. "The objectives of the catalog," from *Principles of Cataloging. Final Report, Phase 1: Descriptive Cataloging* (Los Angeles, 1969). Reprinted in Carpenter & Svenonius: p. 186-191.

Browse/Skim:

Furrie, Betty, and Library of Congress. *Understanding MARC Bibliographic: Machine-Readable Cataloging*. 8th ed. (2009). http://lcweb.loc.gov/marc/umb/
[Also available on Blackboard; skim now, read next week]

International Federation for Library Associations and Institutions (IFLA). *Functional Requirements for Bibliographic Records: Final Report.* Sept. 1997.
http://www.ifla.org/files/assets/cataloguing/frbr/frbr_2008.pdf

Library of Congress. *MARC Standards.* [Review esp. "MARC Formats/Bibliographic" section, which will become one of your main cataloging references throughout the semester.]
http://www.loc.gov/marc/

Osborn, Andrew. "The crisis in cataloging" (*Library Quarterly* (1941)). Reprinted in Carpenter & Svenonius: p. 90-103.

<u>**Week 4 (Feb. 12)**</u>   **Knowledge Organization in the 21ˢᵗ Century**_____

- More on metadata in libraries and information centers
- Library catalogs and discovery on the World Wide Web today
- More on MARC21

Read:

Taylor & Joudrey, chapter 6

Eversberg, Bernhard. "On the theory of library catalogs and search engines." Supplementing the talk on "Principles and goals of cataloging," German Librarians' Annual Conference, Augsburg 2002. Rev. Nov. 2007. http://www.allegro-c.de/formate/tlcse.htm

Furrie, Betty, and Library of Congress. *Understanding MARC Bibliographic: Machine-Readable Cataloging.* 8ᵗʰ ed. (2009). http://lcweb.loc.gov/marc/umb/
[Read Parts I-VI ("What is a MARC record, and Why is it important?"), skim the rest]

Gorman, Michael, "Cataloguing in an electronic age." *Cataloging & Classification Quarterly.* Vol. 36, no. 3/4 (2003): 5-17.

Browse/Skim:

International Federation of Library Associations (IFLA). *Statement of International Cataloguing Principles.* 2009. http://www.ifla.org/files/assets/cataloguing/icp/icp_2009-en.pdf

National Information Standards Organization (NISO). *Understanding Metadata.* 2004. http://www.niso.org/standards/resources/UnderstandingMetadata.pdf

St. Pierre, Margaret, and William P. LaPlant, Jr. *Issues in Crosswalking Content Metadata Standards.* National Information Standards Organization (NISO) White Paper, released Oct. 15, 1998. http://www.niso.org/publications/white_papers/crosswalk/

*****REMINDER: NO CLASS NEXT WEEK (FEB. 19) IN OBSERVATION OF PRESIDENTS' DAY*****

Week 5 (Feb. 26)   Describing Information Entities_____

- Introduction to AACR2 descriptive cataloging rules
- Introduction to RDA descriptive cataloging rules
- Other current metadata schemes: Dublin Core, MODS/MADS, EAD, etc.

Assignments due by end of week (Friday, March 2):
- *Exercise 2 (Searching OCLC and Reviewing MARC21)*

Read:

Taylor & Joudrey, chapter 7 and appendix D

Brenndorfer, Thomas. "RDA in 10 easy steps" (2012 ALCTS Webinar Powerpoint Presentation).

Croissant, Charles R. "FRBR and RDA: what they are and how they may affect the future of libraries." *Theological Librarianship* 5/2 (2012): 6-22.

Robare, Lori. "RDA for the non-cataloger: what's in it for you?" (2012 ALCTS Powerpoint Presentation).

Browse/Skim:

Anglo-American Cataloguing Rules, 2nd Edition, 1998 Revision (AACR2) [Selections available on Blackboard, and entire guidelines also available via Cataloger's Desktop at LIU Post Library, Library & Information Science Databases, middle of page; skim entire contents, but esp. table of contents and entire Part I (i.e., chapters 1-13) on description]
http://liu.cwp.libguides.com/az.php?a=c

Dublin Core Metadata Initiative. *Dublin Core Metadata Element Set, Version 1.1.* Issued June 14, 2012. [Read introduction, skim the rest] http://dublincore.org/documents/dces/

Gorman, Michael. *The Concise AACR2: Being a Rewritten and Simplified Version of Anglo-American Cataloguing Rules, Second Edition* [selections]. Chicago: American Library Association, 1981.

