Syllabus

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1. Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Hemalata Iyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course role</td>
<td>Instructor</td>
</tr>
<tr>
<td>Office</td>
<td>Draper 145</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:hiyer@albany.edu">hiyer@albany.edu</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>(518) 442-5116</td>
</tr>
<tr>
<td>Office hours</td>
<td>Mondays, 12:30–2:30pm; by appointment (phone or email/Blackboard) on other days.</td>
</tr>
<tr>
<td>Department’s office</td>
<td>Draper 113</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(518) 442-5116; Fax (518) 442-5367</td>
</tr>
<tr>
<td>URL:</td>
<td><a href="http://www.albany.edu/informationstudies/">http://www.albany.edu/informationstudies/</a></td>
</tr>
<tr>
<td>Mailing address:</td>
<td>Department of Information Studies</td>
</tr>
<tr>
<td></td>
<td>Draper Hall, Room 113</td>
</tr>
<tr>
<td></td>
<td>University at Albany, SUNY</td>
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<tr>
<td></td>
<td>135 Western Avenue</td>
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<tr>
<td></td>
<td>Albany, NY 12222</td>
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</table>

**Communication:** The instructor will use the Announcements, Message Mail Box, and My Grades features to communicate with the students about their progress in the course. When students log into the course, these should be the FIRST areas they check. It is students’ responsibility to keep up with course communication and to use the Ask a Question forum or email the instructor if assistance is needed. The instructor is available during office hours on Tuesdays, 10:30am - 12:30 pm, and by appointment during the week.

2. Course Information

2.1 Course description

This course is designed to introduce the principles and practices of bibliographic control. A variety of methods, systems and tools will be used to illustrate the application of the underlying principles in practical situations.

2.2 Course objectives

1. To understand of the concepts of bibliographic control.
2. To catalog bibliographic records using RDA: Resource Description and Access and understand the difference between AACR2 and RDA.
3. To understand and use the RDA rules for description and access.
4. To evaluate catalogs and catalog records.
5. To understand and encode using the MARC (Machine Readable Cataloging) format.
6. To understand the conceptual basis of RDA and the development of Bibframe.
7. To become familiar with the principles of authority control and other methods of maintaining consistency and clarity in bibliographic databases.
8. To learn the structure and applications of the major classification schemes, such as Dewey Decimal Classification (DDC) and Library of Congress Classification (LCC).
9. To learn the techniques and advantages and disadvantages of utilizing standard subject heading lists to define the content of bibliographic material.
10. To develop skills in applying cataloging standards, procedures, and tools to provide intellectual and physical access to information.
11. To gain an understanding of bibliographic utilities, library consortia, workflow design, and new approaches to cataloging in the changing information environment.

2.3 Student exit competencies

Students will be able to:
1. Understand the functions of library catalogs.
2. Understand basic principles and the use of OCLC.
4. Understand FAST (Faceted Application of Subject Terminology)
5. Assign subject headings to records using the Library of Congress Subject Headings.
6. Understand the theoretical, and practical implications of utilizing these and other standard lists.
7. Prepare catalog records for monograph materials utilizing RDA and the MARC format.
8. Discuss the development of Bibframe.
9. Search and interpret the OCLC records and also catalog using the OCLC Connexion system.
10. Understand the function of authority records; search and interpret the MARC tags in different types of OCLC authority records.
11. Evaluate library catalogs and the effectiveness of the cataloging tools and cataloging practices in meeting user needs.

2.4 Fully Online Learning/Course

This course is offered in a fully online learning format. The instructor will be available on Mondays, 12:30-2:30pm and by appointment. The instructor’s office is in Draper 145. Students will complete class work and assignments independently using the Blackboard Learning System (BLS). If they are not familiar with Blackboard, they may please visit the Blackboard help pages for students: [http://ondemand.blackboard.com/students.htm](http://ondemand.blackboard.com/students.htm) and [https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student)

In the first three days of the course students will complete the “Ice-Breaker” module that includes specific exercises and tasks that require the use of Blackboard.

2.5 Prerequisites: IST 602

2.6 Required text

**2.7 Readings**

Reading materials will be available electronically on the course’s Blackboard site under “Readings.” Some readings are available through the University Libraries databases. If you need help to search Library databases you may contact the Librarian or the course instructor. Links to web resources will be provided in the Course Readings. Books will be available on Dewey Library reserve.

