Course Syllabus

LI814XI

Cataloging and Classification

Fall Semester 2015

Faculty: Morgan McCune
E-mail: mmccune@emporia.edu
Primary Phone: (620) 704-2265 (no calls after 10 pm Central, please)
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet, begins 8/17

Important Dates for Fall 2015

8/17 First Day of Class 8/28 Last Day to Add/Drop 9/7 Labor Day (ESU Closed)
10/23 Last Day to Withdraw 11/11 Veteran’s Day 11/25-29 Thanksgiving (ESU Closed)
12/4 Last Day of Classes 12/12 Commencement 12/15 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

Students are introduced to the terms, concepts, and tools used to describe and organize information in information organizations. Topics covered include: bibliographic description, choice of entry, subject analysis, classification systems, and creating bibliographic records. **Recommended: LI 804. (Approved 3/9/2015)**

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe the principles and purposes of bibliographic description and access in information organizations.</td>
<td>3</td>
<td>1</td>
<td>3A</td>
</tr>
<tr>
<td>2 Explain the purpose of authority control in bibliographic description and access.</td>
<td>3</td>
<td></td>
<td>3A, 3B</td>
</tr>
<tr>
<td>3 Use common cataloging tools and standards including those for description, subject analysis, and classification to create basic bibliographic records for monographs.</td>
<td>3</td>
<td></td>
<td>3A, 3B, 3C</td>
</tr>
</tbody>
</table>

*Approved 5/7/14*

Course Overview

This course provides basic training in bibliographic description using the Resource Description and Access (RDA) content standard and the MARC encoding format. Differences between RDA and Anglo-American Cataloging Rules 2nd edition (AACR2R) will be discussed. The course emphasizes learning how to think about cataloging problems both individually and in collaboration with your peers in a supportive online community.

Required Readings


Additional required course readings will be available on Canvas.

Online Tools for This Course


MARC21 Format for Bibliographic Data: [http://www.loc.gov/marc/bibliographic/ecbdhome.html](http://www.loc.gov/marc/bibliographic/ecbdhome.html)

RDA Toolkit: [http://access.rdataoollkit.org/](http://access.rdataoollkit.org/)
Access to RDA and AACR2R. Login and password available on Canvas.
Cataloger’s Desktop: http://desktop.loc.gov/
Access to LC resources. Login and password available on Canvas.

Classification Web: http://classificationweb.net
LSCH online. Login and password available on Canvas.

MARCEdit: http://marcedit.reeset.net/downloads  MARC editing software freely available online. We will exercise with MARC file samples from the public domain that will be posted to Canvas.

Learning Activities

This course is structured around five components:

- Readings, Videos. These are essential in order to successfully complete graded activities.
- Weekly online discussion posts (20 points)
- Ten homework exercises (20 points total; 2 points each)
- Four open-book quizzes (10 points total; 2.5 points each)
- Two exams (50 points total; 25 points each)

A week in class is Monday through Sunday. Homework assignments, posts, and tests are typically due by 11:59 PM on Sunday.

Readings, videos: These will be posted in Canvas weekly modules.

Online Discussion (20 points): Online discussion and participation are important aspects of the learning process in this class and a weekly discussion post is required. In addition to discussing your readings and videos, you should ask questions, discuss how you approached an exercise, answer other students’ questions with citations of resources, and help one another learn.

Weeks for forum posts run from Monday to Sunday. If you haven’t posted something by Sunday 11:59 PM of a given week, you won’t receive credit for that week. If you post after that date and time, I will decide whether or not to give you partial credit for that week.

