VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY& INFORMATION SCIENCE
MLIS-7300-Cataloging and Classification - SP2012-MLIS-7300-IA
Syllabus--Spring 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 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 Prerequisite or Corequisite:
MLIS 7000 or consent of instructor.

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.
PO 2. Use existing and emerging technologies to meet system, user, and other needs in libraries and information centers.
PO 3. Integrate relevant research to enhance their work in libraries and information centers.
PO 4. Demonstrate professionalism in their work in libraries and information centers.

Student Learning Outcomes (LO):
At the conclusion of the course, the student will be able to:
  1. Identify and discuss the functions of the library catalog. (PO 1, PO 4)
  2. Describe a cataloging, technical services, or metadata workplace. (PO 1)
  3. Interpret and create basic descriptive bibliographic records. (PO 1, PO 4)
  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)
  5. Identify current metadata initiatives. (PO 3)
  6. Interpret Dewey and Library of Congress call numbers. (PO 1, PO 4)
  7. Discuss the impact of cataloging decisions on patron access to library materials. (PO 1, PO 2, PO 4)
  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)
  9. Apply current cataloging standards and documentation. (PO 1, PO 2, PO 3, PO 4)

10. Discuss research findings and research literature related to cataloging, classification, and metadata. (PO 2, PO 3)

Required Materials:
• 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.

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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/.

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.

The modules represent 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 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, January 10.

Assignments:
Each assignment will have a due date, followed by a one-day grace period (late penalty) unless otherwise specified in the assignment instructions or assignment properties in BlazeView. As a general rule, most assignments will be due before midnight (11:59 p.m.) on Saturday. The grace period will end before midnight (11:59 p.m.) on Sunday. The assignments are date/time stamped by the BlazeView system. The BlazeView system will not accept any assignment after the expiration of the grace period. If an assignment is submitted after the grace period has expired, it will have to be submitted by email. I will grade it if I have time, but I reserve the right not to accept it. To ensure yourself a chance to get at least some points for the assignment, turn it in before the grace period ends. See BlazeView for submission instructions and further details. The Assignment Calendar will be posed in BlazeView. Except as noted in the assignment instructions or assignment properties in BlazeView, assignments are due on the assigned date by 11:59 p.m. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

General Assignment List:
Assignment 01: LibraryThing
Assignment 02: RDA Scavenger Hunt
Assignment 03: Diverse Users Paper
Assignment 04: Library Tour & Presentation
Assignment 05: Research Paper
Assignment 06: Cataloging Project

Examinations:
There will be a Midterm and a Culminating (Final) Examination.

Assessments (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.

Grading Scale
The grading scale will be base 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

Course grades lower than C will not be credited to a graduate degree (VSU 2011-2012 Graduate Catalog, page 29). Because MLIS 7300 is a required core course, students who earn a course grade lower than B must repeat this course and get a better grade in order to complete the MLIS degree.

You may drop the course without academic penalty on or before the official withdrawal date. As discussed on pages 30 of the VSU 2011/12 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."

Portfolio Submissions
You should consider the following two assignments as potential artifacts for the e-portfolio you constructed or are constructing in MLIS 7000 Foundations.
　　　　Assignment 01: LibraryThing
　　　　Assignment 06: Cataloging Project

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. The 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, MS Word is the preferred format. If you are using a lower version of WordPerfect or some other word processor, save your documents in Rich Text Format (rtf). You are to use the underscore (_) instead of spaces/blanks (   ) in your file names. Spaces/blanks 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:
"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." Please review VSU's full policy on student conduct and behavior at **http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.sht ml**. A summary statement on the policies can be found at **http://www.valdosta.edu/academic/AcademicDishonesty.shtml**.

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.

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/**.

Student Agreement:
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.