CATALOGING AND CLASSIFICATION

LIBS 6120
3 Credit Hours

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This is an online class and the D2L email is checked 3-4 times a day. If you include the Course number LIBS 6120 in the subject line, I will answer the email promptly.

Office hours: By appointment, any time. Email always:
Office in Office in COE Room 356
Library Science homepage http://www.mtweb.mtsu.edu/kpatten

Class Web site:
Use http://elearn.mtsu.edu and log in
Grades and email are available through D2L only; no other grade access will be given.

Course Information

Course Description:
Simplified procedures for cataloging books and non-print materials, cataloging routines, and web-based systems.

Course goals:

<table>
<thead>
<tr>
<th>5.1b Collections</th>
<th>AASL Standards for Preparation of School Librarians (2010)</th>
<th>College of Education Conceptual Frameworks</th>
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<tbody>
<tr>
<td>Candidates organize school library collections according to current library cataloging and classification principles and standards.</td>
<td>Problem Identification -- Knowledge 4 understands communication theory etc</td>
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COLLEGE OF EDUCATION DISPOSITIONS
These are the College of Education dispositions that are evaluated in this course. Your grade will be affected by assessment of these dispositions. The evaluation rubric is on the D2L course website.

**Professionalism**
- Maintains a satisfactory record of punctuality and attendance
- is adequately prepared for class
- Maintains accurate and up-to-date records
- Completes assigned tasks on schedule
- Follows applicable policies and procedures
- Maintains confidentiality and fulfills legal responsibilities

**Enthusiastic**
- Hard working

**Effective communicator**
- Is aware of and participates in professional organizations
- Is aware of and uses professional literature
- Participates in professional development opportunities
- Maintains professional appearance appropriate to the situation responsive to feedback

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**Self directed**
- Accepts responsibility for actions
- Seeks answers to problems independently
- Outlines plan of action
- Takes initiative in resolving problems

- **Course Topics:**

  **Introduction to cataloging, its history, conventions, and why it is important**

  COURSE OBJECTIVES: Objectives for introduction to cataloging module:

  - Define cataloging and classification
  - Identify key tools used to create cataloging records
  - Identify the use of OCLC and the library of congress
  - Identify persons in the history of cataloging
  - Expand acronyms for common cataloging terms

  COURSE OBJECTIVES: Objectives for bibliographic records module

  - Be able to identify the components of a basic bibliographic record
  - Define authority control
  - Describe the relationship between bibliographic record and item record

**User Searching Behavior**
• Identify basic characteristics of searching strategies that are commonly used in information seeking

Investigation of RDA, FRBR, and other changes in cataloging practice

COURSE OBJECTIVES: Objectives for RDA module

• Know the conceptual framework of RDA and FRBR
• Identify the differences in MARC tags that RDA records require
• Create a MARC record in RDA

Providing intellectual access to library materials thru use of Subject Headings

COURSE OBJECTIVES: Objectives for LCSH module

• Learn to navigate the LCSH site
• Distinguish between headings and subdivisions
• Identify the discipline and topic of items
• Find the appropriate LCSH
• Know how to apply free floating subdivisions
• Know how to add subdivisions to a heading

Following cataloging conventions through use of Anglo American Catalog Rules & RDA

COURSE OBJECTIVES: Objectives for AACR/RDA module

• Know the 8 elements of catalog record
• Explain each area
• Be able to find the information on an item to complete the worksheet

COURSE OBJECTIVES: Objectives for AACR module

• Relate catalog record to AACR rules
• Apply the punctuation of AACR to catalog records

COURSE OBJECTIVES: Objectives for access points module

• Identify all access points for items
• Form access points for items
• Punctuate access points

Providing physical access to library materials through use of the Dewey Decimal Classification system
COURSE OBJECTIVES: Objectives for DDC module

- Know the 10 first summary classes
- Use the relative index to find class numbers for specific topics
- Use the summaries to find class numbers
- Form the cutter number

Understanding of MARC and its use in providing online access to library materials

COURSE OBJECTIVES: Objectives for MARC module

- Distinguish between MARC fields, MARC indicators, and subfield codes
- Know the 15 major MARC tags
- Apply MARC tagging to a bibliographic record

Activities required of Students:

1. Reading in the current literature on issues in cataloging
2. Exercises on assigning Dewey Decimal numbers and Library of Congress subject headings
3. Practice assigning classification numbers and subject headings to library materials
4. Practice formatting bibliographic records according to AACR2 and MARC formats
5. Practice in using automated library system and examination of webpac features
6. Other assignments as needed to attain mastery of the course goals

Textbooks, Supplementary Materials, Hardware and Software Requirements

Buy these: They are available at Phillip’s bookstore or via Amazon.com. Prices are approximate. You will need to use these again in the field experiences.

