

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

**SYLLABUS**

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

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**Course:** *Principles of Cataloging & Classification*  
Section: 4 (Kansas City)  
Time: Wednesday, 6:00-8:40 p.m. *weekly*  
Location: hybrid; in-person meetings are  
Wednesdays 2/8, 3/7, 5/2 from 6:00-8:00 p.m. in  
Room 121, Miller Nichols Library, UMKC  
Blackboard: login at <https://courses.missouri.edu/>

***In-person meetings:*** Wednesday, February 8, March 7, and May 2 from 6:00-8:00 p.m. in Room 121, Miller Nichols Library, UMKC

**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 and 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 formalize concepts learned throughout the year.

### **Student Obligations**

Students should be prepared to engage in all aspects of this hybrid course experience to enrich the community of learners that we form. 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 along with three hours of class meeting time. 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 I do not recommend taking this class at this time.

**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 using APA 6<sup>th</sup> formatting. Standing on the shoulders of giants does not make you a bad student; in fact, it makes you a better one if done correctly.

**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 and through Ellis Library's e-reserves. Student questions, assignments, and peer evaluations will be submitted via Blackboard. Student grades will be posted in a section of Blackboard only visible to the student receiving the grade.

**Synchronous Communication via Blackboard Collaborate.** Although this is a hybrid class, weekly synchronous class meetings are still an important 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. Those who must miss class should examine the recording of the session that will be made available.

## CLASS STRUCTURE

### Structure to the Week in Cataloging

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).

Sunday and Monday: 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.

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

By Tuesday, midnight: post question to the wiki.

Wednesday: further reflection/class day – read through questions of students colleagues before class and think about them. Prepare your discussion points for the class. Meet online at 6:00 pm.

Thursday through Saturday: working days – prepare the week’s assignment.

[By Thursday, midnight: in the case of two-part assignments begun during class time on Wednesday, students will need to post the first part for review by fellow students by Thursday of the week at midnight. If necessary, students will be given additional “class” time to work on the project to compensate for the tight deadline.]

By Saturday, midnight: post the week’s assignment to Blackboard [or the second part of a two-part assignment].

### 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. If students are unable to attend class, they are expected to post **two** thoughtful questions to the wiki that week.

### Assignments (60 pts.)

Assignments are due as indicated in the Course Calendar; there are twelve assignments total. Because of the collaborative nature of cataloging, students will often be requested to submit their work in a format or 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.

## EVALUATION, continued.

### Project (10 pts.)

*Creating surrogates for use in a library collection (10 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. Students will work with a partner to input records into the system for evaluation for this project.

### Presentations (20 pts.)

Students will do two presentations during the semester: one as a short, informal session during Part II of the semester and 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 during our first F2F session). 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 for student colleagues to be presented over Blackboard. 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.

*End of Term 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.

### 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 full review for the exam will take place at the final F2F meeting on May 2, 2012. 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 (12)	60 pts.
70-79%	C (2.0) (acceptable only to a limited extent)	Project	10 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>110 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

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, changing locales, etc. 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.

### 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.

### Statement for ADA

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. To request academic accommodations (for example, a notetaker or extended time on exams), students must also register with the [Office of Disability Services](http://disabilityservices.missouri.edu), (http://disabilityservices.missouri.edu), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. 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

Please refer to the order concerning important aspects of academic inquiry, course discussion, and privacy in our class: <http://www.umsystem.edu/search/results/e794111e2bd99ca6fcac386a16127c31/>

The following is an excerpt from Executive Order 38.

Information about student views, beliefs, and political associations that fellow students and faculty members acquire in the context of course discussions should be handled responsibly. Students and faculty are encouraged to be sensitive to the potential that dissemination of information about fellow students derived from course discussions may be perceived as defamatory and/or may subject them to ridicule, harassment, or reprisal from those who do not agree with the views, beliefs, or political associations expressed in the context of the classroom.

Faculty should encourage free discussion, inquiry, and expression in courses. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

## **Additional Considerations, continued**

In this class, we will be following the spirit of Executive Order 38. In this way, you do not have permission to record or distribute content, lectures, etc. created by the instructor, nor do you have the right to record or distribute anything created by student colleagues (without their prior written consent).

## **All Regulations**

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**

(Illustrated through the creation of library metadata for a special collection)

#### **Week one**

Introduction to Cataloging and the Organization of Information in Information Agencies

- Situating this class
- Situating cataloging today

#### **Week two**

Principles of Description; Introduction to 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 Encoding Schemas (with Dublin Core as example)

- Introduction to encoding schemas
- Using DC to provide access to library collections

#### **Week five**

Principles of Intellectual Access and Controlled Vocabularies; Setting up Our Project

- Best practices (guest lecturer Rachel Jaffe)
- Controlled vocabularies

#### **Week six**

Principles of Access: Access points and Authority Control; Achieving Consensus for our Project

- Access points, authority control
- Coming to consensus on fields for project
  - Know that these can be accepted, rejected, or modified by R.J.

### **PART TWO: 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

### **Week nine**

Choice and Form of Heading; Access and Authority Control

- Choice of headings
- Form of headings
- Authority control and the authority file

### **Week ten**

Subject Cataloging in Libraries (with DDC as example)

- Classification: LCC and DDC
- Building DDC numbers and using Web Dewey

### **Week eleven**

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

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

### **Week twelve**

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

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

### **Week thirteen**

Practical Aspects of MARC Formats

- MARC 21 records: Fixed fields and variable fields
- MARC 21 bibliographic
- Other flavors of MARC
- OCLC Connexion

### **Week fourteen**

Shared Cataloging Environments; The Future of Cataloging

- Shared cataloging environments, union catalogs

SkyRiver presentation (invited lecturer, Leslie Straus)

- Linked data and the semantic web
- Cloud-based hosting, sharing
- Continuing education as necessity

Keeping up

### **Week fifteen**

The Increasingly Exciting Present and Future State of Cataloging; Review for the Final Exam

- Student presentations
- Review for final exam