Library of Congress. *Metadata Object Description Schema [MODS] Official Web Site.*
[Read "MODS and MADS Design Principles" and "MODS Uses and Features," skim the rest] http://www.loc.gov/standards/mods/

Library of Congress, Development and MARC Standards Office. *MARC to Dublin Core crosswalk.* 2008. http://loc.gov/marc/marc2dc.html

RDA Toolkit [Available via LIU Post Library/Library & Information Science Databases, middle of page; skim entire contents, but esp. table of contents, chapter 0 ("Introduction"), chapter 1 ("General Guidelines on Recording Attributes of Manifestations and Items"), and chapter 5 ("General Guidelines on Recording Attributes of Works and Expressions")]
http://liu.cwp.libguides.com/az.php?a=r

- More on using AACR2 and RDA rules on books, CDs, DVDs, etc.
- Special descriptive cataloging standards (DACS, CCO, RBMS DCRM suite, etc.)

Assignments due by end of week (Friday, March 9):

- *Exercise 3 (Describing Items in AACR2, MARC21 and Dublin Core)*

Read:

Fritz, Deborah A. "Cataloging correctly using AACR2 and MARC21." In Sheila I. Intner, ed., *Cataloging Correctly for Kids: An Introduction to the Tools.* 5th ed. Chicago: American Library Association, 2011: p. 25-47.

Gorman, Michael. "The most concise AACR2" (*American Libraries* (1981)). Reprinted in Carpenter & Svenonius: p. 234-238.

Lubetzky, Seymour. "Principles of descriptive cataloging" (Washington, DC, 1946). Reprinted in Carpenter & Svenonius: p. 104-112.

Waibel, Günter and Mary W. Elings. "Metadata for all: descriptive standards and metadata sharing across libraries, archives and museums." *First Monday* 12.3 (March 5, 2007). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/1628/1543

Browse/Skim:

Anglo-American Cataloguing Rules, 2nd Edition (AACR2) [Selections available on Blackboard in Class 5 folder; skim entire contents again as necessary, but esp. table of contents and entire Part I (i.e., chapters 1-13) on description]

Cataloging Cultural Objects (CCO): A Guide to Describing Cultural Objects. http://cco.vrafoundation.org/

Categories for the Description of Works of Art (CDWA). http://www.getty.edu/research/publications/electronic_publications/cdwa/introduction.html

Describing Archives: A Content Standard (DACS) [selections]. Chicago: SAA, 2007.

Descriptive Cataloging of Rare Materials. Washington, DC: Cataloging Distribution Service, Library of Congress, 2003-present. [Complete cataloging guidelines issued by the Rare Books and Manuscripts Section (RBMS) of ACRL/ALA for describing rare books, serials, prints and drawings, maps, etc. available for free download.] https://rbms.info/dcrm/

VRA Core 4.0. http://www.loc.gov/standards/vracore/schemas.html

REMINDER: NO CLASS NEXT WEEK (MARCH 12) FOR SPRING BREAK

Week 7 (March 19)   Authority Control and Access_____

- Access points for information entities
- Authority control
- Functional Requirements for Authority Data (FRAD)

Assignments due by end of week (Friday, March 23):
- *Exercise 4 (Describing Items in RDA and MARC21)*

Read:

Taylor & Joudrey, chapter 8

Library of Congress. *Understanding MARC Authority Records.* 2004. [Read Parts IV and V, skim the rest]
http://www.loc.gov/marc/uma/

Patton, Glenn E. "An introduction to Functional Requirements for Authority Data (FRAD)" and "Understanding the relationship between FRBR and FRAD." In Arlene G. Taylor, ed. *Understanding FRBR: What it is and How it Will Affect our Retrieval Tools*. Westport, Conn.: Libraries Unlimited, 2007: p. 21-33.