**Resources**

**Codes, Schemes and Lists**

- a) Resource Description and Access: RDA TOOLKIT


**Electronic Resources**

Access to Bibliographic Network: OCLC Online Computer Library Center

OCLC and LC Documentation:

Marc Formats:


c. Understanding MARC:  http://www.loc.gov/marc/umb/

**Note:** Both (a) and (b) are full Marc formats. I suggest that you use (a). (c) is a brief version of Marc with selective, frequently used tags.

You need to sign in to OCLC Connexion system at http://www.oclc.org to access the following:
- OCLC Authority Files
- Classification Web: http://classificationweb.net/Auto/ (not accessible since we don’t subscribe to it)

**Online Tutorials:**

OCLC Connexion Browser Tutorial:  

**Web Dewey Tutorial:**  
http://www.oclc.org/dewey/resources/tutorial/

**RDA Resources:**
http://www.rda-jsc.org/rdafaq.html
http://www.rdatoolkit.org/
http://www.rdatoolkit.org/training/guidedtour
http://www.loc.gov/marc/formatchanges-RDA.html
http://www.mail-archive.com/nda-l@listserv.lac-bac.gc.ca/info.html

**Professional Associations: For keeping current**
- Association of Library Collection and Technical Services (ALCTS)  
  http://www.ala.org/ala/mgrps/divs/alcts/alcts.cfm
- Library & Information Technology Association (LITA): http://www.ala.org/lita/about
- CONSERline is an electronic newsletter published at least semiannually (January and June) by the Library of Congress Serial Record Division. It contains news of the CONSER Program and information of interest to the serials cataloging community. It can be viewed at http://www.loc.gov/acq/conser/conserline/conserline_home.html
- LC Cataloging Newsline: http://www.loc.gov/catdir/lccn/
- Joanna F. Fountain. Guidelines for Standardized Cataloging for Children. Association for Library Collections and Technical Services, Cataloging and Classification Section, Cataloging of Children’s Materials Committee:  
  http://www.ala.org/alcts/resources/org/cat/ccfk_5th

Additional Optional Sources:


Hagler, Ronald. *The Bibliographic Record and Information Technology*. Chicago: ALA.


3. Technology Requirements

3.1 Internet access and Blackboard

Reliable Internet access is required to access the course’s Blackboard site. High-speed Internet access is recommended, but students may find dialup access sufficient. Blackboard recommends a number of Web browsers. Students can check a list of supported technology here: [http://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Instructor/010_Browser_Support/015_Browser_Support_for_SP_13](http://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Instructor/010_Browser_Support/015_Browser_Support_for_SP_13).

Students can also obtain Blackboard Mobile Learn: [https://wiki.albany.edu/display/public/askit/Blackboard+Mobile+Learn](https://wiki.albany.edu/display/public/askit/Blackboard+Mobile+Learn).

If students don’t have Internet access or are unable to access the Internet from home, they may consider using a computer on campus or in a public library. Following is a list of computer labs on campus: [http://www.albany.edu/~drmgr/test/labmaps/l-1.html](http://www.albany.edu/~drmgr/test/labmaps/l-1.html) [http://library.albany.edu/infocommons/](http://library.albany.edu/infocommons/).

If students experience problems accessing Blackboard, they need to read the Blackboard Help pages at: [http://www.albany.edu/blackboardhelp](http://www.albany.edu/blackboardhelp) (UAlbany) and [http://help.blackboard.com](http://help.blackboard.com) (Blackboard). If students are unable to find a solution on the Blackboard Help pages, they can contact the University at Albany Information Technology Services (ITS) Help Desk at [http://www.albany.edu/its/currentstudent.html](http://www.albany.edu/its/currentstudent.html) or call (518) 442-3700.

3.2 Technology Competencies

It is assumed that you possess basic computer skills, including the ability to browse the Web; create, send, receive, and read email, including attachments; access and respond to interactive web pages; use word processing functions such as copying, cutting, and pasting and the ability to open, edit, and store/save computer files; and the ability to open, edit, and store/save computer files. It is expected that students will devote extra time to learning these skills.
However, course-related help and personal assistance will be provided. As part of the “Ice-Breaker” module during the first two days of the course, students will complete specific assignments/exercises that require the use of Blackboard. However, if students are relatively new to Blackboard, it is recommended that they take tutorials available at https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos.

