

Valdosta State University
Master of Library and Information Science Program
MLIS-7300-Cataloging and Classification - FA2012-MLIS-7300-IA
Syllabus--Fall Semester 2012
Three Credit Hours

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 Cataloging 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 Prerequisite or Corequisite: MLIS 7000 or consent of instructor.

Grade Requirements:

All students admitted fall 2012 and thereafter must earn a grade of "B" or better in these core courses: MLIS 7000, 7100, 7200, 7300, 7700, and 7800.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information.
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.
- PO 3. Integrate relevant research to enhance their work in libraries and information centers.
- PO 4. Demonstrate professionalism as librarians or information specialists.

Student Learning Outcomes (SLO):

Students will:

- SLO 1. Identify and discuss the functions of the library catalog. (PO 1, PO 4)
- SLO 2. Describe a cataloging, technical services, or metadata workplace. (PO 1)
- SLO 3. Interpret and create basic descriptive bibliographic records. (PO 1, PO 4)
- SLO 4. Define and explain the value of authority control and cross-referencing structure for names, uniform titles, and subject headings. (PO 1, PO 2, PO 4)
- SLO 5. Identify current metadata initiatives. (PO 3)
- SLO 6. Interpret Dewey and Library of Congress call numbers. (PO 1, PO 4)
- SLO 7. Discuss the impact of cataloging decisions on patron access to library materials. (PO 1, PO 2, PO 4)
- SLO 8. Discuss considerations in cataloging, classification, and catalog design for the provision of service to diverse and traditionally underserved patrons. (PO 1, PO 2, PO 4)
- SLO 9. Apply current cataloging standards and documentation. (PO 1, PO 2, PO 3, PO 4)
- SLO 10. Discuss research findings and research literature related to cataloging, classification, and metadata. (PO 2, PO 3)

Required Textbooks:

- Chan, L. M., & Hodges, T. L. (2007). *Cataloging and classification: An introduction*. 3rd ed. Lanham, MD: Scarecrow Press. ISBN-13: 9780810859449. 2007 edition required.
- Furie, B. (2009). *Understanding MARC bibliographic machine-readable cataloging*. 8th ed. Cataloging Distribution Service, Library of Congress, in collaboration with Follett Software. ISBN-13: 9780844495064. FREE online at: <http://www.loc.gov/marc/umb>.
- Haynes, E., & Fountain, J. F. (2005). *Unlocking the mysteries of cataloging: A workbook of examples*. (Library & Information Science Series). Westport: Libraries unlimited. ISBN: 9781591580089.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

Required Materials:

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A headset with attached microphone or other microphone and speakers that work with WIMBA software. Noise-canceling properties are recommended.

- Additional materials posted in BlazeView or in Odum Library Electronic Reserve.

Online Resource Materials:

- American Library Association. (2005). *Anglo-American cataloging rules*, 2nd edition, 2002 revision, 2005 update. (**AACR2R**). Available through the RDAToolkit (access instructions in course overview).
- American Library Association. (2011). *Resource description and access (RDA)*. Available through the RDAToolkit (access instructions in course overview).
- Library of Congress (2011). *MARC 21 format for bibliographic data*. Retrieved from <http://www.loc.gov/marc/bibliographic/ecbdhome.html>.
- OCLC (2011). *Bibliographic formats and standards*. Retrieved from <http://www.oclc.org/bibformats/>.

Assessment Portfolio:

All students are **REQUIRED to purchase** access to the MLIS Program technology-driven assessment system. The system will be used throughout your professional program.

General Course Outline:

Module 1: Introduction, Historic background, Bibliographic control
Module 2: Representations, Metadata, ISBD
Module 3: Introduction to Cataloging Rules – AACR2R, RDA
Module 4: Introduction to Coding – MARC, Dublin Core
Module 5: Introduction to Subject Headings – LCSH, Sears
Module 6: Introduction to Classification – Dewey, LC, Cuttering, Filing
Module 7: Emerging Paradigms – FRBR, FRAD, FRSAD, etc.
Module 8: Putting it all together.

Each module represents roughly two weeks of instruction time. That said, some modules will take roughly a week and others almost 3 weeks.

There will be a scheduled hour long optional WIMBA classroom meeting every two weeks from 7:00 pm to 8:00 pm eastern time on Tuesday. The first WIMBA classroom meeting will be on Tuesday, August 14. Attendance is not a requirement of the course. The sessions will be archived and made available.

Assignments:

The following list is an overview of the assignments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date. As a general rule, assignments are due before midnight (11:59 p.m.) on Saturday. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

Major Assignment List:

Assignment 01: LibraryThing – a required SLOA

Introduces the Functional Requirements for Bibliographic Records (FRBR) approach to cataloging and compares it to the older International Standard Bibliographic Description (ISBD) model for bibliographic records. It also introduces various social networking tools and display options.

Successful completion of this assignment is necessary to fulfill requirements for this course and indicates partial accomplishment of MLIS Program-level student learning outcomes. Your finished assignment must be uploaded to the designated online portal.

Assignment 02: RDA Scavenger Hunt - not an SLOA

Guides you through an exploration of the RDA Toolkit. Resource Description & Access (RDA) is the new set of cataloging guidelines scheduled to replace the Anglo-American Cataloging Rules, 2nd Edition (AACR2) in March 2013.

Assignment 03: Diverse Users Paper - not an SLOA

Evaluate online public access catalogs (OPACs) that focus on special populations.