Evaluation criteria for online participation:

- **15-20 points:** Frequently makes pertinent comments or questions; consistently participates in class activities; responds to the contributions of others. Consistent, regular and pertinent postings to Canvas; no more than 4 weeks missed.
- **10-14 points:** Occasionally makes pertinent comments or questions; usually participates in class activities; usually responds to the contributions of others. Regular and pertinent postings to Canvas; no more than 6 weeks missed.
- **9 points or fewer:** Seldom makes pertinent comments or questions; may not participate in class activities; may not respond to contributions of others. Very few Canvas postings; 8 or more weeks missed.
Homework Exercises (20 points total; 2 points each): There will be ten homework exercises, each worth 2 points toward your final grade in the course. I will review your submissions to make sure they are complete and accurate. You will self-grade exercises from the RDA Workbook; I will post answers after the due date for the remaining exercises.

Turning in work each week does not assure you of full points. Your work needs to show improvement throughout the semester. For example, if you consistently make the same mistakes, you will receive fewer points. Catalogers don’t work in a vacuum; you can and should talk about the exercises in the discussion forums (see participation above). Students may have different approaches. This is how you will learn.

I do not recommend using library catalogs and bibliographic utilities (including WorldCat) for your assignments. Catalogs contain records prepared according to different rules, by catalogers with different abilities and training. An additional disadvantage in learning a particular ruleset or guideline from a catalog is the fact that you cannot see the item for which the record was created. However, catalogers sometimes look at catalogs in order to formulate questions (by comparing what is in the catalog with the cataloging resources and guidelines). So, in terms of homework and discussion, you may look at catalogs if you are explicit about doing so. For example, you can put a note on your homework, or mention in discussion that you were looking in WorldCat or a specific library catalog. In fact, we may look at a catalog together to discuss the way the MARC record displays to the public.

For your open-book quizzes and exams, do not use a library catalog, bibliographic utility, or WorldCat. This is considered plagiarism and you will get one warning.

Homework exercises are to be submitted via Canvas assignments as single MS Word files. Name each file with your last name and assignment number, like this: mccune_homework1.docx. Failure to follow file naming requirements will result in an automatic 1-point deduction.

Evaluation criteria for homework exercises:

- **15-20 points:** Exercises and homework are always turned in. Work demonstrates improvement through the semester and from previous assignments. Few, if any exercises missed; no more than 4 weeks missed.
- **10-14 points:** Exercises and homework frequently turned in. Work demonstrates some improvement through the semester and from previous assignments. Some exercises missed; no more than 6 weeks missed.
- **9 points or fewer:** Exercises and homework are rarely turned in. Work shows little improvement through the semester and from previous assignments. Much work is missed; 7 or more weeks missed.

Quizzes (10 points total; 2.5 points each): There will be four quizzes in this class, each worth 2.5 points toward your final grade in the course. They will be open book/note and you may take them as many times as you would like during the week they are posted.
Tests (50 points total, 25 points each): There will be two tests in this class. They are open book/resource tests but you must do them individually. The module preceding each test will be spent in review. The tests are to be submitted via Canvas assignments as a single MS Word file. Name the file with your last name and test name like this: mccunefinal.docx or mccunemidterm.docx. Failure to follow the naming requirements will result in an automatic 1-point deduction on the submission.

You may not talk to each other, other people, or use library catalogs, bibliographic utilities, or WorldCat for your tests.

The Midterm will focus on basic descriptive cataloging (25 points)

The Final will include basic descriptive cataloging but will also include subject analysis using Library of Congress subject headings, and classification using Library of Congress classification (25 points)