Browse/Skim:

AACR2, chapters 21-26 [Selections available on Blackboard, and entire guidelines also available via Cataloger's Desktop at LIU Post Library, Library & Information Science Databases, middle of page]
http://liu.cwp.libguides.com/az.php?a=c \

International Federation for Library Associations and Institutions (IFLA). *Functional Requirements for Authority Data (FRAD).* July 2013.
http://www.ifla.org/files/assets/cataloguing/frad/frad_2013.pdf

Week 8 (March 26)   Subject Analysis and Access

- Introduction to subject analysis
- Introduction to vocabulary control
- Functional Requirements for Subject Authority Data (FRSAD)

Assignments due by end of week (Friday, March 30):
- *Exercise 5 (Authority control and Creating Access Points)*

Read:

Taylor & Joudrey, chapter 9 and appendix A

Fox, Chiara. "Tagging vs. cataloging: what it's all about." Nov. 30, 2006.
http://adaptivepath.org/ideas/e000695/

Leise, Fred, Karl Fast, and Mike Steckel. "What is a controlled vocabulary?" *Boxes and Arrows*,
Dec. 16, 2002. http://boxesandarrows.com/what-is-a-controlled-vocabulary/

Mann, Thomas. "Subject headings and the library catalog." In *The Oxford Guide to Library
Research.* New York & Oxford: Oxford University Press, 1998: p. 16-45.

Browse/Skim:

International Federation for Library Associations and Institutions (IFLA). *Functional
Requirements for Subject Authority Data (FRSAD): A Conceptual Model.* June 2010.
http://www.ifla.org/files/assets/classification-and-indexing/functional-requirements-for-
subject-authority-data/frsad-final-report.pdf

- Library of Congress Subject Headings (LCSH)
- Sears List of Subject Headings
- Subject headings for children

Read:

Taylor & Joudrey, chapter 10

Abbas, June. "Creating metadata for children's resources: issues, research, and current developments." *Library Trends* 54/2 (2005): p. 303-317.

Mann, Thomas. "Why LC Subject Headings are more important than ever." *American Libraries*, October 2003: p. 52-54.

Miller, Joseph. "Sears List of Subject Headings." In Sheila I. Intner, ed., *Cataloging Correctly for Kids: An Introduction to the Tools.* 5th ed. Chicago: American Library Association, 2011: p. 129-134.

Browse/Skim:

Library of Congress Authorities. [Database for browsing and viewing LC authority headings for subject, name, title and name/title combinations]
http://authorities.loc.gov/webvoy.htm

Library of Congress. *Children's Subject Headings (CSH) List*.
http://www.loc.gov/aba/cyac/childsubjhead.html

Library of Congress. *Subject Headings & Genre/Form Terms*.
http://www.loc.gov/aba/cataloging/subject/

- Specialized library thesauri (*e.g.,* MeSH, AAT, RBMS Controlled Vocabularies, etc.)
- Taxonomies, ontologies, and thesauri in corporate and professional settings
- Folksonomies, social tagging, and other user-constructed vocabularies

Assignments due by end of week (Friday, April 13):
- *Exercise 6 (Subject Analysis)*

Read:

Rolla, Peter J. "User tags versus subject headings: can user-supplied data improve subject access to library collections?" *Library Resources and Technical Services*, 53/3 (2009): p. 174-184.

Spiteri, Louise. "Editorial: Folksonomies, the Web and search engines." *Webology*, vol. 5/3 (Sept. 2008). http://www.webology.org/2008/v5n3/editorial17.html

Weinberger, David. "Controlled and suggested vocabularies: are tags making us dumb?" *Joho the Blog*. March 26, 2005. http://www.hyperorg.com/blogger/2005/03/26/controlled-and-suggested-vocabularies-are-tags-making-us-dumb/

Browse:

Getty Research Institute. *Art & Architecture Thesaurus Online*. http://www.getty.edu/research/tools/vocabularies/aat/

Gilchrist, Alan. "Corporate taxonomies: report on a survey of current practice." *Online Information Review*, vol. 25/2 (2001): p. 94-102.