4. Assignments and Course Requirements

4.1 Discussion

In addition to the assignments, final paper and midterm test, students will be required to post short answers to discussion questions, which will be added to some of the topics based on the readings covered.

4.2 Efforts expected

Students can expect to work about three to five hours per day five days a week on online discussions, readings, exercises, assignments, final paper, and other activities. Students who are having problems or find themselves spending substantially more than 25 hours on average per week or falling behind are strongly urged to contact the instructor as soon as possible.

4.3 Style manuals & guidelines

In written reports, students are required to cite sources according to the format rules in either the APA or Turabian style manual (not both):


Style manuals are available in the reference sections of many mainstream bookstores and the reference or reserve sections of the University at Albany Libraries.

4.4 Online participation and communication

Each student is expected to have an email account for this class. Blackboard messages (internal) is the best (and preferably the only) method for communicating with the instructor concerning the course, assignments, questions, and readings. Each student must also subscribe to IST-L (http://www.albany.edu/informationstudies/ist_listservs.php), the Information Studies listserv.

Students are required to use Blackboard to read course materials, including assignments, submit assignments electronically, and contribute to online discussions. They are also expected to visit the course’s Blackboard site at least once every other day to respond to communications from the instructor, or other students. For all assignment deadlines, see the course’s weekly schedule.
5. Student Performance Evaluation (Grading)

5.1 Grading

Grades are determined on a 10-point scale. An ‘A’ signifies superior work beyond basic requirements of the course, ‘B’ signifies adequate work that meets most requirements, and ‘C’ or lower signifies inadequate work that does not meet the requirements.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>E</th>
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<tr>
<td>Scale</td>
<td>95-100</td>
<td>90-94</td>
<td>86-89</td>
<td>83-85</td>
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<td>75-78</td>
<td>71-74</td>
<td>68-70</td>
<td>60-67</td>
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5.2 Assignments, Discussion questions, Exercises and Final project

<table>
<thead>
<tr>
<th>Assignment/ discussion / exercises/ Final</th>
<th>Percentage of the total grade</th>
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</thead>
<tbody>
<tr>
<td>Blackboard Ice-Breaker Module</td>
<td>2%</td>
</tr>
<tr>
<td>Assignment 1 : RDA and AACR2 comparison</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 2 : MARC format</td>
<td>6%</td>
</tr>
<tr>
<td>Assignment 3: Create RDA record</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 4: LCSH</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 5: Authorities and MARC</td>
<td>12%</td>
</tr>
<tr>
<td>Assignment 6: DDC</td>
<td>12%</td>
</tr>
<tr>
<td>Exercises</td>
<td>6%</td>
</tr>
<tr>
<td>Discussion</td>
<td>12%</td>
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<tr>
<td>Final project</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

A. Discussion :

The ice-breaker module provides an opportunity to use some of the Blackboard tools and access resources. It will help you become familiar with the online course environment. You will perform the following tasks. Please complete Ice-Breaker module between 23rd -25th January, 2017.

   a) Post an introduction of yourself and respond to at least one other posting in “Meet Your Classmates” (1 Point)

   b) Submit a brief note to the discussion forum about your experience or exposure to cataloging. (1 point)

    Discussions: Students will participate in three discussion topics (4 points each). The details of the discussion topics are given on the Discussion Page.

1. Discussion 1 -- Week 1 and 2 (1/25 -2/5)
(Note: You will need to post your answer before you can view others’ posts)
2. Discussion 2 -- Week 9 and 10 (3/27 - 4/15)

3. Discussion 3 -- Week 12 and 13 (4/18 – 4/30)

B. Exercises: Students will work on a number of exercises from the Workbook and other additional exercises assigned by the instructor.

C. Assignments and Final Project:
   Description of the six assignments and the final project are in the Assignments Page.

5.3 Grading criteria

   Deadlines need to be honored. All assignments must be submitted by 11:59pm. On the day they is due. You will lose one point per day for late submissions. However, exemptions may be given if the student has valid reasons for being unable to meet the deadline and notifies the instructor in advance. Without such notification and an extension approved by the instructor, assignment submitted more than 4 days late will not be reviewed or graded. Students may also lose points for incomplete submissions and failure to follow instructions. If you do not understand the assignment and instructions, you should contact the instructor prior to assignment deadlines.