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussion</td>
<td>1,2</td>
<td>Throughout</td>
<td>20</td>
</tr>
<tr>
<td>Homework Exercises</td>
<td>3</td>
<td>Throughout</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>1,2</td>
<td>Throughout</td>
<td>10</td>
</tr>
<tr>
<td>Test 1 - Midterm</td>
<td>3</td>
<td>10/11/2015</td>
<td>25</td>
</tr>
<tr>
<td>Test 2 - Final</td>
<td>3</td>
<td>12/08/2015</td>
<td>25</td>
</tr>
</tbody>
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Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8/17-8/23</td>
<td>Introductions: FRBR</td>
<td>A complete list of required readings and videos is available on Canvas; schedule may change and any changes will be posted in Canvas.</td>
<td>8/23 – Introductions post 8/23 – Quiz 1: FRBR Terminology &amp; Attributes of Group 1 Entities 8/23 – Week 1 Homework</td>
</tr>
<tr>
<td></td>
<td>Fundamental Concepts &amp; Group 1 Entities</td>
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<tr>
<td>Week 3: 8/31-9/6</td>
<td>RDA Introduction and Toolkit</td>
<td></td>
<td>9/6 – Quiz 3: RDA Introduction &amp; Toolkit 9/6 – Week 3 Homework 9/6 – Weekly discussion post</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
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</tr>
<tr>
<td>Week 7: 9/28-10/4</td>
<td>Access Points and Authority Records</td>
<td></td>
<td>10/4 – Week 7 Homework 10/4 – Weekly discussion post</td>
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<tr>
<td>Week 8: 10/5-10/11</td>
<td>Midterm Test Review</td>
<td></td>
<td>10/11 – Weekly discussion post</td>
</tr>
<tr>
<td>Week 9: 10/12-10/18</td>
<td>Midterm Test</td>
<td></td>
<td>Midterm posted 10/12; due 10/18</td>
</tr>
<tr>
<td>Week 10: 10/19-10/25</td>
<td>Subject Analysis</td>
<td></td>
<td>10/25 – Week 10 Homework 10/25 – Weekly discussion post</td>
</tr>
<tr>
<td>Week 11: 10/26-11/1</td>
<td>Subject Analysis</td>
<td></td>
<td>11/1 – Week 11 Homework 11/1 – Weekly discussion post</td>
</tr>
<tr>
<td>Week 12: 11/2-11/8</td>
<td>Subject Analysis &amp; Introduction to Classification</td>
<td></td>
<td>11/8 – Week 12 Homework 11/8 – Weekly discussion post</td>
</tr>
<tr>
<td>Week 13: 11/9-11/15</td>
<td>Classification &amp; Mass Editing MARC Records with MARCEdit</td>
<td></td>
<td></td>
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<tr>
<td>Week 15: 11/23-11/29</td>
<td>Cont’ Final Test Review/Holiday</td>
<td></td>
<td>No assignments due</td>
</tr>
<tr>
<td>Week 16: 11/30-12/4</td>
<td>Final Test</td>
<td></td>
<td>Final Test posted 11/30; due 12/8</td>
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</table>
Grading Criteria

Detailed instructions are provided for each assignment but in general, students earn points for an assignment based on the following considerations:

**Intellectual quality of the assignment.** Factors include graduate-level composition quality showing maturity, clarity, and good organization; support of arguments and discussion with adequate examples; support of arguments and discussion with the work of other scholars. Improvement in use of appropriate cataloging terminology will be noted.

**Meeting both the goals and the tasks of the assignment.** Compliance with assignment instructions for content, format, and submission.

**Mechanical quality.** The use of good English rhetoric, compliance with APA reference and style formats, and proper attention to the mechanics of sentence structure, punctuation, and spelling.

**Attribution.** Use of another’s work as your own results in zero points and possibly other consequences. Work of others must always be given proper credit. Often there is a fine line between copying, paraphrasing, borrowing ideas, and using common knowledge. The first three require citations, but the last does not.

**Timeliness.** Late assignments will incur penalties unless an extension is obtained before the due date.

**Participation.** Weekly post to the discussion board are required. Your contributions will be assessed for quality as well as quantity.

### SLIM Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
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<tr>
<td>90 - 95</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
</tr>
<tr>
<td>77 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>0 - 69</td>
<td>F</td>
</tr>
</tbody>
</table>

### SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions—must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.
When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

**SLIM Attendance Policy**

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to [http://www.emporia.edu/slim/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for more information.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.
Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu