Time and Place
Completely online, over 14 weeks from September 6 to December 17, 2017, with three or four optional and virtual meetings to be scheduled as necessary (exact dates and times to be announced).

All lessons in this online course will be delivered asynchronously via Blackboard. Lessons and modules are broken down into 14 weeks, one module per week. Weekly modules will begin on Monday and will end on the following Sunday, 11:59 p.m. Eastern Standard Time. Students should complete all assignments for each weekly module by Sunday (unless otherwise noted on Blackboard or on the syllabus) if they expect to receive full credit; late written exercises and discussion board posts will be accepted but may not receive full credit.

Instructor Contact Information
Bobst Library, NYU, Suite 937, 70 Washington Square South, New York, N.Y. 10012; tel. 212-998-2681 (office), email Fernando.pena@liu.edu. You may also contact me on my personal mobile phone if necessary (646-721-7680). Emails or texts are always preferable to phone calls.

Instructor Office Hours
Tuesdays 3-5 p.m. and preferably by appointment, in my office in the Palmer suite at NYU’s Bobst Library (9th floor). Also available by appointment on other days and times, both in Manhattan and at LIU Post.

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, audiovisual 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):

- SLO 2A: apply methods to organize information and knowledge; and
- SLO 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**


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. For full credit, all written assignments must be submitted in a timely manner and in a professionally appropriate form. Assignments and class participation are weighed as follows:

- Six written exercises (8-12% each) 60%
- Final cataloging/classification project 20%
- Class participation (discussion boards) 20%

100%
<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Points Allotted</th>
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<tbody>
<tr>
<td><strong>Six Written Exercises</strong>&lt;br&gt;<em>Due weeks 4-12 and after (refer to Blackboard full descriptions and exact due dates)</em></td>
<td>(60 points)</td>
</tr>
<tr>
<td>Exercise 1: Searching OCLC and Reviewing MARC21&lt;br&gt;<em>Due week 4</em></td>
<td>12 points</td>
</tr>
<tr>
<td>Exercise 2: Describing Items in AACR2, MARC21 and Dublin Core&lt;br&gt;<em>Due week 6</em></td>
<td>12 points</td>
</tr>
<tr>
<td>Exercise 3: Describing Items in RDA and MARC21&lt;br&gt;<em>Due week 7</em></td>
<td>12 points</td>
</tr>
<tr>
<td>Exercise 4: Authority Control and Access Points&lt;br&gt;<em>Due week 9</em></td>
<td>8 points</td>
</tr>
<tr>
<td>Exercise 5: Subject Analysis&lt;br&gt;<em>Due week 10</em></td>
<td>8 points</td>
</tr>
<tr>
<td>Exercise 6: Dewey and LCSH Classification&lt;br&gt;<em>Due week 12</em></td>
<td>8 points</td>
</tr>
<tr>
<td><strong>Final Cataloging/Classification Project</strong>&lt;br&gt;Cataloging and classification of virtual collection of 15-20 items according to descriptive guidelines and metadata standards of the student’s choosing&lt;br&gt;<em>Due after week 14 (upload to student digital portfolios for end-of-program assessment)</em></td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Class Participation</strong>&lt;br&gt;Participation in six scheduled online discussion boards throughout the 14-week semester and other online work (refer to Blackboard for exact due dates)</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 points (=100%)</td>
</tr>
</tbody>
</table>

**Class Participation**
Because this is a fully online course, participation in all discussion board forums and responding to colleagues’ questions will comprise 20% of the final course grade. Students must participate in discussion board forums to receive participation credit each week (see “Class Participation and Discussion Board Grading Rubric” in “Course Syllabus & Other Materials” folder on Blackboard for more details on how points will be allotted for class participation).

**Planning Your Time**
The New York State Education Department (NYSED) 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.

- Six written exercises (6 x 8 hours each): 48 hours
- Final cataloging/classification project: 15 hours
- Readings (14 weeks x 5 hours/week): 70 hours
- Online discussion board participation (6 sessions x approx. 3 hours each): 18 hours
- **Total**: 151 hours (approximately)
Grading
Most assignments and exercises in this class will be graded according to the following guidelines:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Percentage Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100%</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92%</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
<td>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).</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86%</td>
<td>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).</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
<td>Marginal work. Performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average 6-10 per page).</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70-76%</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-69%</td>
<td>Failing. Student failed to turn in assignment(s) or plagiarized.</td>
</tr>
</tbody>
</table>