Library of Congress, Prints & Photographs Division. *Thesaurus for Graphics Materials I: Subject Terms.* http://www.loc.gov/rr/print/tgm1/

Peterson, Elaine. "Beneath the metadata: some philosophical problems with folksonomy." *D-Lib Magazine*, vol. 12/11 (Nov. 2006). http://www.dlib.org/dlib/november06/peterson/11peterson.html

Rare Books & Manuscripts Section (RBMS), ACRL/ALA. *RBMS Controlled Vocabularies: Controlled Vocabularies for Use in Rare Book and Special Collections Cataloging.* http://www.rbms.info/committees/bibliographic_standards/controlled_vocabularies/

Taxonomy Warehouse. [Website directory of specialized corporate and professional taxonomies and thesauri] http://www.taxonomywarehouse.com/

U.S. National Library of Medicine. *Medical Subject Headings* [MeSH]. http://www.nlm.nih.gov/mesh/

Week 11 (April 16)   Systems for Categorization and Classification_____

- Categories, classification, and taxonomies
- Major bibliographic classification schemes
- Dewey Decimal Classification (DDC)
- Library of Congress Classification (LCC)

Read:

Taylor & Joudrey, chapter 11 and appendix B

Clarke, Sherman. "Class N, or, Classifying the fine arts using the Library of Congress classification." *Art Libraries Journal* 36.4 (2011): p. 22-25.

Gorman, Michael. "The longer the number, the smaller the spine; or, up and down with Melvil and Elsie." *American Libraries* 12 (Sept. 1981): p. 498-499.

Straight Dope [website]. "What's so great about the Dewey Decimal System?" Jan. 31, 2006. http://www.straightdope.com/mailbag/mdeweydecimal.html

Browse/Skim:

Library of Congress. Classification and Shelflisting. [Look esp. at "More about the Library of Congress Classification (LCC)" and "View the Library of Congress Classification Outline" links] http://www.loc.gov/aba/cataloging/classification/

OCLC. Classify: An Experimental Classification Web Service. http://classify.oclc.org/classify2/ClassifyDemo?swid=317471846

OCLC. Dewey Services. http://www.oclc.org/dewey/versions.en.html

OCLC. "Introduction" to *DDC 23* [23rd ed.]. 2011. http://www.oclc.org/content/dam/oclc/dewey/versions/print/intro.pdf

Week 12 (April 23)   Systems for Categorization and Classification, continued_____

- Faceted classification schemes
- S.R. Ranganathan's Colon Classification
- Universal Decimal Classification (UDC)
- Alternative bibliographic classification schemes

Assignments due by end of week (Friday, April 27):
- *Exercise 7 (Dewey Decimal and LC Classification)*

Read:

Denton, William. "How to make a faceted classification and put it on the web." Miskatonic University Press [website]. Accessed Jan. 17, 2017.
http://www.miskatonic.org/library/facet-web-howto.html

LibraryThing [website]. "Build the Open Shelves Classification." July 8, 2008.
http://www.librarything.com/blogs/thingology/2008/07/build-the-open-shelves-classification/

Wikipedia. "Universal Decimal Classification." Accessed Jan. 17, 2017.
http://en.wikipedia.org/wiki/Universal_Decimal_Classification

Browse/Skim:

Bliss Classification Association [website]. http://www.blissclassification.org.uk/index.shtml

International Society for Knowledge Organization (ISKO). "Colon Classification by S.R. Ranganathan: An Outline with Examples." March 2005-Nov. 2006.
http://www.iskoi.org/doc/colon.htm

UDC Consortium [website]. http://www.udcc.org/index.php

Web Design Practices [website]. "Use of faceted classification." Accessed August 28, 2015.
http://www.webdesignpractices.com/navigation/facets.html

Week 13 (April 30)   Information Systems and System Design_____

- Arrangement of bibliographic sources
- Structure of bibliographic databases and metadata displays
- Index-based library discovery services (Ebsco's Discovery Service (EDS), Exlibris's Primo Central Index (PCI), etc.)
- OPACs of the future

Read:

Taylor & Joudrey, chapter 4 and appendix C

Dempsey, Lorcan. "Thirteen ways of looking at library discovery and the catalog: scale, workflow, attention." *Educause Review Online* (Dec. 10, 2012). http://er.educause.edu/articles/2012/12/thirteen-ways-of-looking-at-libraries-discovery-and-the-catalog-scale-workflow-attention

Fagan, Jody Condit. "10 discovery tool myths." *Journal of Web Librarianship* (2012).