Practical Cataloging: AACR2, RDA and MARC21

Supplementary Materials:

- Library of Congress website will be used for subject headings [LCSH]
  - http://authorities.www.loc.gov (Bookmark it!)
- Ruler with centimeter markings
- MARC website at http://www.loc.gov/MARC/
Hardware Requirements: See MTSU's requirements http://www.mtsu.edu/universitycollege/distance/systems_check.shtml

A browser is a program that helps users work with the web by displaying documents and making links between computing sites. A graphical web browser, such as Internet Explorer or Netscape, can display web documents in hypermedia format; that is, it can be used to view text, images, and video and to listen to audio.

To enable Java and JavaScript, checking a box or choosing this capacity in an options box under the tools or properties menu is usually required.

Software Requirements:

- Microsoft Office (Excel, Word) for papers and assignments.
- Adobe Acrobat reader for opening pdf files.
- Java
- Real Player for audio

Assessment and Grading

Testing Procedures:
Tests are given online. All tests are timed. The online tests will have a stringent time period in order to ensure that you have learned the material and are not just “looking it up.” All tests are open book. Notes, examples, texts can all be used.

Grading Procedure:
Grading in this course is based on quality of the work. Simple completion of an assignment does not guarantee 100% of the points available for an assignment. Student work that indicates extra effort and time needs to be recognized; if 100% is given just for completing an assignment, recognition for excellence cannot be provided! Based on the philosophy that extra effort should be recognized and rewarded, the assignments that are completed per the requirements obtain 88% of the points (a solid B).

Work that shows evidence of time, deep thinking, research, intellectual exploration, and learning will gain points to raise the grade above the 88% level. Do not expect to receive a 10/10 grade unless you have really delved into the assignment and shown it.
Success in cataloging skills is related to practice time that you spend on trying to catalog.

The course provides a set of practice “problems”, but you may need to continue to practice on items you have in your own environment. The attainment of skills is directly related to the number of practice items that you attempt. I expect that graduate students can determine their own practice times.

**Grading Scale & Policy:**

- A 96-100%
- A- 93-95%
- B+ 89-92%
- B 86-88%
- B- 83-85%
- C+ 79-82%
- C 76-78%
- C- 73-75%
- D+ 70-72%
- D 67-69%
- D- 65-66%
- F <64%

Assignments are graded on a point basis. The point value for each assignment is posted on the D2L site. At course’s end, the points will be totaled and a percentage will be calculated. Grades are rounded up or down to a whole percent.

**Much of the homework you will do in this class is practice.** Practice is the best way to learn cataloging. You may have to practice more than other students or less; the practice sheets given in class or as homework, may not be sufficient for you. To be successful, you will have to take initiative and practice creating records beyond what is being graded. **PRACTICE ASSIGNMENTS ARE OPTIONAL, BUT EVERY GRADED ASSIGNMENT MUST BE SUBMITTED.**
In the **Discussion Area** of the course website, there is a question area for each section. Other students may answer or the instructor will answer. The purpose of these areas is to provide support for each student. If needed, the instructor may request that you complete another assignment to attain a competency/objective.

**Basic requirements:**

1. Assignments (number of points is undetermined; class progress determines this!) that include practice and graded assignments
2. Periodic Quizzes
3. Reading Assignments
4. Final Exam

**Specific Course Requirements:**

Style Guidelines for written papers:

2. Use 12 pt Times New Roman type on your papers
3. Double space all submitted written work (essays and papers submitted thru the drop box) with 1" margins except for material in a table or Excel format
4. APA used to format citations and list of resources for Discussions and Drop box papers. Citations and list of references are required for any work that you submit.
5. APA used for papers--title page, abstract, running title needed. **NONE OF THESE ARE REQUIRED FOR THIS CLASS.**
6. The class requires a footer on each page that contains your Last Name and page x of y paging. This must be created by Word, not manually inserted. The footer will look like this: Boudreau Page 2 of 4 It is your job to figure out
how to create a footer by using the Help function in Word or Excel. Don't lose points because you didn't run the footer!

7. Discussions are formatted using the HTML editor that is built in to D2L. Please choose the Advanced tab. Line spacing is not reliable in this editor, so you do not have to spend time trying to format as double spaced. Type size #3 is 12 pt type. The list of references must conform to APA punctuation and grammar.