   Writing expectations: Your papers are expected to be well researched, organized and well written. Quality academic writing carries the reader along in a logical progression, is well organized, clear, adheres to the format prescribed by the assignment, does not use the first person (e.g. I or we, unless specifically allowed in the assignment), avoids colloquialisms, uses correct grammar/punctuation/spelling, and supports statements with cited references. A good general reference for research writing is available at: https://owl.english.purdue.edu/ow/.

   Contribution to online discussion: Discussion Questions: Topics for discussion will be posted during the semester. You are required to post a substantive answer/ comment / reflection to the question. In addition, you must respond to another student’s post by critically reflecting on what is being discussed. Simply posting “I agree” in response to another student’s post will not be counted as a contribution. 10% of your grade will be based on your participation in the discussion forums. You will be graded based on your contributions and significant feedback and not simply on the number of posts.

6. Course Policies

   6.1 Class Attendance

   Although the class does not meet face-to-face, all students are expected to login to the course’s Blackboard site at least once every day and to reply to email within 24 hours. You need to notify the instructor in advance if you expect to submit work late or intend to withdraw from the
course. This course depends heavily upon student participation and you need to explore the course materials in Blackboard to get full benefit from the course.

6.2 Class conduct

**Availability:** The instructor will be available for student consultation during office hours, by appointment, and online in Blackboard. Students are expected to check Blackboard messages (internal) at least once every day to see whether the instructor is trying to reach them. Students should not assume that instructor is online 24 hours a day, 7 days a week, to answer your questions immediately (even though the instructor will try to do so as much as possible).

**Courtesy** In class (online) discussions the instructor and students are expected to demonstrate professional behavior. This means cooperating and interacting in a courteous, supportive, and tactful manner based on mutual respect for each other's ideas.

6.3 Plagiarism and academic dishonesty/misconduct

The instructor of this course has a zero tolerance policy for academic dishonesty, plagiarism (http://library.albany.edu/usered/plagiarism/) and cheating. As a policy for this course, plagiarism, self-plagiarism or cheating will result in a failing grade for the course. In addition, the instructor will pursue further disciplinary action at the University level including reporting to the Office of Conflict Resolution & Civic Responsibility (http://www.albany.edu/judicial_affairs/) according to the policies set forth in the current University at Albany Undergraduate Bulletin or University at Albany Graduate Bulletin, whichever is applicable to the student. The instructor abides by and enforces all relevant University at Albany policies.

Academic misconduct includes cheating, plagiarism and other unethical and illegal activities. Students are encouraged to form study groups and to talk about assignments and readings. Learn by interacting with one another—support and help one another. Nonetheless, students are expected to give credit where credit is due by citing the work and ideas of others in papers that they write. If you are not sure about what constitutes academic dishonesty, ask the instructor or err on the side of citing more than you think necessary.

The Department of Information Studies takes academic dishonesty very seriously. Before taking classes within the Department of Information Studies, you should familiarize yourself with the Department’s academic dishonesty policy, available in both the Department’s graduate handbook and online at http://www.albany.edu/content_images/Academic_Dishonesty.pdf Professors reserve the right to add to the Department’s policy as they see appropriate.

6.4 Students with disabilities

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490 http://www.albany.edu/disability/index.shtml/)
# 7. Course Schedule

