

**The Catholic University of America, School of Library and Information
Science**

CLSC 551 Organization of Information

3 Credit Hours: No Prerequisites

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Course Description:

This course introduces students to the theory, principles, standards, and methods of information organization. Through lectures, discussions and hands-on practice students learn to provide intellectual and physical access to information objects. Topics covered include information architecture, user information needs and behaviors, tools for information access, principles of information representation, metadata schemas, controlled vocabulary, folksonomy, classification, taxonomy, encoding standards, bibliographic networks, applications of technologies in information organization, and design of information systems to facilitate access and retrieval.

Instructional Methods

Required Text

Arlene Taylor and Daniel N. Joudrey. *The Organization of Information*. 3rd ed. 2008, Westport, Conn.: Libraries Unlimited. The textbook is available at the CUA bookstore.

Course Goals:

The course goals are to

1. Introduce the theory, principles, standards, and methods for information organization.
2. Discuss approaches for understanding users and organizing information to meet their information needs.
3. Examine the relationship between information organization and retrieval and access to information.
4. Demonstrate how technologies can be used to support information organization and facilitate access to information.
5. Promote critical thinking and problem solving abilities for addressing challenges of organizing information in the digital age.

Course Objectives

At the end of the course students will be able to:

1. Demonstrate an understanding of principles of information organization, standards, methods and important concepts related to information organization, including cataloging, authority control, controlled vocabularies, indexing and abstracting, and classification.
2. Articulate the importance of information organization and the roles of metadata in information organization and understand terminology often used to discuss metadata, such as metadata schemas, encoding standards, crosswalks, and interoperability.
3. Understand how information on users' information needs and information seeking behavior is used in organizing information for those users.
4. Create metadata records for information resources.
5. Have the ability to track and assess relevant innovations and interpret and apply research findings for better information organization.
6. Demonstrate an understanding of the principles and applications of controlled vocabularies for information access and retrieval by developing a mini-thesaurus
7. Demonstrate critical thinking and problem solving abilities in relation to information organization.

Course Information

The course will be primarily web based and will use Blackboard, online course management software. The Blackboard site and server are maintained by The Catholic University Computing Center. Students will need access to a computer with an Internet connection and a current version of a web browser (Internet Explorer, Safari etc.). Students are expected to access the course several times a week.

Lectures will be provided on the course with PowerPoint slides and an outline with extensive notes that can be printed for reading offline. The course also has a copy of this syllabus in its most recent version (it can and will change), a glossary, a section with models of different organization tools, readings, email, discussions and assignments.

Students are required to contribute to course discussions. Some discussions will be with all members of the course. Other discussions will be in smaller groups. Students should be clear and brief in discussions and considerate of other students and their opinions. Discussions will be based on course projects or readings, and current issues and challenges in organizing and retrieving information. While the instructor can and will monitor discussion participation, every student does not have to contribute to every discussion (every student is expected to read every discussion). However, some of the course grade will be based on participation in discussion. If any student is

uncomfortable with the online discussion format, they should contact the instructor immediately.

The course will have a number of group and individual projects and case studies that will be graded pass/fail. The purpose of most of these projects will be to illustrate a concept or the practical use of organization concepts. These projects will be posted on Blackboard. The article review, thesaurus project and the organization project will be graded and are discussed later in this syllabus. This syllabus provides an overview of each project and more extensive instructions and guidelines will be posted on Blackboard.

Course expectations

Expectations for students

1. Each week you should complete the assigned readings and lecture for the course. Discussions will depend on the completion of this material in a timely manner. You should set aside a regular block of time each week to complete this material. Major projects in this course will come at the end of the course so it is important to keep up on the readings early in the course.
2. The course will be mostly asynchronous with no set time for you to be on the course and you can do course work at any time you wish. I do expect you to check the course most days and I can and will check to see if you are logging on to the course.
3. You may use regular email, the phone and in person meetings to contact the instructor or other class members. Just because the course is online does not mean you will have to use the web as your exclusive means of communication.
4. If you are going to need to be away from Blackboard for several days contact the instructor and any members of your discussion group.
5. Check the course update discussion forum and the announcements on Blackboard regularly for any changes in due dates, course projects etc.
6. Discussion postings should be well thought out and considerate of others. Some discussions may include controversial issues and thoughtful discussion on all sides of an issue is encouraged.
7. The social area discussion forum has been set up so we can get to know each other and this topic may be used for announcements you wish to make, questions on topics outside of this course and to socialize.
8. Students are encouraged to start their own discussion topics if they wish.

9. I will not tolerate negative discussion of other students or faculty on the discussion forums. If you have an issue with another student please email me.

What you can expect from the instructor

1. Prompt responses to your questions. I will try to get back to you in a day, sometimes it may be two days. If I am ill or will be away from the course for several days I will let you know.
2. Reasonably prompt feedback on course projects and assignments.
3. Hopefully an interesting and informative course, if you see ways that I can improve the course please let me know

Course Requirements

Article Review

You will review 2 articles (if you wish you can use more than 2 articles, but no less than 2). The articles should be from professional or peer reviewed journals and should be substantive, about 8 to 10 pages in length. For some topics several shorter articles may be appropriate, if you think your topic requires this approach please let me know. You can include web sites in your discussion, but you must have 2 journal articles. The articles reviewed should not be course readings, however, you can include course readings in your discussion. You can look for 2 articles that present an overview of an organization of information topic, such as Dublin Core or TEI or you can choose 2 articles that present an argument (is the MARC record dead?) or a specific problem (bias in the Library of Congress subject headings). You should summarize what each article discusses and relate the articles to each other and to class lecture, readings and discussions.

The paper should be a minimum of 3 pages, double spaced, **Arial or Tahoma font 12 point**. You will not be penalized if your paper is longer than 3 pages. Include a separate page that is a reference list/bibliography citing the articles and any other sources.

You may use any standard style manual for your citations. For example: APA (American Psychological Association) or MLA (Modern Language Association) The following book is the "Turabian style manual" which is often used by high school and undergraduate students and is a abbreviated version of The Chicago Manual of Style.

Turabian, Kate L. Revised By Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, And University Of Chicago Press Editorial Staff. 2007. A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style For Students And Researchers. 7th ed. Chicago: University of Chicago Press.

Organization Project Assignment

1. Before you start your project you should think about and list the goals for your organization system. How will users access and use the collection and your organization system? What will be the physical organization of the collection? How will users retrieve items from the collection? Will users need a record for each item in the collection to help them decide which items to retrieve and use? What information should be on each record? What will be the access points for the collection?
2. The emphasis of this assignment is on the planning, development, and intellectual preparation for organizing a collection. You may use a collection from your workplace or home or you can organize a collection as a volunteer or for a friend. The collection can be very traditional (books, magazines, printed documents) or non-traditional (a pottery collection, or a collection of digital photographs).
3. The collection should have items that have several different characteristics and organizing it should require some type of classification and categorization, subject analysis and a record that represents the item.
4. The purpose of organizing the collection should be clear and the organization method should aid users in retrieving items and discerning characteristics of items.
5. For most organization projects 20 to 30 items will be adequate. If your collection contains more items select a group of items that is representative of the characteristics of the collection.
6. Please let me know what you plan to organize by the due date on the course calendar.
7. If you have a problem or project where you work that would lend itself to this assignment you are encouraged to use it.
8. You will be responsible for completing a paper that outlines a plan for organizing the items and that answers the questions presented below. Most papers will be about 5 pages long. A longer paper is not a problem since some collections may need to be discussed in more detail.
9. You will also be responsible for a 5 minute presentation on your project.

Project Questions

Read through all questions before beginning the project.

- In your paper you should discuss each question as much as you feel is necessary.
- Any effective system for organizing information requires careful planning. Your project will be evaluated on how well you have planned your system.

- If you have problems you do not have to correct them, just explain what the problem was and how you would correct it in the future.
- These questions are to help guide you to create a system that will enable your user population to access information items or a description of these items.
- You are to adapt these questions to your project, for example if your project does not require a classification system, you do not have to include that element. However, you need to discuss the reasons for excluding the element.
- The following questions should be covered in your paper:
 - **Users.** The characteristics of your users will guide you in how you structure your system and the method or methods you use to organize it. Who are/will be users of this collection? What is their discipline? Does the end user population consist of scholars? professionals? students? the general public? Briefly describe the characteristics of the end user population. Will end users retrieve items or information about items? Will intermediaries help these end users? Will end users be free to browse the collection? Are your end users comfortable using computers?
 - **Characteristics of the collection.** Describe the collection and the format(s) of the items in the collection. Will you need to weed or remove items before you can effectively organize the collection? How old are the items? What is the subject of the collection? Is it broad or specialized? Will you need to acquire additional items? Will items be removed from the collection? Who will select items for the collection? What are the criteria for selecting these items? Will the collection grow and how fast will it grow?
 - **Organization method.** Review the various methods of organizing information and determine which ones are most appropriate for your collection and your users. Discuss the method or methods you will use to organize the items. Since your collection may include many different formats you may select several different methods to organize the items, depending on their format. Answer the following questions for each method:
 - **Method.** Give a short summary of your overall method or system. Will your organization method be paper based or computer based? If it is computer based will you use a database or spreadsheet? Will you have a website for the collection?
 - **Physical organization.** What is/will be the approach to the physical organization of this collection? Are there any special considerations in the physical organization of this collection (items that need special housing or handling etc.)? You may use standard library tools (AACRII, LCSH, Sears, Dewey, existing

thesauri, etc.) in creating your system, if you think they would provide the best rules or guidelines for the description, subject headings and classification for your items.

- **Record Format/metadata** What will you use as a record format to record metadata for your collection? Will you create your own format? What characteristics of the collection will be part of the metadata for the record? You may choose to use MARC as a record format if you think it will be the best format. If you choose MARC discuss some of the advantages of using MARC in your system
- **Description.** Your decisions about the metadata for the items will determine the structure of the record or surrogate for each item. How will you describe the materials? What elements will be included in the description of these items? Which elements in the description will be access points? If you have selected more than one method to organize the materials will each method have different descriptions and records? How will relationships between items be indicated?
- **Name authority control.** Reminder: name authority control is control of personal or corporate names, you will have a separate section on subject control (see below). Determine which elements need name authority control. Why do these elements require name authority control? What will be the source of name authority records?
- **Classification scheme.** Will you use a classification scheme? Research the standard library resources: LCC, DDC. Which of these resources would be best for a classification scheme for your collection? Does your collection require a specialized or different classification scheme? Explain your reasons for these choices.
- **Subject control.** Will you have a controlled vocabulary for your collection? If not, why and how will end users locate materials on a particular topic? What will you use for your subject authority: LCSH, Sears, a specialized thesaurus, or will you develop your own thesaurus? Will you develop a taxonomy for the collection?
- **Evaluation, updating, and maintenance.** What aspects of your system will need to be evaluated? What method(s) will you use in this evaluation? How will information from evaluations be used to make changes? How will your collection and organization

method evolve? What will be some guidelines for maintaining and updating your records?

- **Summary.** Summarize and analyze the main problems with the organization of this collection. Describe what you might have done differently or might do differently in the future. What were the most difficult tasks in completing this project?

Academic Honesty Policy:

Please read the policy on "Academic Graduate and Undergraduate Student Academic Dishonesty. Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals. This can be found at:

<http://policies.cua.edu/academicundergrad//integrityfull.cfm>

The definitions that follow are from this policy:

"A. *Plagiarism* is the act of presenting the work of another as if it were one's own. It includes quoting, paraphrasing, summarizing, or utilizing the published work of others without proper acknowledgment, or, where appropriate, quotation marks. Most frequently, it involves the unacknowledged use of published books or articles in periodicals, magazines, newspapers and electronic media. However, any unacknowledged use of another's ideas constitutes plagiarism, including the use of papers written by other students, interviews, radio or TV broadcasts, and any published or unpublished materials (including web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents).

B. *Improper use of one's own work* is the unauthorized act of submitting work for a course that includes work done for previous courses and/or projects as though the work in question were newly done for the present course/project.

C. *Fabrication* is the act of artificially contriving or making up material, data or other information and submitting this as fact.

D. *Cheating* is the act of deceiving, which includes such acts as receiving or communicating or receiving information from another during an examination, looking at another's examination, (during the exam), using notes when prohibited during examinations, using electronic equipment to receive or communicate information during examinations, using any unauthorized electronic equipment during examinations, obtaining information about the questions or answers for an examination prior to the administering of the examination, or whatever else is deemed contrary to the rules of fairness, including special rules designated by the professor in the course."

Any incidence of plagiarism will result in a grade of F (0 points) on the project or exam in question, and will be reported to the Dean of the School of Library and Information Science for possible further action (including failure in the course). See the policy or discuss the problem with your instructor if you have questions about plagiarism.

For more on what constitutes plagiarism and how to avoid it, see the guide on the Purdue [Online Writing Lab](#) web site.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty at:

<http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>

"The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate.

In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...

In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction." Source (accessed July 15, 2009):

Student Academic Dishonesty policy:

<http://policies.cua.edu/academicundergrad//integrityfull.cfm>

Student Academic dishonesty procedures:

<http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>

Additional expectations and policies

Accommodations for students with disabilities

Any student with a disability that will require accommodation under the terms of federal regulations should present a written accommodation request to the instructor by the second week of classes meeting. **The law includes accommodation for learning disabilities, Attention Deficient Disorder and anxiety disorders.** It is also recommended that the student contact the Office of Disability Support Services (202=319-5211) located in suite 207 in the Pryzbyla Center.

To read about the services and policies, please visit the website:
<http://disabilitysupport.cua.edu>

A Guide for services and accommodations for students with disabilities can be found at:

<http://counsel.cua.edu/ADA/publications/disbro/contents.cfm>

Some basic guidelines and links to other information may be found at:

<http://counsel.cua.edu/ADA/clicks/>

Other useful Campus Resources for CUA students:

Academic Tutoring and Learning Assistance Service (ATLAS)

<http://counseling.cua.edu/atlas/>

101 O'Boyle Hall

Phone: (202) 319-5018

CUA Counseling Center

<http://counseling.cua.edu/services/>

127 O'Boyle Hall

Phone: (202) 319-5765

Mullen Library

<http://libraries.cua.edu/welcome.html>

Phone: (202) 319-5070

Course Outline - This calendar is subject to change depending on class needs.

Date	Topic	Readings and Assignments
Sept. 1 to Sept. 7	Course Introduction Information cycle	Taylor Chapter 1
Sept. 8	First WebEx Meeting I will go over the syllabus in detail I will demonstrate a basic search on library literature Be prepared with any questions you might have Instructions for first group project	
Sept. 8 to Sept. 14	Concepts of Data, Information, Knowledge Purpose and principles of	Bates (2005). Information and knowledge: an evolutionary framework for information

	information organization.	science. <i>Information Research</i> , 10 (4). http://informationr.net/ir/10-4/paper239.html
Sept 15 to Sept. 21	Tools and systems for organizing and retrieving information Database and record structure Bibliographic records/surrogate records	Taylor chapter 2 Yee, Martha M. (2007). Cataloging compared to descriptive bibliography, abstracting and indexing services, and metadata. <i>Cataloging & Classification Quarterly</i> . 44 (3/4): 307-327 Instructor essays on Blackboard: Boolean what? How to write a term paper
Sept. 22	Second WebEx meeting I will discuss the article review assignment in detail I will demonstrate more complex search strategies on Library Literature I will discuss the first 3 lectures and introduce FRBR Bring any questions you have about developing a search topic	
Sept. 22 to Sept. 28	Representation of information entities Access points FRBR	Taylor chapters 3
Sept 29 to Oct. 5	Sept. 29 Group project due Controlled vocabularies Thesaurus and descriptors Library subject headings Social tags/folksonomy	Taylor Chapter 10 "What is a controlled vocabulary?" Karl Fast, Fred Liese, and Mike Steckel (2002) http://www.boxesandarrows.com/view/what_is_a_controlled_vocabulary Thesaurus principles and practices http://www.willpowerinfo.co.uk/thesperin.htm Spiteri, L.F. (2007). Structure and form of folksonomy tags: The road to the public library catalogue. <i>Webology</i> 4(2). Article 41: Available at http://www.webology.ir/2007/v4n

		2/a41.html Look at LSH and Sears models on Blackboard
Oct. 6 to Oct. 12	Categorization and classification Classification: DDC, LCC	Taylor, Chapter 11
Oct. 13	Third WebEx meeting I will discuss subject heading and subject classification Be prepared with any questions or issues that you are having with your article review	Article Review topic due
Oct. 13 to Oct. 20	Subject analysis Subject indexing Abstracting	Taylor Chapter 9 Mai (2000). Deconstructing the indexing process. <i>Advances in Librarianship</i> . 23. 269-298
Oct. 21 to Oct. 26	Thesaurus design	"Thesaurus principles and practices" http://www.willpowerinfo.co.uk/thesperin.htm "Thesaurus construction" by Tim Craven at http://publish.uwo.ca/~craven/677/thesaur/main00.htm
Oct. 27	Article review due Fourth WebEX meeting Be prepared to summarize your article review, include what you found most significant I will discuss the thesaurus exercise I will discuss MARC and introduce RDA	
Oct. 27 to Nov. 2	Name Authority control Descriptive cataloging	Ch. 8 Understanding MARC Authority Records http://www.loc.gov/marc/uma/
Nov. 3 to Nov. 9	Encoding Standards MARC	Understanding MARC Bibliographic (http://www.loc.gov/marc/umb/) MARC 21 tutorial http://www.lib.usm.edu/legacy/techserv/marc21_tutorial_ie/
Nov. 10 to Nov. 16	Metadata: Information Resources Description	Understanding Metadata 2004 NISO Press. Available at: http://www.niso.org/standards/re

		<p>sources/UnderstandingMetadata.pdf</p> <p>Mary W. Elings and Günter Waibel. "Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives and Museums" <i>First Monday</i>, volume 12, number 3, March 2007. http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1628/1543</p>
Nov. 17	<p>Thesaurus Project due Fifth WebEx meeting I will discuss metadata I will discuss the Dublin core exercise I will discuss the final organization project</p>	
Nov. 17 to Nov. 23	<p>OPAC Systems and System design Users and new library catalogs and bibliographic systems</p>	<p>Ch 5 Markey, Karen (2007). The Online Library Catalog: Paradise Lost and Paradise Regained? <i>D-Lib Magazine</i>, 13 (1/2) (http://dlib.org/dlib/january07/markey/01markey.html)</p>
Nov. 24 to Nov. 30	<p>Nov. 24 Dublin Core exercise due Information architecture Digital Libraries Knowledge management</p>	<p>Dillon, Andrew (2001). IAs in search of an identity? <i>Bulletin of the American Society for Information Science and Technology</i>. June/July 27(5). Available at http://www.asis.org/Bulletin/June-01/dillon.html</p> <p>Mischo (2005). Digital libraries: Challenges and influential work. <i>D-Lib Magazine</i>, 11 (7/8). http://www.dlib.org/dlib/july05/mischo/07mischo.html</p>
Dec. 2 to Dec. 7	<p>Trends, issues Review</p>	<p>Draft report of the Working group on the future of Bibliographic Control. Dec. 2007 http://www.loc.gov/bibliographic-future/news/lcwg-report-draft-11-30-07-final.pdf</p>

Dec 9	Organization Project due Final WebEx meeting Be prepared to give a brief presentation of you organization project	
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Supplementary Readings

Date	Reading
Aug. 31 to Sept. 7	Beall, J. (2007). Search fatigue. <i>American Libraries</i> . March 2007. 46-50. Svenonius. <i>The Intellectual Foundation of Information Organization</i> . Boston: MIT Press. 2000. pp.1-14. Boeuf (2005). FRBR: Hyper or Cure-All? Introduction. <i>Cataloging & Classification Quarterly</i> . 39(3/4) 1-13
Sept. 8 to Sept. 14	Bates (2005). Information and knowledge: an evolutionary framework for information science. <i>Information Research</i> , 10 (4). http://informationr.net/ir/10-4/paper239.html Yee, M. M. (1994). What is a work? Part 1: The user and the objects of the catalog. <i>Cataloging & Classification Quarterly</i> , 19(1): 9-28 Russell, B. M. (1998). Hidden wisdom and unseen treasure: Revisiting cataloging in Medieval Libraries. <i>Cataloging & Classification Quarterly</i> . 26(3). 21-30. Buckland (1997). What is a document? <i>Journal of the American Society for Information Science</i> , 48(9): 804-809.
Sept. 15 To Sept. 21	Fox and Wilkerson (1998). Introduction to Archival Description Available online at http://www.getty.edu/research/conducting_research/standards/introarchives/ .
Sept. 22 to Sept. 28	Moen and Benardino (2003) Assessing Metadata Utilization: An Analysis of MARC Content Designation Use. http://www.unt.edu/wmoen/publications/MARCPaper_Final2003.pdf (Paper presented at the 2003 Dublin Core Conference). Bernstein, J. (2006). From the ubiquitous of the nonexistent: A demographic study of OCLC WorldCat. <i>Library Resources & Technical Services</i> . 50(2). 79-90.
Sept. 29 to Oct. 5	Bates, Marcia J. (1988) "How to use controlled vocabulary more effectively in online searching" <i>Online</i> 12 (6): 45-56. Shiri and Revie(2005). Usability and user perceptions of a thesaurus-enhanced search interface. <i>Journal of Documentation</i> , Vol. 61, No. 5. (May 2005), pp. 640-656. Gross, Tina, and Arlene G. Taylor (2005). "What Have We Got to Lose: The Effect of Controlled Vocabulary on Keyword Searching Results." <i>College & Research Libraries</i> 66, No. 3: 212-230. Knowlton, S. A. (2005). Three decades since prejudices and antipathies: A study of changes in the Library of Congress Subject Headings. <i>Cataloging &</i>

	<p><i>Classification Quarterly</i>. 40(2). 123-145</p> <p>Drabenstott, Simcox, & Fenton (1999). End-user understanding of subject headings in library catalogs. <i>Library Resources and Technical Services</i>. 43. 140-160.</p>
Oct. 6 to Oct. 12	<p>Jacob, E. K. (2004). Classification and categorization: A difference that makes a difference. <i>Library trends</i>, 52(3). 515-540.</p> <p>Jones, K. S. (2005). Some thoughts on classification for retrieval. <i>Journal of Documentation</i>, Vol. 61, No. 5. (May 2005), pp. 571-581.</p> <p>Chan, L. M. (2000). Exploiting LCSH, LCC, and DDC to retrieve networked resources: Issues and challenges. http://www.loc.gov/catdir/bibcontrol/chan_paper.html</p> <p>Kwasnik, B. H. (1999). The role of classification in knowledge representation and discovery. <i>Library Trends</i>. 48(1), 22-47.</p> <p>Uddin & Janecek (2007). The implementation of faceted classification in Web site searching and browsing. <i>Online Information Review</i>, 31(2). 218-233.</p>
Oct. 13 to Oct. 20	<p>Taylor. A. (1995). On the subject of subjects. <i>The Journal of Academic Librarianship</i>. 21(6). 484-491.</p> <p>Shatford Layne, Sara (1994) Some issues in the indexing of images. <i>JASIST</i>. 45(8): 583-588.</p> <p>Mai, J.-E. (2001). Semiotics and indexing: An analysis of the subject indexing process. <i>Journal of Documentation</i>, 57, 591-622. Leininger, K. (2000). Interindexer consistency in PsychINFO. <i>Journal of Librarianship and Information Science</i> 32: 4-8.</p>
Oct. 21 to Oct. 26	No additional readings
Oct. 27 to Nov. 2	<p>Tillett, B.B. (2004). Authority Control: State of the Art and New Perspectives. <i>Cataloging & Classification Quarterly</i>. 38(3/4):23-41.</p> <p>Gorman, M. (2004). Authority Control in the Context of Bibliographic Control in the Electronic Environment. <i>Cataloging & Classification Quarterly</i>. 38(3/4), 11 – 22</p> <p>Baca, M (2004). Fear of Authority? Authority control and thesaurus building for Art and material culture information. <i>Cataloging & Classification Quarterly</i>. 34 (3/4). 143-151</p>
Nov. 3 to Nov. 9	No additional readings
Nov. 10 to Nov.	<p>Magda El-Sherbini and George Klim (2004). Metadata and cataloging practices. <i>The Electronic Library</i>. 22(3). 238-248. Hodge, G. (2001) Metadata Made Simpler. http://www.niso.org/news/Metadata_simpler.pdf Coyle, Karen.</p>

