# VALDOSTA STATE UNIVERSITY
## MASTER OF LIBRARY& INFORMATION SCIENCE
### MLIS 7300 Cataloging and Classification—Syllabus
### Spring Semester 2005
### Three Hours Credit

**Instructor:**

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## Course Description

An introduction to the organization of recordable knowledge, with emphasis on library cataloging and classification. Students will examine current applications of Anglo-American Cataloguing Rules, MARC formats, Library of Congress and Sears Subject Headings, Dewey Decimal Classification and Library of Congress Classification. Metadata initiatives and the interpretation of technical documentation will be considered.

## Course Objectives

At the conclusion of the course, the student will be able to:
1. Identify and discuss the functions of the library catalog.
2. Discuss the impact of cataloging decisions on patron access to library materials.
3. Discuss considerations in cataloging, classification, and catalog design for the provision of service to diverse and traditionally underserved patrons.
4. Create bibliographic descriptions of library materials using Concise AACR2 and USMARC standards.
5. Interpret Dewey and Library of Congress call numbers, using current schedules.
6. Define and explain the value of authority control and cross-referencing structure for names, uniform titles, and subject headings.
7. Define successive entry cataloging for serials and identify alternative searches for serials titles in library catalogs.
8. Identify and discuss current metadata initiatives.
9. Explain the importance of standards; locate, interpret and use standards documentation.
10. Locate, interpret and use technical documentation.

## Course Prerequisite or Corequisite: MLIS 7000

## Mode of Delivery

Blended: Face-to-face plus WebCT Vista.

**Class Meetings: Saturdays, 10:00 am -5:00 pm**

**All students:**

Saturday, Jan. 22, 10 am - 5 pm
Macon State College, Building M, Room 224

Building M is attached to the "Arts Complex Theatre." Enter where it says "Arts Complex Theatre" and take elevator or stairs up one floor.

**Thereafter:**

Valdosta section, Feb. 19 and April 9, 10-5, VSU Odum Library 1048.

Off-campus section: Feb. 26 and April 16, 10-5. We will reconsider the site of these two Saturdays, depending on the make-up of the section. If the locus of the students enrolled is north of Macon, we will consider moving the class farther north if that's feasible.

**Required Course Materials**

- Intner, Shelia S. and Jean Weihs. *Standard Cataloging for School and Public Libraries*. 3rd ed. Englewood, CO: Libraries Unlimited, 2001.

    *Even though the title of this book specifies "school and public libraries," I still find it the most useful currently-available one-volume text for a basic cataloging class aimed at all types of libraries. It is well-written, and most points apply across the board.*
    *If you have a type-of-library interest, you can use the individual assignments to develop your knowledge on questions specific to the type of library that interests you most.*

- Reading Assignments to support class work and Quiz: will be posted in WebCT Vista.

- Furrie, Betty. *Understanding MARC Bibliographic: Machine-Readable Cataloging*. 7th ed. Washington, DC: Cataloging Distribution Service, Library of Congress, 2003. Available online: http://www.loc.gov/marc/umb/

- CatSkill Web tutorial: will be available after January 22.

## Required Activities

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| In-class activities | 20% |
| Web activities | 30% |
| Interview/Tour | 10% |
| Paper | 20% |
| Midterm Quiz | 10% |
| Culminating Quiz | 10% |

## Grading

### General Grading Scale

**A** excellent work - among the best work seen at the graduate level
**B** satisfactory work - better than average work at the graduate level
**C** honest attempt - needs moderate to major revisions to be satisfactory
**D** perfunctory or missing work

**Late** work is dropped one letter grade

### Final Grading Scale

**A** - always satisfactory, often excellent
**B** - mostly satisfactory, occasionally excellent
**C** - sometimes satisfactory, often needs revisions
**D** - rarely satisfactory, often perfunctory, late or missing
**F** - lacking even an attempt to learn or do, dishonesty, plagiarism

## Attendance

It is expected that you will make consistent, contributive attendance at the face-to-face meetings a high priority. If you are compelled to be absent, you remain responsible for all activities and material missed. If you miss a graded activity, you will lose all points for that activity unless you can negotiate a mutually acceptable alternative with the instructor. **A student who is absent for more than four hours of convened class time (for any reason) will be subject to a reduction of one letter in the final course grade.**

Regular monitoring and participation within the WebCT Vista site is expected. I suggest a daily check of the site. The software is set to make it easy to see when something has been added.

## Communication

We will use WebCT Vista as our primary communication tool. You should be able to access the class in Vista beginning on January 10.

For help with **WebCT Vista**:

Visit http://www.valdosta.edu/vista/. Read carefully. Scroll down and read entire screens. Notice "Self-Help" on the right.

If this doesn't solve the problem, visit http://www.valdosta.edu/vista/webct/techform.html. This site includes an online submittal form and the phone number for VSU's IT Helpdesk, 229-245-4357. To see Helpdesk hours: visit http://www.valdosta.edu/helpdesk/ (see on the left, scroll down).

Our back-up for communication will be your **VSU E-mail account**. If you have not been using this, now's the time to begin.

Instructions for locating your address are at this link:

http://www.valdosta.edu/helpdesk/guides/email/blazenet/findpass/

If this doesn't work, contact the IT Help Desk at 229.245-4357 or helpdesk@valdota.edu.

**Problems will work out!** When relying on technology, there are always problems to solve. I plan for this and consider it no cause for alarm. Please don't worry. You will not be penalized for anything that is not your doing.

