

(Updated 1/27/2014)

**Palmer School of Library and Information Science
Long Island University
LIS 512: Introduction to Knowledge Organization
Instructor: J. Fernando Peña**

**Course Syllabus
(Spring 2014)**

Time and Place:

Bobst Library, NYU, Avery Fisher Center, 2nd Floor (70 Washington Square South, New York, N.Y.), Mondays, January 27 through May 5, 2014 (except for Tuesday, February 18 (make up class for February 17 Presidents' Day holiday), 6:30-8:20 p.m. Note that decisions about closings made for C.W. Post do not affect Palmer classes at NYU. In general, if the subways are running, this class will meet even if weather is poor.

Contact Information:

Bobst Library, NYU, Suite 707, 70 Washington Square South, New York, N.Y. 10012; tel. 212-998-2681, fax 212-995-4072, email fernando.pena@liu.edu. Email communication is always preferable to telephone.

Office Hours:

Mondays 2-4 p.m. and Wednesdays 2-6 p.m. and by appointment, in the Palmer suite in Bobst Library (7th floor). Also available on other days and times, and by appointment.

Purpose, Scope and Method:

This course is meant 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.

At the end of the semester, students will be familiar with:

- Demonstrate an understanding of basic concepts and principles of knowledge organization in library and information center settings.
- Recognize different approaches to organizing information using current library cataloging guidelines and metadata schemes as well as new and emerging standards.
- Utilize selected tools 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.

- Gain exposure to current and emerging metadata standards for organizing and describing information, including Dublin Core, MODS, MARCXML, Linked Data, Resource Description Framework (RDF), and the Semantic Web.
- Demonstrate an understanding of the history and current practice of descriptive cataloging, subject cataloging, and classification, and appreciate the role that these methods play in information organization and retrieval.

Palmer School Learning Objectives:

This course, which focuses on knowledge and information organization in traditional library and information center settings, addresses the following Palmer school learning objectives:

- Goal I, “Reflect the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities,” especially—
 - Objective A, “Explain and apply the ethics, history, values, philosophy and principles of the library and information science professions,” and
 - Objective B, “Analyze and apply legal, social, economic, technological, and global policies and trends affecting libraries and information organizations and the profession.”
- Goal II, “Utilize a broad range of systems and technologies to manage and deliver information”), especially—
 - Objective A, “Use professional standards to organize, manage, preserve, evaluate and deliver information resources in a variety of formats”;
 - Objective B, “Explain and apply systems for organizing and structuring information and knowledge, such as cataloging, classification and other metadata formation standards”;
 - Objective C, “Search, retrieve and synthesize information from a variety of systems and sources”;
 - Objective D, “Evaluate information systems and technologies based on functionality, usability, cost, and quality.”
- Goal III, “Deliver user-centered services and cost-effective programs tailored to the needs of increasingly diverse populations,” especially—
 - Objective A, “Be able to evaluate, select, create, and use information resources, services and programs to meet the needs of diverse user groups, including underserved populations.”

Written Assignments and Final Grade:

Students will complete eight short exercises designed to help them develop and apply knowledge and skills relevant to the organization of knowledge and information.

Students will also complete a take-home final exam as well as a final paper (5-6 pages) evaluating two or three web-based library catalogs and short in-class presentation on their findings. For full credit, all written assignments must be submitted in a timely manner and in a professionally appropriate form.

Assignments are weighed as follows:

Eight homework assignments	50%
Take-home final exam	20%
Library catalog comparison paper & class presentation	20%
Class participation	<u>10%</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 more than three 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 extensive use of group work in graded written assignments and in-class exercises. In addition, pre-assigned groups will be required to develop discussion questions on course readings and to lead the class in discussion (at least twice per group during the semester).

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.

Grading Rubric:

Written assignments in this class will be graded according to the following guidelines:

Letter Grade	GPA	Definition
A	4.0	<i>Outstanding achievement.</i> Student performance demonstrates full command of the 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	<i>Very good work.</i> Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.
B+	3.3	<i>Good work.</i> Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).
B	3.0	<i>Adequate work.</i> Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).
B-	2.7	<i>Marginal work.</i> Student performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).
C+	2.3	<i>Unsatisfactory work.</i> Student 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	<i>Unacceptable work.</i> Student 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	<i>Failing.</i> Student failed to turn in an assignment or plagiarized.

Planning Your Time:

The State of New York specifies 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 much 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 graded exercises. For planning purposes, students may find the estimations of time commitment below helpful. Keep in mind that this is an indication of minimum time necessary to complete the required work in a satisfactory manner.

Written assignments (8 x 5 hours each)	40 hours
Final take-home exam	10 hours
Library catalog comparison paper	15 hours
Readings (14 weeks x 4 hours/week)	56 hours
Class meetings (14 sessions x 2 hours/each)	<u>30 hours</u>
Total	<u>151 hours</u> (average approx. 11 hours/week)

Required Textbook and Readings:

Taylor, Arlene G., and Daniel N. Joudrey. *The Organization of Information*. 3rd ed. Westport, Conn.: Libraries Unlimited, 2009.

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

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/resource/557/01/>. Examples of MLA formatting can 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.