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Exercises</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaker module</td>
<td>1/23-1/25</td>
<td>The ice-breaker module provides an opportunity to use some of the Blackboard tools and access resources. It will help you become familiar with the online course environment. You will perform tasks listed in “exercises” column. Please complete Ice-Breaker module between 20th and 24th January.</td>
<td>Conversation between a patron and the library catalog <a href="https://www.youtube.com/watch?v=C7M69J7IwyQ">https://www.youtube.com/watch?v=C7M69J7IwyQ</a></td>
<td>a) Post an introduction of yourself and respond to at least one other posting in “Meet Your Classmates” (1 point)</td>
<td>b) Submit a brief note to the discussion forum about your experience or exposure to cataloging. (1 point)</td>
</tr>
<tr>
<td>Module 1</td>
<td></td>
<td>Development of cataloging standards. AACR2, RDA and FRBR</td>
<td>Chan: Chap. 1 (p. 1-30)</td>
<td>RDA Workbook: Mini-exercises: 1.2 (p.11); 1.3 (p.21)</td>
<td>Discussion 1 Professional organization</td>
</tr>
<tr>
<td></td>
<td>Week 1</td>
<td>FRBR, the framework behind RDA</td>
<td>Chan: Chap. 2 (p.47-63)</td>
<td>Due: 1/31</td>
<td>Discussion 1 (1/25-2/8)</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>FRBR(contd.) and Navigating RDA Toolkit</td>
<td>The RDA Workbook pp. 25-38: RDA Toolkit</td>
<td>Exercise 1.2 (p. 25-26)</td>
<td>Discussion 1 (contd.)</td>
</tr>
<tr>
<td></td>
<td>2/1-2/5</td>
<td></td>
<td></td>
<td>Due 2/5</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Task</td>
<td>Recommended Reading</td>
<td>Notes</td>
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</tr>
<tr>
<td>Week 3</td>
<td>2/6-2/12</td>
<td>Difference between RDA and AACR2</td>
<td>Mccutcheon, Sevim. RDA and the Reference Librarian: What to Expect from the New Cataloging Standard. <em>The Reference Librarian</em>, 53:123–137, 2012 (EReserve)</td>
<td>Exercise 1.3 (p. 27-31) This exercise is meant to familiarize the students to RDA toolkit. <em>Need not submit exercise 1.3.</em></td>
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<td>The RDA Workbook pp.39-50</td>
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<td>Conversations About RDA: Compare &amp; Contrast: AACR2 &amp; RDA in the Bibliographic Record <a href="https://www.youtube.com/watch?v=3KPD_xYSQhc">https://www.youtube.com/watch?v=3KPD_xYSQhc</a></td>
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<td>Conversations about RDA: Cataloger Judgment &amp; the Statement of Responsibility <a href="https://www.youtube.com/watch?v=xs6FE6ITdPA">https://www.youtube.com/watch?v=xs6FE6ITdPA</a></td>
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<td></td>
<td>Difference between AACR2 and RDA (available on e-reserve)</td>
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<td></td>
<td>Assignment 1: RDA and AACR2 Due 2/12</td>
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<tr>
<td>Module 2</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>3/6-3/10</td>
<td>RDA: Cataloging three-dimensional objects</td>
<td>Cataloging three dimensional objects and kits <a href="https://www.youtube.com/watch?v=x9G-asj9l1Q">https://www.youtube.com/watch?v=x9G-asj9l1Q</a></td>
<td>Chan: Chapter 10</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>3/11-3/19</td>
<td>Spring Break</td>
<td>Assignment 3: Catalog using RDA and encode using MARC format (Fictitious titles)</td>
<td>Due 3/5</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>3/20-3/26</td>
<td>LCSH</td>
<td>Chan: Chapter 11</td>
<td>LCSH exercise</td>
<td>Due 3/26</td>
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<tr>
<td>Week 10</td>
<td>3/27-4/11</td>
<td>LCSH</td>
<td>Chan: Chapter 11 and 12</td>
<td>Discussion 2:</td>
<td></td>
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<tr>
<td>4/16 - 4/17</td>
<td><strong>Easter Holiday</strong></td>
<td></td>
<td><strong>Assignment 5: Authorities</strong> Due 4/15</td>
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</tbody>
</table>

### Module 3

| Week 12 | 4/18-4/23 | Principles and types of classification; DDC | Chan: Chapter 15 and 16 | **Assignment 6 DDC due (4/30)**  
**Classification (4/18-4/30)** |
<table>
<thead>
<tr>
<th></th>
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<td>Week 13</td>
<td>4/24-4/30</td>
<td>Dewey Decimal Classification (DDC)</td>
<td>Chan: Chapter 16</td>
<td><strong>Discussion 3 (contd.)</strong></td>
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<td>Week 14</td>
<td>5/1-5/7</td>
<td>Library of Congress Classification (LCC)</td>
<td>Chan: Chapter 17</td>
<td><strong>Final project due (5/7)</strong></td>
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