**Calendar**

| | |
|---|---|
| January 10 | Class begins |
| January 18, 11 pm | "Greet the Class" posts due |
| January 22, 10-5 | In-person class, All students, Macon |
| February 14, 11 pm | Tour Report due |
| February 19, 10-5 | In-person class, Valdosta section |
| February 26, 10-5 | In-person class, Northern section |
| February 27, 8 pm | Midterm Quiz available |
| March 7, 11 pm | Midterm Quiz due |
| March 28-April 1 | Spring Break! |
| April 4, 11 pm | Paper due |
| April 9, 10-5 | In-person class, Valdosta section |
| April 16, 10-5 | In-person class, Northern section |
| April 17, 8 pm | Culminating Quiz available |
| April 25 11 pm | Culminating Quiz due |

## Academic Dishonesty

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior are contained in the *Student Handbook, Student Code of Ethics.*

## Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requesting accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevens Hall. The phone numbers are 229/245-2498 (voice) and 229/219-1348 (tty).

## Assignments

**First assignment in WebCT Vista is due on Tuesday, January 18 by 11:00 p.m.**

**Other assignments are due on Mondays by 11:00 p.m.**

**"Getting Started"** has two parts. Due on *Tuesday, January 18.*

1. In WebCT Vista, look on the Discussion Board for "Greet the Class." Open the post and follow the directions. You will introduce yourself to the class. Include:
   - where you live
   - your current job if any
   - what you hope to do after you finish school
   - where you might want to go for your tour assignment (see below)
   - if you wish, something you did over the holiday break.
   - If you have a digital photo you're willing to share, send it as an attachment to your post.

2. Using WebCT Vista mail, send me a mail message. Respond to this question: What you hope to get out of this course?

**Preparation for January 22**

- Read all of the posts in "Greet the Class." Notice who lives near you. If a classmate shares your interest in a tour destination, try to go together.

- Read the Furrie textbook, which is Web accessible (see above) Take the quiz toward the end to check your understanding. Bring your questions to class.

- Get the Intner textbook and bring it to class.

**Future WebCT Vista assignments** will be posted there. I suggest that you check the site daily. You will have at least one week to complete an assigned activity.

**Interview/Tour, due February 14**

Contact the head of the technical services or cataloging department at the library or system you have chosen. Identify yourself as a student in the VSU MLIS program and explain that you have received this assignment. Request an appointment to interview the librarian and to tour the cataloging or technical services department of the library or agency. Explain that you will be asking questions to complete the assignment. Take notes while you are with the librarian. A follow up phone call or a personal note of thanks is suggested.

Your report should be no more than 3 pages long, double spaced. Adhere to this length if you want full credit. Use the outline below.

You may use the library or system in which you work if your knowledge of the technical services or cataloging operation is limited. You may return to the location you used for your Foundations tour if you will learn something new and if you focus this tour on cataloging and/or technical services. If you work in technical services now, visit a different library or agency if possible.

TECHNICAL SERVICES/CATALOGING TOUR
- NAME and TITLE of LIBRARIAN interviewed:
- NAME of LIBRARY or SYSTEM:
- BACKGROUND OF LIBRARIAN: Inquire about the librarian's educational and experience; why did this person choose to be in technical services; ask about the role of the technical services librarian or cataloger in the environment of the library or system; what bibliographic utility does the library use, what automated

system does the library use. Inquire about the organization, staffing, and governance of the technical services departments.

- TOUR NOTES -- WHAT DID YOU LEAVE WITH? Provide several paragraphs about the tour you received.

You may write in a journalistic or informal style provided that you use complete sentences, standard grammar, standard spelling, and standard punctuation.

You will post your report in the appropriate topic on the Discussion Board in rtf, pdf or html format, for your classmates to read. If you use Microsoft Word, one option is to complete your report and then "save as" a filtered Web page or an rtf document.

The tour must take place during this semester and must be done in person. You may use the phone or E-mail to set up the appointment and/or to get the answers to follow-up questions after the tour.

**Midterm Quiz** and submission instructions will be posted by 8:00 p.m. on Sunday, February 27 and will be due at 11:00 p.m. on Monday, March 7.

**Paper, due April 4**

Topic: Any topic under the umbrella of cataloging or the organization of knowledge, broadly interpreted. This includes descriptive cataloging, classification, indexing, metadata, and technological applications to all these endeavors.

Length: 10-12 pages of text, using 12 point type and one inch margins and excluding figures and bibliography. Adhere to this length if you want full credit.

Style Manual: American Psychological Association (APA) or Modern Language Association (MLA), applied consistently.

The purposes of this assignment are to expand your knowledge, to give additional practice in professional level writing, and to give additional practice in applying a style manual.

The paper will be evaluated on content, writing, and application of style.

To find suggestions for topics, review:

- Table of contents, chapter introductions, and bibliographies in the textbooks.
- Bibliographies in the Rubin *Foundations* text
- Issues of the relevant journal titles in Rubin Appendix F

Diana Hacker's *A Pocket Manual of Style*, 4th edition (Boston: Bedford/St. Martin's, 2004) is my favorite source for both writing help and style application. It is succinct and easy to use, in my experience. The basics of APA and MLA styles for print and electronic resources are included. Hacker or a similar writing guide can be supplemented with various online sources, including http://dianahacker.com/pocket/ and the citation guides collected in Odum Library's virtual reference room at http://books.valdosta.edu/read/englitindex.html#citation.

You may do a collaborative paper with one or two other students if you wish. All authors of a collaborative paper will receive the same grade.

**Culminating Quiz** and submission instructions will be posted by 8:00 p.m. on Sunday, April 17 and will be due at 11:00 p.m. on Monday, April 25.

**I look forward to seeing you on January 22. Welcome to the class!**

**Regards, Dr. Yontz**