

**University of Missouri**  
**School of Information Science & Learning Technologies**

**SYLLABUS**  
**ISLT 7312-04 Principles of Cataloging & Classification**  
**Fall Semester 2012**

**Instructor:** Heather Lea Moulaison  
Office: 2210 Townsend Hall  
Office telephone: 573.882.8323  
Email: [moulaisonhe@missouri.edu](mailto:moulaisonhe@missouri.edu)  
Twitter: @libacat  
Skype: heather.moulaison  
Office hours: By appointment

**Course:** *Principles of Cataloging & Classification*  
Section: 4 (Kansas City)  
Time: Wednesday, 5:30-7:00 pm *weekly*  
Blackboard: login at <https://courses.missouri.edu/>

**COURSE DESCRIPTION**

Theory and practice of cataloging and classification of library materials using current standards and tools. Principles, developments, and trends in cataloging and access to library data.

**Course Objectives<sup>1</sup>**

Upon completion of this course, students should be able to:

1. Demonstrate basic knowledge of the systems of cataloging, metadata and controlled vocabulary used to organize recorded knowledge and information by analyzing, interpreting and applying current cataloging standards. (ALA Core 3)
2. Demonstrate basic knowledge of the systems used for classification and subject analysis to organize recorded knowledge and information by analyzing, interpreting and applying standard classification schedules and subject thesauri. (ALA Core 3)
3. Demonstrate basic knowledge of the principles involved in the organization and representation of recorded knowledge and information by creating accessible surrogate records. (ALA Core 3)
4. Facilitate effective access to resources by using print and online cataloging tools. (AASL I, ALA Core 4)
5. Demonstrate a strong commitment to lifelong learning by maintaining awareness of current cataloging changes and issues. (NBPTS Standard VIII, ALA Core 7)
6. Demonstrate effective use of technologies and innovations to make cataloging decisions which would assist patrons in selecting and evaluating resources. (NBPTS Standard V, ALA Core 3 & 4)
7. Implement and evaluate diverse strategic methods that promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. (SIPSL Standard 3, ALA Core 3)
8. Develop an understanding of the importance of networking with others to interchange ideas, develop new ideas, develop new understandings, make decisions, and solve problems to improve information access and services for patrons and students. (SIPSL Standard 4, AASL 3)

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<sup>1</sup> Based in part on:

AASL Standards for the 21<sup>st</sup>-Century Learner (AASL) <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>  
ALA/AASL Standards for Initial Preparation of School Librarians (SIPSL) <http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/schoollibrary.cfm>  
National Board for Professional Teaching Standards Library Media Standards (NBPTS) [http://www.nbpts.org/the\\_standards/standards](http://www.nbpts.org/the_standards/standards)  
ALA's Core Competences of Librarianship (ALA Core) <http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

## PEDAGOGICAL METHODS

### **Required Textbook**

Chan, L. M. (2007). *Cataloging and classification: An introduction* (3<sup>rd</sup> ed.). Lanham, MD: Scarecrow Press.

### **Structure to Student Learning**

On their journey in studying and understanding the principles and practices of library cataloging, students will first read and internalize important concepts. They will then reflect, formulate questions and/or synthesize thoughts, and will discuss these concepts, reflections, and questions in class with the instructor and with peers. Finally, they will develop mastery through related assignments and presentations. A final exam will help students demonstrate mastery of concepts learned throughout the year. Course content is divided into Modules of one week in duration. Details of each Module will be made available to students, including goals, assessment techniques, learning objectives explored, and competences covered. Students will be able to find each Module's information in the Blackboard Course Content tab for the week.

### **Student Obligations**

Students should be prepared to engage in all aspects of this course experience to enrich the community of learners that we form. Students also need to read syllabi at the beginning of class, which is widely acknowledged to be a drag. Any student emailing me before Aug. 26, 2012 having found this statement will be credited one extra credit point on the final exam. Because this is a graduate-level class, it goes without saying that the class moves quickly and that the content is more challenging than the content in undergraduate courses. Students are encouraged to work with their peers outside of class, forming study groups and peer networks to support learning.