Assignment 04: Library Tour & Presentation - not an SLOA

Interview a cataloging, metadata, or technical services librarian, tour his/her workplace, and present your findings to the class.

Assignment 05: Research Paper - not an SLOA

Evaluate three assigned articles and write an evaluative report on your findings.

Assignment 06: Cataloging Project – a required SLOA

Create correctly constructed APA citations, OCLC participant Full-level (I) MARC records, the corresponding Dublin Core records, and accurately transcribed OPAC cataloging records.

Successful completion of this assignment is necessary to fulfill requirements for this course and indicates partial accomplishment of MLIS Program-level student learning outcomes. Your finished assignment must be uploaded to the designated online portal.

Examinations:

There will be a Midterm and a Final Examination.

Quizzes:

MARC Fields (multiple quizzes)

Subject Analysis

Dewey Decimal Classification

Library of Congress Classification

Exercises

There are series of ungraded exercises designed to develop awareness of and facility with using the various cataloging standards, rules and codes. The Haynes & Fountain (2005) text contains a wide variety of example materials that will be used to develop awareness and skill in recognizing bibliographic features, and using AACR2 and RDA cataloging rules, and MARC21 coding standards. The book includes citations to AACR2 rules. The AACR2 rules can be used to identify the corresponding RDA rules. While the Haynes & Fountain text provides examples of a wide variety of material, we will be focusing on monographs (both print and electronic) in this course.

Grading Scale

The grading scale will be based on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

A = 90-100 % = exceptional work, exceeds expected graduate level work

B = 80-89 % = consistently good work, meets expected graduate level work

C = 70-79 % = consistently poor work, fails to meet expected graduate level work

D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work

F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

Standards for core courses:

No grade below a C will be credited toward a VSU graduate degree. To be **eligible** to receive an A in this course a student must complete every assignment.

Reminder: This is a core course, and those of you admitted fall 2012 or thereafter must earn a grade of "B" or better in this course in order to receive credit for it. Those same students must successfully complete each assignment marked as "necessary to fulfill requirements for this course," indicated by "**- a required SLOA.**"

Withdrawal:

You may drop the course without academic penalty on or before the official withdrawal date. As discussed on pages 30-31 of the VSU 2012-2013 graduate catalog, "Students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

Attendance:

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required presentation within WIMBA. If required, the presentations will be scheduled in consultation with class members. There may be regularly scheduled WIMBA sessions with optional attendance.

Technical Requirements:

All assignments must be submitted using computer programs that are compatible with VSU supported products. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010 compatible format (.doc or .docx). **Work submitted in non-compatible formats will not be accepted and will not be graded.** You can obtain a copy of Microsoft Office 2010 at a reduced student price (ca. \$8.00 - \$12.00) through the IT Home Use Software program (<http://www.valdosta.edu/helpdesk/index.shtml>). Both Windows and Mac versions are available.

You are to use the underscore " _ " instead of a space " " in your file names. Spaces in a file name translate as %20 code and a penalty will be applied.

When reading instructions for your assignments, notice whether the instructions say to paste your response into a message box or to use a file attachment. Also notice whether the instructions say to choose Reply or to create a new message.

When the directions say to paste into a BlazeView message box, compose your response in your word processor first. This will help avoid the agony of being "timed out" and losing your work.

Grammar, punctuation, and spelling count. Use spell check. The Publication Manual of the American Psychological Association, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

Communication:

For questions regarding the course, please communicate with me through the BlazeView WebCT site for this course. If your question is personal, please use the BlazeView WebCT course mail feature. If you have a general question whose answer may be of interest to your classmates, please post it to the "Questions" topic on the discussion boards.

Academic Honesty:

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.

Unless an assignment is specifically designated as a group or collaborative activity, anything submitted under your name should be solely your own work. If you are unsure about the parameters of an assignment, ask for clarification.

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.

The **Guide to Ethical Conduct** is a booklet created for VSU MLIS students (http://www.valdosta.edu/mlis/student_resources/documents/GuidetoEthicalConductWebversion.pdf). It contains guidelines on appropriate conduct and outlines the ethical principles that instruct the profession of library and information science. Specific regulations related to student conduct and behavior are contained in the *Student Handbook*, *Student Code of Ethics*. Please acquaint yourself with the full policy at <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>.

It is **your responsibility** to make sure you understand how to avoid breeches of academic integrity. The instructor posts rules for citing, quoting, and appropriate use of resources for assignments that require written compositions, reviews, or commentary.

Asking librarians or staff in a library to provide answers or to conduct research to fulfill any part of a graded course requirement is an infraction of academic integrity. The same policy applies to contacting any free or commercial reference service for assistance with a graded assignment.

SafeAssign

By taking this course you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeView. For more information on the use of SafeAssign at VSU see <http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>.

Distance Learning Support:

An online guide for distance education students is on the Odum Library Web site at http://www.valdosta.edu/library/services/revised_students.pdf.

Accommodations 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 the 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 requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY), their website is at <http://www.valdosta.edu/access/>.

Compliance Statement:

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. **It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.**

Words of Comfort:

At first the material in this course may appear to be confusing. Learning cataloging and classification can be compared to learning a new language or music instrument. You will feel that you keep getting the tense wrong or keep hitting the wrong note or chord. With practice and effort, things will begin to make sense. At some point enlightenment will begin to occur and you will start to understand the structure and system. Individuals often have an 'eureka' moment when everything becomes clear. With additional practice you will learn to use the right tenses and hit the correct notes. Until then, keep the faith.