CLASS SCHEDULE AND ASSIGNMENTS

Class 1: January 27 Introduction

- 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. [Available on Blackboard]

Class 2: February 3 History of Bibliographic Control

- 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. [Available on Blackboard]

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

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. [Available on Blackboard]

Browse/Skim:

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

Class 3: February 10

Bibliographic Control through the 20th Century

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

DUE: Assignment 1 (3-4 Page Reflection/Reaction Paper on Readings for Classes 1-3)

Read:

Taylor & Joudrey, chapter 4

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. [Available on Blackboard]

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. [Available on Blackboard]

Browse/Skim:

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

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. [Available on Blackboard]

Class 4: February 18 (Tuesday) Bibliographic Control in the 21st Century

- More on metadata in libraries and information centers
- Metadata on the World Wide Web
- More on MARC21

DUE: Assignment 2 (Searching OCLC and MARC)

Read:

Taylor & Joudrey, chapter 5

Eversberg, Bernard. "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 rest]

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

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:

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/

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

DUE: Assignment 3 (Cataloging in AACR2 and MARC21)

Read:

Taylor & Joudrey, chapter 7

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.

<https://journal.atla.com/ojs/index.php/theolib/article/view/234/565>

Browse/Skim:

Anglo-American Cataloguing Rules, 2nd Edition (AACR2) [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://www2.liu.edu/cwis/cwp/library/database/library.htm>

Dublin Core Metadata Initiative. *Dublin Core Metadata Element Set, Version 1.1*. Issued June 14, 2012. [Read introduction, skim 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. [Available on Blackboard]

Joint Steering Committee for the Development of RDA [website].

<http://www.rda-jsc.org/rda.html>

Library of Congress. *Metadata Object Description Schema [MODS] Official Web Site*.

[Read "MODS and MADS Design Principles" and "MODS Uses and Features," skim 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>

Resource Description and Access (RDA) [Available via RDA Toolkit at 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://www2.liu.edu/cwis/cwp/library/database/library.htm>

- Practicum using AACR2 and RDA rules on books, CDs, DVDs, etc.
- Reinforcement of FRBR concepts
- Special descriptive cataloging standards (CCO, CDWA, DACS, etc.)

Read:

Brenndorfer, Thomas. "RDA in 10 easy steps" (2012 ALCTS Webinar Powerpoint Presentation). [Available on Blackboard]

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

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

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

Browse/Skim:

Anglo-American Cataloguing Rules, 2nd Edition (AACR2) [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://www2.liu.edu/cwis/cwp/library/database/library.htm>

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). Chicago: SAA, 2007. [Selections will be made available on Blackboard]

Library of Congress. *MARC Standards*. <http://www.loc.gov/marc/>

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

*****REMINDER: NO CLASS ON MARCH 10 (SPRING BREAK)*****

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

DUE: Assignment 4 (Describing Bibliographic Items—Group Exercise)

Read:

Taylor & Joudrey, chapter 8

Library of Congress. *Understanding MARC Authority Records*. 2004. [Read Parts I-VI (“What is a MARC record, and Why is it important?”), skim rest]

<http://www.loc.gov/marc/uma/>

MARS Authority Control. *Basic Authority Control Terms for Novices*. 2009.

<http://ac.bslw.com/community/blog/2009/07/basic-authority-control-terms-for-novices/>

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. [Available on Blackboard]

Browse/Skim:

AACR2, chapters 21-26 [Available via Cataloger’s Desktop]

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

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

DUE: Assignment 5 (Creating Access Points—Group Exercise)

Read:

Taylor & Joudrey, chapter 9 and appendix A

Fox, Chiara. “Tagging vs. cataloging: what it’s all about.” Nov. 30, 2006.

<http://www.adaptivepath.com/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/>

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>

- More on vocabulary control
- 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. [Available on Blackboard]

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

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. [Available on Blackboard]

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/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First>

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

DUE: Assignment 6 (Library of Congress Subject Headings)

Read:

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

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. [Available on Blackboard]

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. [Available on Blackboard]

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

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/>

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

DUE: Assignment 7 (Dewey Decimal Classification)

Read:

Taylor & Joudrey, chapter 11 and appendix B

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. [Available on Blackboard]

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 Shelving. [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>

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

DUE: Assignment 8 (Library of Congress Classification)

Read:

Denton, William. "How to make a faceted classification and put it on the web." Miskatonic University Press [website]. Accessed August 31, 2013.

<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/>
and <http://www.librarything.com/groups/buildtheopenshelvesc#forums>

Wikipedia. "Universal Decimal Classification." Accessed August 31, 2013.

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 31, 2013.

<http://www.webdesignpractices.com/navigation/facets.html>

- Arrangement of bibliographic sources
- Structure of bibliographic databases
- Metadata displays
- OPACs of the future

Short Student Presentations on Final Paper (1 of 2)

Take-Home Final Exam Distributed (Due Wed., May 7)

Read:

Taylor & Joudrey, chapter 6 and appendix C

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>

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

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. [Available on Blackboard]

Browse/Skim:

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

VTLS [OPAC vendor website; browse page for VTLS's Virtua OPAC, esp. link at bottom of page "Insights and Processes from VTLS's 8 years of Experience with FRBR and RDA"].

<http://www.vtls.com/products/virtua>

Westcott, Jezmyne, et al. "LibraryThing for Libraries at Claremont." *Library Hi Tech* 27/1 (2008): p. 78-81. [Available on Blackboard]

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

Short Student Presentations on Final Paper (2 of 2)

DUE TODAY: Final Paper (Library Catalog Comparison)

DUE ON WED., MAY 7: Take-Home Final Exam

Watch:

Berners-Lee, Tim. TED Talk: "The next Web." [16:17 min.]

http://www.ted.com/talks/tim_berners_lee_on_the_next_web.html

Browse/Skim:

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. [Available on Blackboard]

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

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