**Preparation.** As with other graduate-level classes, students are expected to spend on average at least 10-12 hours per week preparing content plus class meeting time, time working with Blackboard, etc. Students with little experience in library organization of information/cataloging may find they need to spend additional time on preparation to feel comfortable with the topic. This is normal! Students should be aware of these time commitments and should schedule their semesters accordingly. If you do not have roughly 15 hours in the week to devote to Cataloging, you will be shortchanging yourself and your degree, and it is not recommended that you take this class at this time.

**Synchronous Participation and Communication.** Although this is an online course, it is not self-paced. Weekly synchronous class meetings are an essential element of the learning environment – it is a time for us to come together in a structured way, to check in with each other, and to see how things are going. Class participation also prepares students for the assignments that follow in the week. Classes will be recorded so that students may revisit their favorite sections at their leisure.

**Citations.** As students of Library and Information Science, students of Cataloging must respect the intellectual property of others by citing resources that inform their work. In this class, we use APA 6<sup>th</sup> as a style guide. Standing on the shoulders of giants does not make you a bad student; in fact, it makes you a better one if done correctly.

## PEDAGOGICAL METHODS, continued

### Blackboard as Course Management System

This class will use Blackboard as a primary means of managing content (<https://courses.missouri.edu/>). Class-related content will be made available in Blackboard. Student questions, assignments, and peer evaluations will be submitted via Blackboard or posted directly to wikis on the site. Student grades will be posted in a section of Blackboard only visible to the student receiving the grade.

**Weekly Online Meetings.** We will use Blackboard Collaborate (formerly WIMBA Classroom) for our weekly meetings, accessed through Blackboard's left-hand menu. You need not download any additional software, though you will be required to set up on each machine you use. You are required to invest in an **inexpensive microphone and speakers OR headset**.

- Before the first class, go to <http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473> to check your system requirements. Collaborate software has been updated over the summer, so even if you have used it successfully in the past, it's good to check again.
- It is strongly recommended you take the time to review and study the Blackboard Collaborate Web Conferencing Guide at <http://library.blackboard.com/ref/8fb6da4a-0569-4d9e-89f3-c32ec8370cd9/index.htm>
- If you are having any technical difficulties with Blackboard Collaborate, contact 24/7 support for Blackboard Collaborate at (877) 382-2293.

## CLASS STRUCTURE

### Structure to the Week

The following is the recommended structure to the week. Naturally, it is up to each student to find a rhythm that will permit the appropriate amount of time for each activity, allowing for completion before the weekly due days listed here (and in Blackboard).

Saturday and Sunday: R&R (*rest & reading*) days – devote necessary time to doing the week's readings and take a day or two off from looking at the computer if you like.

Monday: reflection day – formalize at least one informed question about the reading material.

By Tuesday, 7:00 pm: post the question to the readings wiki.

Wednesday: further reflection/class day – read through questions of student colleagues before class and think about them. Prepare your discussion points for the class. Plan to ask questions during the lecture (roughly 30 min.), do group work with peers as assigned by your instructor (roughly 30 min.), and report on peer work to the class, reflecting again on the big picture and the next week's topics (roughly 30 min.)

Wednesday through Friday: working days – prepare the week's assignment. You are formally invited to submit your assignment at your earliest convenience after it has been distributed at the end of class. You may also wish to print readings for the following week. Reading will be made available for the coming week no later than Friday at noon.

By Saturday, 7:00 pm at the latest: post the week's assignment to Blackboard.

## **CLASS STRUCTURE, continued**

### **Instructor Availability**

While I will always strive to respond to your messages (in Blackboard, via email, via Twitter DM, on Skype, or via telephone) as soon as possible, I reserve the right to go off the grid between 10 p.m. and 10 a.m. every day. You can certainly expect a response within 24 hours unless I am traveling out of the country. Please understand, however, that the response will not likely come between 10 p.m. and 10 a.m.

## **EVALUATION**

### **Preparation (10 pts.)**

Reflective reading of the week's assigned readings will be evident in the questions posted to the wiki and student contribution to discussion. Consult the the accompanying Course Calendar document for topics, readings, and assignments listed by week.

### **Assignments (40 pts.)**

Assignments are due as indicated in the Course Calendar document; there are eight assignments total. Because of the collaborative nature of cataloging, students will often be requested to submit their work in a format or to a venue that is accessible by other students in the class. Students may, as part of their assignment, be expected to make comments on each other's work in an attempt to arrive at a robust understanding of the rules or to come to consensus on their application as a group. It is expected that students will be respectful of each other during the peer evaluation process, as the goal is to assist others while improving one's own knowledge and understanding.

### **Project (20 pts.)**

*Creating surrogates for use in a library collection (20 pts.)* Students will work during Part I of the class to learn and then implement principles of library organization of information in the creation of appropriate metadata for a collection of documents at an academic university library (15 pts). Students will work with a partner to input records into the system for evaluation for this Service Learning project. Students will correct and revise during Part II (5 pts), adding LCSH terms to records.

### **Presentations (20 pts.)**

Students will do two presentations during the semester: one as a short, informal presentation during Part II of the semester and one longer one at the end of the semester with another student or in a small group.

*Informal Short Presentation (5 pts.)* Each student will be given a topic/week at random (to be assigned Sep. 12 in class). Topics will take key players in Cataloging from the first part of the semester and allow students to revisit them in a practice-related context during the second part of the semester. Students should prepare a short, 2-minute live presentation to be presented over Blackboard. Video is strongly encouraged. Presentations can be PowerPoints, Prezis, or other visualizations. On the assigned day, students will be expected to share the presentation and to use their own voice (i.e. have a working microphone) in presenting. They will also be expected to take questions afterwards. No pre-recorded presentation elements will be permitted.

## EVALUATION, continued

*Group Presentation (15 pts.)* With group members, students will choose a topic relevant to current and future trends in cataloging and will present their findings. While all topics can be approached with a sense of scholarly inquiry, some will only require research in the literature while others lend themselves to a hands-on exploration of new technologies, contact with current professionals, or another applied approach. Presentations will be done online as a group on November 28, 2012.

### Final Exam (10 pts.)

Students will take a Blackboard-based Final Exam during the exam week. The Final Exam allows students to demonstrate mastery of both the concepts and the practice of library cataloging. Short-answer and fill-in-the-blank questions will comprise the first part of the exam. The second part will require the creation of a full MARC record for a monograph. A virtual review for the exam will take place after the last day of classes. Students may also virtually drop in to chat with the instructor or other students during reading day in preparation for the Final Exam.

### Student Assessment

Grading Policy		Summary of Point Values	
90-100%	A (4.0) (outstanding)	Preparation	10 pts.
80-89%	B (3.0) (entirely satisfactory)	Assignments (8)	40 pts.
70-79%	C (2.0) (acceptable only to a limited extent)	Project	20 pts.
Below 70%	F (0.0) (the work has not satisfied the minimum requirements of the course)	Presentations	20 pts.
		Final Exam	10 pts.
		<b>Total</b>	<b>100 pts.</b>

This course will **not** be using the +/- grading option. For general information about grading, see the MU Graduate College's *Grading & Credit Policies* web page:

<http://gradschool.missouri.edu/policies/progress/grading/>

## ADDITIONAL CONSIDERATIONS

### Deadlines

Please adhere to deadlines as laid out in the accompanying Course Calendar document. Deadlines for all course-related deliverables (questions, assignments, presentations) must be respected. The professor reserves the right to accept one late product from one student once but with a penalty of at least 10%. In extreme cases only (grave illness, tragedy, acts of God), the professor reserves the right to accept late assignments without a penalty. Extreme cases do not include computer or home internet connectivity issues; uncooperative family members, friends, pets, etc.; or other issues that could be avoided by working ahead of time, creating backups, or changing locales. I respect that you are busy. If you do not have the time or energy to devote to this class, it's not worth taking it at this time.

## **ADDITIONAL CONSIDERATIONS, continued**

### **Statement for Academic Dishonesty**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

### **Students with Disabilities**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

### **Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

### **All Regulations and Policies**

To access the rules and regulations that apply to University of Missouri students, visit [http://registrar.missouri.edu/Policies\\_Rules\\_and\\_Regulations/index.htm](http://registrar.missouri.edu/Policies_Rules_and_Regulations/index.htm)

## WEEKLY TOPICS

### **PART I: BASIC PRINCIPLES OF LIBRARY CATALOGING AND CLASSIFICATION; CONSIDERING USE AND USERS IN ORGANIZATION; SERVICE LEARNING AND CAPSTONES AS IMPLEMENTATION**

(Illustrated through the creation of library metadata for an academic library)

#### **Week one**

Introduction to Cataloging and the Organization of Information in Information Agencies

- Situating this class
- Situating cataloging today
- Situating *service learning* and the service involved in providing organized access to information

#### **Week two**

Principles of Description; Introduction to Service Learning Project

- Description in libraries
- Introduction to class's Project

#### **Week three**

Principles of Data and Metadata: Surrogates in Libraries

- Data, metadata, and library surrogates
  - Rosetta as repository (Guest lecturer, Edward Corrado)

#### **Week four**

Principles of Access: Access points and Authority Control; Users and Capstones

- Access points, authority control
- Coming to consensus on fields for project

#### **Week five**

Principles of Encoding Schemas (with Dublin Core as example); Setting up Our Project

- Introduction to encoding schemas
- Using DC to provide access to library collections
- Best practices (Guest lecturer, Rachel Jaffe)

#### **Week six**

Principles of Intellectual Access and Controlled Vocabularies; Draft of Project Records

- Controlled vocabularies

### **PART II: TRADITIONAL LIBRARY CATALOGING AND CLASSIFICATION**

(Applying principles for the creation of traditional library metadata)

#### **Week seven**

Practical and Theoretical Approaches to Description in Cataloging

- Principles and standards
  - ISBD
  - AACR2 and RDA
  - FRBR

#### **Week eight**

Descriptive Cataloging in Libraries (with AACR2r as example)

- AACR2r and RDA
- Cataloger's Desktop and RDA Toolkit

## **WEEKLY TOPICS, continued**

### **Week nine**

Choice and Form of Headings; Access and Authority Control

- Choice of headings
- Form of headings
  - Authority work
- Authority control (revisited) and the authority file

### **Week ten**

Subject Cataloging in Libraries (with LCSH as example)

- Subject access: LCSH and Sears
- Creating subject headings using LCSH

### **Week eleven**

Subject Cataloging in Libraries, Cont. (with DDC as example)

- Classification: LCC and DDC
- Building DDC numbers and using WebDewey

### **Week twelve**

Practical Aspects of MARC Formats; Bibliographic Framework Transition Initiative (LC)

- MARC 21 records: Fixed fields and variable fields
- MARC 21 bibliographic
- Other flavors of MARC
- OCLC Connexion <http://connexion.oclc.org/>

### **Week thirteen**

Integrated Library Systems; Discovery Layers; Subject Cataloging in Social Environments

- What is an ILS?
- Discovery layers and social access
  - Bibliocommons as a social discovery layer (Guest lecturer, Erica Reynolds)
- Social tagging and crowdsourcing; Wisdom of the crowds
- Folksonomies, noise, and access

### **Week fourteen**

The Increasingly Exciting Present and Future State of Cataloging

- Student presentations

### **Week fifteen**

Shared Cataloging Environments; Formats; The Future of Cataloging; Review for the Final Exam

- Ebooks cataloging; resources for A/V cataloging
- Linked data and the semantic web
- Continuing education as necessity