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/](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 (Sept. 6-10)  Introduction and Overview

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

Assignments:
- Discussion board 1 (forum opens this week, and all posts due by end of week 2 on Sept. 17)

Read:
Taylor & Joudrey, chapter 1

Week 2 (Sept. 11-17)  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

Assignments:
- Discussion board 1 (forum opened last week, and all posts due by end of this week)
- Discussion board 2 (reflection on readings for weeks 1-3; forum opens this week, and all posts due by end of week 3 on Sept. 24)

Read:
Taylor & Joudrey, chapters 2 and 3

Browse/Skim:
Week 3 (Sept. 18-24)  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:
- Discussion board 2 (reflection on readings for weeks 1-3; forum opened last week, and all posts due by end of this week)

Read:

Taylor & Joudrey, chapter 4


Browse/Skim:

[Also available on Blackboard; skim now, read next week]


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/

Week 4 (Sept. 25-Oct. 1)  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

Assignments:
- Discussion board 3 (forum opens this week, and all posts due by end of week 5 on Oct. 8)
- Exercise 1 (searching OCLC and MARC; due by end of this week)

Read:
Taylor & Joudrey, chapter 5


Browse/Skim:


Week 5 (Oct. 2-8)  Describing Information Entities

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

Assignments:
- Discussion board 3 (forum opened last week, and all posts due by end of this week)

Read:
Taylor & Joudrey, chapter 7

Browse/Skim:


Week 6 (Oct. 9-15)  Describing Information Entities, continued

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

Assignments:
- Exercise 2 (describing Items in AACR2, MARC21 and Dublin Core; due by end of this week)

Read:


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]


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
Week 7 (Oct. 16-22) Authority Control and Access

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

Assignments:
- Exercise 3 (describing items in RDA and MARC21; due by end of this week)

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/


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.
Week 8 (Oct. 23-29)  Subject Analysis and Access

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

Assignments:
- Discussion board 4 (forum opens this week, and all posts due by end of week 9 on Nov. 5)

Read:
Taylor & Joudrey, chapter 9 and appendix A
http://adaptivepath.org/ideas/e000695/
Leise, Fred, Karl Fast, and Mike Steckel. “What is a controlled vocabulary?” Boxes and Arrows,  

Browse/Skim:
Week 9 (Oct 30-Nov. 5)  Systems for Vocabulary Control

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

Assignments:
• Discussion board 4 (forum opened last week, and all posts due by end of this week)
• Exercise 4 (authority control and creating access points; due by end of this week)

Read:
Taylor & Joudrey, chapter 10
Mann, Thomas. “Why LC Subject Headings are more important than ever.” American Libraries, October 2003: p. 52-54.

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/
Week 10 (Nov. 6-12) Systems for Vocabulary Control, continued

- 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:
- Exercise 5 (subject analysis; due by end of this week)

Read:

Browse:
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/
Week 11 (Nov. 13-19)  Systems for Categorization and Classification

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

Assignments:
• Discussion board 5 (forum opens this week, and all posts due by end of week 12 on Nov. 26)

Read:
Taylor & Joudrey, chapter 11 and appendix B


Browse/Skim:


Week 12 (Nov. 20-26) Systems for Categorization and Classification, continued

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

Assignments:
- Discussion board 5 (forum opened last week, and all posts due by end of this week)

Read:
http://www.miskatonic.org/library/facet-web-howto.html


Browse/Skim:

http://www.iskoi.org/doc/colon.htm


http://www.webdesignpractices.com/navigation/facets.html
Week 13 (Nov. 27-Dec. 3)  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

Assignments:
- Exercise 6 (Dewey Decimal and Library of Congress Classification; due by end of this week)
- Discussion board 6 (forum opens this week, and all posts due by end of week 14 on Dec. 10)

Read:
Taylor & Joudrey, chapter 6 and appendix C


http://crln.acrl.org/content/70/4/234.full.pdf


Browse/Skim:


VTLS [OPAC vendor]. “Insights and Processes from VTLS’s 8 years of Experience with FRBR and RDA”.

Week 14 (Dec. 4-10) The Future of Knowledge and Information Organization

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

Assignments:
- Discussion board 6 (forum opened last week, and all posts due by end of this week)
- Final cataloging/classification project (due by end of next week on Sunday, Dec. 17)

Watch:

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

Browse/Skim:

http://www.ala.org/ala/mgrps/divs/alcts/resources/org/cat/traincats.pdf


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.