Long Island University
Palmer School of Library & Information Science
LIS512 Introduction to Knowledge Organization
Spring 2013

SYLLABUS

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Course Description:

"Basic principles of knowledge organization. Emphasizes understanding the function of catalogs, indexes, bibliographies and Web browsers, and acquiring the ability to use and interpret these tools effectively. Introduction to bibliographic utilities, online catalogs and indexes, world wide web, metadata and the Dublin Core, MARC formats, Anglo-American Cataloguing Rules, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, Library of Congress Classification."

Objectives: At the conclusion of the course, students will be able to:

1. Demonstrate an understanding of basic concepts and principles of knowledge organization.
2. Recognize different approaches to cataloging using various metadata schemes.
3. Utilize selected tools properly for cataloging and classification (including AACR2, ISBD, MARC21, DDC, LCC, LCSH and Sears Subject Headings)
4. Demonstrate an understanding of the descriptive and subject cataloging and classification of information-bearing entities, and appreciate their role and importance in information retrieval and organization.

Grading: Homework assignments 40%

Complete 8 exercises designed to help you develop and apply knowledge and skills of the organization of knowledge. Exercises are ungraded; each completed exercise, turned in before class begins on the due date, counts for 5% of grade.

Take home exam 25%
Complete take home exam. Exam will be combination of multiple choice, matching and short essay.

**Catalog comparison paper** 25%  
Write a paper in which you evaluate two web-based catalogs.

**Class participation** 10%  
Attend each class and participate in class discussions.

**TENTATIVE COURSE SCHEDULE**

**Jan. 23**  
Introduction to information retrieval and bibliographic control

Systems for bibliographic control

Forms and functions of bibliographic sources

Why do people organize?  
http://chandlerproject.org/Journal/WhyDoPeopleOrganize

**Jan. 30**  
MARC 21 format

Bibliographic record

Searching the online catalog

**Read:**  
Taylor, chpts. 1 and 2

[www.pitt.edu/~agtaylor/articles/TaylorInfoUniv.pdf](http://www.pitt.edu/~agtaylor/articles/TaylorInfoUniv.pdf)


**Feb. 6**  
History of bibliographic control

Searching bibliographic utilities

**Read:**  
Taylor, chpt. 3

Cutter, Charles Ammi. Rules for a Dictionary Catalog. 1904. (read the preface to the 4th edition, and skim the rest)
http://digital.library.unt.edu/ark:/67531/metadc1048/m1/1/

DUE: Assignment 1

Feb. 13

World Wide Web
Metadata

Guest speaker:
Tina Lidogoster: Creating finding aids using EAD

Read:
Taylor, chpt. 4, 5 and 8 (p. 285-292)

Gaynor, Edward. "From MARC to Markup: SGML and Online Library Systems." Available online:
http://xml.coverpages.org/gaynorMARC96.html

“Understanding Metadata.” Available online at:
http://www.niso.org/standards/resources/UnderstandingMetadata.pdf

http://www.niso.org/publications/white_papers/crosswalk/

MARC to Dublin Core crosswalk
http://loc.gov/marc/marc2dc.html

DUE: Assignment 2

Feb. 20

Description of bibliographic items

Read:
Taylor, chpt. 7

AACR2: skim chpts. 1-13 (available via Cataloger’s Desktop)

http://www.csdl.tamu.edu/DL95/papers/levy/levy.html

DUE: Assignment 3
Feb. 27  Guest speaker Erika Hauser: auction catalog cataloging, project
In class: live auction catalog cataloging
Access points for intellectual entities
Authority control

Read:
Taylor, chpt. 8

Authority Control (Wikipedia)
http://en.wikipedia.org/wiki/Authority_control

Auction Cataloging Guide posted in Content area of Blackboard (this is what we’ll be doing in class)

AACR2: skim chpts. 21-26 (available via Cataloger’s Desktop)

Browse:

Basic Authority Control Terms for Novices
http://ac.bswl.com/community/blog/2009/07/basic-authority-control-terms-for-novices/

Understanding MARC Authority Records
http://www.loc.gov/marc/uma/

Due: Assignment 4

Mar. 6  Introduction to subject analysis
Abstracting
Principles of vocabulary control

Read:
Taylor, chpt. 9 and appendix A

Leise, Fred, Karl Fast, Mike Steckel. (2002). "What Is a Controlled Vocabulary?" Boxes and Arrows, 16 December 2002:
http://www.boxesandarrows.com/view/what_is_a_controlled_vocabulary_

Mar. 13  No class—spring break

Mar. 20  Guest speaker:
Tamara Fultz: Issues in advanced cataloging for special collections
Verbal systems for subject indexing
Sears List of Subject Headings
Library of Congress Subject Headings

**Read:**
Taylor, chpt. 10

*Class N, or, Classifying the fine arts using the Library of Congress classification.*


**Due:** Assignment 5

**Mar. 27**
Classification
Dewey Decimal Classification

**Read:**
Taylor, chpt. 11 and appendix B

What's So Great About the Dewey Decimal System?
http://www.straightdope.com/mailbag/mdeweydecimal.html

Yin, Mimi. Hierarchy papers. (Case #2: DDC)
http://chandlerproject.org/Journal/HierarchyPapers

**Due:** Assignment 6

**Apr. 3**
Library of Congress Classification

**Read:**

**Due:** Assignment 7

**Apr. 10**
Arrangement of bibliographic sources
Structure of bibliographic databases
Bibliographic relationships

**Read:**
Taylor, chpt. 6 and appendix C

**Due:** Assignment 8 and Take home exam

### Apr. 17
**What’s happening now?**
**Guest speaker:**
**Andrea Puccio: RDA**
Future of library catalogs=linked data, semantic web
FRBR/RDA