8. Names of the file that you submit through the Drop Box.
   a. When you create an assignment (in Word for example), you can name the file. When you save an assignment that is on this website, the default name is the same as the name that i gave the file. This is not good! That would mean that all student files will have the same name UNLESS you change the name of the file. There are specific requirements in naming the file.
   b. Because computers are as dumb as a creek rock, all files submitted through the Drop Box will be named in this manner: yourlastname-assignmentname
   c. Points will be deducted if you do not follow this pattern for filenames.
   d. Here is what I mean as an example: jones-qu1 or smith-poetry or smith-per or jones-variant
   e. Make sure that an ‘extension’ appears on the saved file. The extension is after the filename and the period. It tells the computer what kind of software created the file.
      i. Examples: jones-qu1.docx or jonesvariant.pdf
      ii. Most software adds the extension and you don’t have to do anything. But save the file to your desktop and look at the filename to see if it has an extension. Usually there is an icon that indicates the program; if you just have a blank square, you have no extension. I will not know how to open your file!
   f. Starts with your LAST NAME, not the FIRST name!
g. No characters, no uppercase, no spaces. Characters are periods, dollar signs, commas, etc.

h. The hyphen is the only character allowed for this class and it separates your name and the assignment name.

Class Participation:

Students must participate in all interactive aspects of the course. For example, students must communicate with other students in their group, students are expected to communicate with the instructor as a learning resource, students must check the course email frequently for announcements, and students must actively participate in threaded discussion events.

Due dates are set in order to allow you to pace the workload. Late assignments are not accepted, so if you miss a deadline, you should withdraw from the class since you will not pass the class (see note above). The course moves at a fast pace and you should check the site at least once per day. —Telling me that you didn’t see a due date is not an acceptable excuse for missing an assignment.

The Calendar:

This course uses a calendar created in GOOGLE, not the D2L calendar. Some assignments or the calendar may be changed by the instructor during the semester as determined by class progress. Check the calendar weekly. Do not print the entire course out the first week!

Calendar changes should appear when you open the calendar.

If you have read this far, it is time to tell me. Send me an email that says “I finished the syllabus.” (in D2L mail)

Course Ground Rules:

- participation is required,
- follow style requirements as outlined on the course website,
- complete assignments on time,
- expected to communicate with other students in team projects,
- learn how to navigate in D2L,
- keep abreast of course announcements,
- use the student email address as opposed to a personal email address,
- address technical problems immediately, and
- observe course netiquette at all times.
Guidelines for Communications

Email:

- Always include a subject line that starts with the course number 6120
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

Discussion Groups:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker first, then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.
- Do not post your response / essay as an attachment
- For discussion postings ONLY, the format/style requirements are waived. It is possible to format using the primitive html editor that D2L includes, but not required. APA punctuation is required.

- Discussions are intended to show evidence of having understood the reading materials; citation within the body of your posting is expected. A list of sources is required.
- Access D2L through MTSU eLearn instead of PipelineMT to prevent them from timing out during assignment postings to discussion board

Chat:

- Introduce yourself to the other learners in the chat session.
- Be polite. Choose your words carefully. Do not use derogatory statements.
- Be concise in responding to others in the chat session.
- Be prepared to open the chat session at the scheduled time.
- Be constructive in your comments and suggestion
Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Student Resources

The D2L course site has a list of MTSU resources.

Technical Support
http://w1.mtsu.edu/universitycollege/distance/frequently_used_resources.php

Students who experience problems logging into their course, timing out of their course, using the course web site tools or experience other technical problems, should be encouraged to contact the MTSU Helpdesk at 615-898-5345 or help@mtsu.edu

Students with Disabilities

Reasonable Accommodations for Students with Disabilities: "ADA accommodation requests (temporary or permanent) are determined only by the Office of Disabled Student Services (DSS). Students are responsible for contacting the Disabled Student Services Office at 615-898-2783 to obtain ADA accommodations and for providing the instructor with the Accommodation Letter from Disabled Student Services".

Academic Misconduct

The use of a third party to submit a student’s work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs.

Individual Assignments: Shared Work Is Not Allowed!

It is perfectly permissible to discuss assignments with other students. However, there is a line that cannot be crossed. You may not create one document that is turned in by several students. If you cannot recognize the line, then you need to complete each assignment independently without consulting with other students.

For example, if you discuss how to use Excel to compute a statistic, that is okay. But if you then actually create the spreadsheet and insert the formula, you may not share that document. If submitted assignments are the same format with the same entries (figures, wording, formulae, etc.), all students who submit the duplicated papers will be considered to have violated the Honor Code.
Students should be familiar with the "MTSU Students Rights and Responsibilities" handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.

The True Blue Pledge

I am True Blue.
As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!