Gilmour, Ron, and Jennifer Strickland. "Social bookmarking for library services: bibliographic access through Delicious." *College & Research Library News* 70/4 (2009): p. 234-237. http://crln.acrl.org/content/70/4/234.full.pdf

Hoeppner, Athena. "The ins and outs of evaluating web-scale discovery services." *Information Today* 32.3 (April 2012). http://www.infotoday.com/cilmag/apr12/Hoeppner-Web-Scale-Discovery-Services.shtml

Parry, Marc. "As researchers turn to Google, libraries navigate the messy world of discovery tools." *Chronicle of Higher Education* 60/32 (2014): p. 18.

Browse/Skim:

LibraryThing for Libraries [product website]. http://www.librarything.com/forlibraries

Mendes, Luiz H., et al. "Subjecting the catalog to tagging." *Library Hi Tech* 27/1 (2009): p. 30-41.

Spiteri, Louise F., and Laurel Tarulli. "Social discovery systems in public libraries: if we build them, will they come?" *Library Trends* 61/1 (2012): p. 132-147.

VTLS [OPAC vendor]. "Insights and Processes from VTLS's 8 years of Experience with FRBR and RDA"].

Westcott, Jezmynne, et al. "LibraryThing for Libraries at Claremont." *Library Hi Tech* 27/1 (2008): p. 78-81.

Week 14 (May 7)   The Future of Knowledge and Information Organization_____

- Linked Data and Resource Description Framework (RDF)
- The Semantic Web
- Cataloging and metadata librarianship career options

Assignments due today:
- *Final cataloging/classification project*

Watch:

Berners-Lee, Tim. TED Talk: "The next Web" (Feb. 2009). [16:17 min.]
http://www.ted.com/talks/tim_berners_lee_on_the_next_web.html

Browse/Skim:

Taylor & Joudrey, appendix E (BIBFRAME 2.0 Record)

Association for Library Collections & Technical Services (ALCTS). "Training catalogers: a checklist for managers and trainers." Rev. July 2005.
http://www.ala.org/ala/mgrps/divs/alcts/resources/org/cat/traincats.pdf

Coyle, Karen. *Understanding the Semantic Web: Bibliographic Data and Metadata.* Library Technology Reports [Series], Jan. 2010. Chicago: American Library Association, 2010.

Hill, Janet Swan, and Sheila S. Intner. "Preparing for a cataloging career: from cataloging to knowledge management." Chicago: American Library Association, 2000.

Linked Data: Connected Distributed Data Across the Web [website]. http://linkeddata.org/

Appendix:
Additional LIU Guidelines, Policies, Procedures, and Technical Support

NETIQUETTE
- Treat all course users with respect.
- It's fine to disagree, but do so with professional courtesy.
- When offering criticism, remember to also point out the positives and areas that are well done.
- Do not type posts in ALL CAPS. It's the online equivalent of yelling.
- Stay on topic to avoid rambling.
- Look out for acronyms or jargon. Spell things out the first time and then use the acronym.
- Use appropriate grammar, punctuation, and spelling.
- Text messaging shortcuts and emoticons should be used judiciously. *[Or you can tell the students not to use them—this is a matter of personal preference.]*
- *[Faculty may provide additional guidance on the manner in which you would like students to conduct their communications in your course.]*

ACADEMIC INTEGRITY
Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies

ANTI-HARASSMENT
Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed here: *http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy*

STUDENT SUPPORT SERVICES
Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see:
http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS

TECHNICAL SUPPORT
Blackboard is available at http://blackboard.liu.edu. For student help, go to:
https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student or access help directly from your course by selecting "Help" in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at it@liu.edu or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is

available. Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.

General Technology Guidelines: Students will need Internet access and a PC or Mac computer with the latest version of a web browser (Firefox, Internet Explorer, Chrome, Safari). For Adobe Connect meetings, students should run an audio test prior to meetings; a headset may reduce echoing sound. You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.
- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.