**Due:** Catalog comparison paper

**Read:**

Koven J. Smith: The Semantic Web in Practice

### Apr. 24
**Guest speaker:**
**Dan Lipcan: KO for digital collections, ContentDM**
Hierarchy vs. facets vs. tags.

### May 1
**Final class**
**Guest speaker:**
**Daniel Starr: Cataloging in special libraries, cataloging as a career**

**Read:**
Training Catalogers: a Checklist for Managers and Trainers

“Preparing for a Cataloging Career: From Cataloging to Knowledge Management”
http://www.ala.org/ala/educationcareers/education/1stcongressonpro/1stcongresspreparing.cfm
Palmer School Objectives Adapted for this Course:

1. Foundations, Principles and Ethics of Library and Information Science:

1A. Students will explain and apply the ethics, history, values, philosophy and principles of the library and information science professions

1B. Students will analyze and apply legal, social, economic, technological, and global policies and trends affecting libraries and information organizations and the profession

1D. Students will use effective communication skills applicable for specific audiences and user groups

2. Description, Organization and Operation of Information and Information Systems:

2A. Students will use professional standards to organize, manage, preserve, evaluate, and deliver information resources in a variety of formats

2B. Students will explain and apply systems for organizing and structuring information and knowledge, such as cataloging, classification, and other metadata formation standards

2C. Students will search, retrieve, and synthesize information from a variety of systems and sources

2D. Students will evaluate information systems and technologies based on functionality, usability, cost, and quality

2E. Students will build information systems and/or records used in such systems

3. Information Services:

3A. Students will be able to evaluate, select, create, and use information resources, services, and programs to meet the needs of diverse user groups, including underserved populations

4. Administration and Management:

4B. Students will explain and apply management principles, processes, and practices including those relating to innovation and strategic planning as well as human resources, financial, and operational functions of a library or other type of information organization
New York State Education Department (NYSED) Regulations Breakdown

Students should understand that from week to week, regular reading requirements will be expected of them, regardless of whether or not any written assignment is due. Completion of class readings will be necessary in order to master competencies identified for this course. As indicated on the following pages of this syllabus, students will be expected to lead and/or participate in group discussions of course readings in order to demonstrate their familiarity with the material. It is therefore imperative to keep “on top” of class readings in order to be able to comprehend class discussions and materials in subsequent weeks during the semester. The following breakdown should serve as a guide for students in completing their required work according to the weekly schedule included in this syllabus.

Expected Levels of Student Work as per NYSED Requirements: 150 hours

30 hours: Class meetings
(2 hr. seminar meeting for 15 weeks)

60 hours: Required readings, research, data collection
(approx. 10 weeks @ 6 hrs./wk)

60 hours: Written assignments, virtual assignments (Blackboard and online exercises), oral presentations, quizzes, etc.
(approx. 15 weeks @ 4 hrs./wk)
Cataloging Fundamentals – AACR2 Basics

Definitions and Acronyms


Access point — A term under which a cataloging record may be searched and located.

Added entry — An entry other than the main entry by which an item is represented in the catalog.

Bibliographic record — A unit describing a work in a bibliographic file, e.g., a catalog card.

Chief source of information — The preferred source of cataloging data, usually the equivalent of the title page.

CIP — Cataloging-In-Publication, a joint project of the publishing industry and the Library of Congress, providing preliminary cataloging information printed in the published work.

Corporate body — An organization or group of persons that may act as an entity, e.g., associations, institutions, government agencies, firms.

Descriptive cataloging — The phase of cataloging concerned with the identification and description of an item and the proper recording of that information.

Item — A document or set of documents in any physical form, treated as an entity, and forming the basis of a single bibliographic description.

ISBD — International Standard Bibliographic Description: a format for representing the descriptive information in a cataloging record.


ISSN – International Standard Serial Number

LC — Library of Congress.

LCCN — Library of Congress Control Number (was Library of Congress Card Number).

LCSH — Library of Congress Subject Headings.

MARC — Machine Readable Cataloging: a standard format for the encoding and
transmission of cataloging information in machine-readable form.

Main entry — The complete cataloging record of an item, presented in the form by which that item will be uniformly identified and cited; The primary access point.

Series — A group of separate items related to one another by the fact that each item bears, in addition to its own title proper, a collective title applying to the group as a whole. The individual items may or may not be numbered.

Statement of responsibility — A statement, transcribed from the item being described, relating to persons or bodies responsible for the intellectual or artistic content of the item.

Tracings — The list of subject headings and added entries under which a bibliographic record has been filed.

Uniform title — The standardized title by which a work is to be identified for cataloging purposes.

MARC Terminology

Record — All the cataloging information for an item, containing description, main and added entries, subject headings, and classification or call numbers.

Field — The bibliographic record is divided into fields of information, corresponding to the areas and elements on a catalog card.

Tag — Each field is preceded by a 3-digit number called a tag, which identifies the function of the field.

Subfield — Most fields are divided into smaller units, called subfields. Subfields are identified by codes, usually lower-case alphabetic characters, and normally correspond to ISBD punctuation.

Delimiter — Subfield codes are preceded by delimiters, represented variously by a dollar sign, double dagger, underscore or carat. Delimiters identify the code as code rather than a normal character.

Indicator — Each tag is followed by two spaces which may be used for indicators. Indicators are digits from one to nine or blank. Their functions vary from field to field and are often related to print constants, indexing, or display functions.
Structure of MARC – Variable Fields

Divided by hundreds

0xx Control, identification, and classification numbers, etc.

1xx Main entries

2xx Titles and title paragraph (title, edition, imprint)

3xx Physical description, etc.

4xx Series statements

6xx Subject access fields

7xx Added entries other than subject or series; linking fields

8xx Series added entries, etc.

9xx Reserved for local implementation