16	Understanding Metadata and its Purpose. <i>Journal of Academic Librarianship</i> 31:2 (March 2005) 160-163. Preprint available online: http://www.kcoyle.net/jal2_Metadata.html
Nov. 17 to Nov. 23	Borgman (1996). Why are online catalogs still hard to use? <i>JASIS</i> , 47(7). 493-503. Babu and O'Brian (2000). Web OPAC interfaces: an overview. <i>The Electronic Library</i> . 18(50). 316-327 Antelman, K., Nynema, E. & Pace, A. (2006). Toward a Twenty-first century library catalog. <i>Information Technology and Libraries</i> . 25(3). 128-139. (http://eprints.rclis.org/archive/00007332/) Cherry, Muter, and Sziget (2006). Bibliographic displays in Web catalogs: Does conformity to design guidelines correlate with user performance? <i>Information Technology and Libraries</i> , 25(3) 154-162.
Nov. 24 to Nov. 30	Bates (1989) "The Design of Browsing and Berrypicking Techniques for the Online Search Interface." <i>Online Review</i> 13 (October 1989): 407-424. (available at http://www.gseis.ucla.edu/faculty/bates/berrypicking.html) Jansen and Pooch (2000). Web user studies: A review and framework for future work. <i>Journal of the American Society for Information Science and Technology</i> . 52(3). 235-246. Griffiths and Brophy (2005). Student searching behavior and the Web: Use of academic resources and Google. <i>Library Trends</i> . 53(4). 539-554. Sokvitne, Lloyd (2006). "Redesigning the OPAC: Moving outside the ILMS" <i>Australian Academic Research Libraries</i> . 37(4). 246-59. La Barre, Kathryn (2007). "Faceted navigation and browsing features in new OPACs: A more robust solution to problems of information seekers?" <i>Knowledge Organization</i> . 34(2). 78-90. Calhoun, Karen (2006). The Changing nature of the catalog and its integration with other discovery tools. March 17, 2006. 52 pages. http://www.loc.gov/catdir/calhoun-report-final.pdf A critical review of the Calhoun report. April 3, 2006. by Thomas Mann. 24 pages. http://www.guild2910.org/AFSCMECalhounReviewREV.pdf Antelman, K. (2000). Web lists and the decline of the library catalog. <i>Library Computing</i> . 18: 189-195. (Full-text available via ProQuest ABI/INFORM Complete database)
Dec. 2 to Dec. 7	Levy, David M (2000) "Digital Libraries and the Problem of Purpose" <i>D-Lib</i> magazine 6(1), available at http://dlib.org/dlib/january00/01levy.html Marcume, D. (2006). The future of cataloging. <i>Library Resources & Technical Services</i> . 50(1) 5-9 Levy, David M 1995 "Cataloging in the Digital Order" In <i>Digital Libraries '95</i> ,

The Second Annual Conference on the Theory and Practice of Digital Libraries, June 11-13, 1995, Austin, Texas. Retrieved 12/4/05 at:
<http://www.cSDL.tamu.edu/DL95/papers/levy/levy.html>.

Dempsey, L. (2006). Libraries and the long tail: Some thoughts about libraries in a network age. D-Lib Magazine. 12(4).
<http://www.dlib.org/dlib/april06/dempsey/04dempsey.html>

Haya et al (2007). Metalib and Google Scholar: A user study. Online Information Review. 31(3). 365-375.

Rowley, Jennifer E. and John Farrow. *Organizing Knowledge: An Introduction to Managing Access to Information*. 3rd ed. 2000.

Svenonius, Elaine. *The Intellectual Foundation of Information Organization*. Boston: MIT Press. 2000

Useful Online Resources

Online Dictionary for library and information science
http://lu.com/odlis/odlis_t.cfm

Association for Library Collections & Technical Services (an ALA division):
<http://www.ala.org/ALCTSTemplate.cfm?Section=alcts>

Carlyle, Allyson. *Core Readings in Library Cataloging and Classification*:
<http://faculty.washington.edu/acarlyle/corereadings.html>

Cataloger's Reference Shelf: <http://www.itsmarc.com/crs/>

Hsieh-Yee, Ingrid, Selected Web Resources for Organizing Audiovisual and Electronic Resources. <http://slis.cua.edu/ihy/aver.htm>

IFLA. *Digital Libraries: Metadata Resources*:
<http://www.ifla.org/II/metadata.htm>

International Society for Knowledge Organization (ISKO) homepage:
<http://www.ceit.sk/wwwisis/isko.htm>

LC Cataloging Directorate: <http://lcweb.loc.gov/catdir/catdir.html>

UCLA. *Catalogers' Reference Shelf*:
<http://wwwstage.library.ucla.edu/libraries/cataloging/refs.htm>

Grading

- Organization project 35% (35 points)
- Article review 25% (25 points)
- Exercises and activities 10% (Total 10 points)
- Thesaurus project 15% (15 points)
- Online and class discussions and participation 15% (total 15 points)

Point totals converted to letter grades:

A: 94 – 100 A-: 90 -93
B+: 86-89 B: 82-85 B-: 78-81
C: 70-77 F: Below 70

University grades: The University grading system is available at <http://policies.cua.edu/academicgrad/gradesfull.cfm#iii>

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>

Syllabus changes

The instructor reserves the right to make changes to this syllabus as needed. Nothing in this syllabus may be construed as a contract.