

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7310
Introduction to Descriptive Cataloging
3 SEMESTER HOURS
(Spring 2018)**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism: The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

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 by demonstrating skills in information resources, reference and user services, administration and

management, and organization of recorded knowledge and information. [ALA CORE COMPETENCES 1,2,3,5,8]

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA CORE COMPETENCES 4]

PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA CORE COMPETENCES 6]

PO 4. Demonstrate professionalism as librarians or information specialists. [ALA CORE COMPETENCES 7]

INSTRUCTOR

Name: Harold E. Thiele, MLIS, PhD

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COURSE DESCRIPTION

Introduction to the theories, principles, and practices of bibliographic descriptive cataloging, including the application of current and emerging standards; the description of primary print and non-print resources; choice of access points, creation of headings, authority work, and application of encoding standards. The course includes an examination of current trends and future directions of descriptive cataloging. Prerequisite: MLIS 7300 or consent of the instructor or consent of instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Textbook

Joudrey, D. N., Taylor, A. G., & Miller, D. P. *Introduction to cataloging and classification*, 11th ed.

Santa Barbara, CA. 2015. **ISBN-13** 1-978-1-59884-856-4 (paperback); **ISBN-13** 978-1-59884-857-1 (case).

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>

Journal Articles

Journal article readings will be listed in the Unit agenda page.

Online Resource Materials

Online resource materials are listed in the course overview and also will be listed in the Unit agenda page.

COURSE OBJECTIVES *(With alignment to MLIS Program Objectives (PO)).*

“MLIS Organization of Information” Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to:

SLO 1. Describe the various bibliographic descriptive cataloging codes.

SLO 2. Apply bibliographic descriptive cataloging codes to the description of a wide variety of information objects.

SLO 3. Create correctly formatted cataloging records for a variety of information objects

SLO 4. Describe current trends and future directions of descriptive cataloging.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

General Course Outline:

- 01 UNIT 1 Introduction to Descriptive Cataloging 2018-01-08
- 02 UNIT 2 Development of Catalogs and Cataloging Codes 2018-01-15
- 03 UNIT 3 Underlying Principles and Conceptual Models 2018-01-22
- 04 UNIT 4 RDA Basics 2018-01-29
- 05 UNIT 5 Manifestations and Items (Part I) 2018-02-05
- 06 UNIT 6 Manifestations and Items (Part II) 2018-02-12
- 07 UNIT 7 Works and Expressions 2018-02-19
- 08 UNIT 8 Persons, Families, Places & Corporate Bodies 2018-02-26
- 09 UNIT 9 Relationships & Use of Access Points 2018-03-05
- 10 Spring Break 2018-03-12—16
- 11 UNIT 10 RDA Metadata in MARC Format 2018-03-19
- 12 UNIT 11 Authority Control 2018-03-26
- 13 UNIT 12 MARC Encoding 2018-04-02
- 14 UNIT 13 Alternative Containers for Metadata 2018-04-09
- 15 UNIT 14 International Standard Bibliographic Description 2018-04-16
- 16 UNIT 15 Cataloging Management and Support 2018-04-23
- 17 UNIT 16 Final Thoughts 2018-04-30

Assignments: (60 points)

Assignments are due before midnight (11:59 p.m.) on the due date. Most assignments will be due on a Thursday.

NOTE: The server that supports BlazeVIEW D2L does maintenance on Friday nights beginning at 10pm Eastern Time, ends at 7:00 AM Eastern Time on Saturday morning unless otherwise noted. The BlazeVIEW D2L site will not be available during this time. Experience has shown that BlazeVIEW is often not available at inopportune times, so don't wait until the last moment to submit your assignments.

The following list is an overview of the assignments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

- **Assignment 01: MARC Fields Linkage**
Value 20 points. Due date Thursday, February 8, 2018.
- **Assignment 02: Titles & Identifiers**
Value 20 points. Due date Thursday, March 8, 2018
- **Assignment 03: Access Points & Containers**
Value 20 points. Due date Thursday, April 7, 2016.

Graded Discussions: (25 points)

Graded discussions are due before midnight (11:59 p.m.) on the due date.

There will be five graded discussions, each worth 5 points. You will be required to post an initial substantive commentary to the discussion topic (worth 3 points) on Monday, and then post focused and amplifying responses to two of your classmates' commentaries to the discussion topic (each worth 1 point) on the following Thursday. You will be provided with a set of readings for each topic and will be required to incorporate the readings into your comment and responses.

Note: You will not be able to see or respond to your classmates' commentary until after you post your commentary to the discussion board.

- **Graded Discussion 01 MARC and FRBR / WEMI**
Value 5 points
Initial commentary due Monday, January 22, 2018, Value 3 points
Commentary responses due Thursday, January 25, 2018, Value 2 points
- **Graded Discussion 02 RDA vs AACR2 Approach**
Value 5 points
Initial commentary due Monday, February 12, 2018, Value 3 points
Commentary responses due Thursday, February 15, 2018, Value 2 points
- **Graded Discussion 03 PCC Practice & Uniform Titles**
Value 5 points
Initial commentary due Monday, March 5, 2018, Value 3 points
Commentary responses due Thursday, March 8, 2018, Value 2 points
- **Graded Discussion 04 Authority Control**
Value 5 points
Initial commentary due Monday, March 26, 2018, Value 3 points
Commentary responses due Thursday, March 29, 2018, Value 2 points
- **Graded Discussion 05 Future of Descriptive Cataloging**
Value 5 points
Initial commentary due Monday, April 16, 2018, Value 3 points
Commentary responses due Thursday, April 19, 2018, Value 2 points

Graded Exercises: (15 points)

Graded exercises are due before midnight (11:59 p.m.) on the due date. Most graded exercises will be due on a Thursday. There will be 3 sets of graded exercises worth 10 points each.

- **Graded exercise 1 Principles and Conceptual Models**
Value 5 points
Exercise due Thursday, February 1, 2018
- **Graded exercise 2 Manifestations & Items / Works & Expressions**
Value 5 points
Exercise due Thursday, February 22, 2018
- **Graded exercise 3 Persons, Families, Places, and Corporate Bodies**
Value 5 points
Exercise due Thursday, March 22, 2018

COURSE EVALUATION

The grading scale will be based 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

Technical Requirements:

All assignments must be submitted using computer programs that are compatible with VSU supported products. MS Office 2010 is officially used by the VSU faculty and administration. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010 compatible format (.doc or .docx). **Work submitted in non-compatible formats will not be accepted and will not be graded.** You can obtain a copy of Microsoft Office 2013 at a reduced student price through [Microsoft store for students](#). Both Windows and Mac versions are available.

You are to use the underscore “_” instead of a space “ ” in your file names. Spaces in a file name translate as “%20” code and a penalty will be applied.

Grammar, punctuation, and spelling count. **Use the spell and grammar check in your word processor.** 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 D2L site for this course. If your question is personal, please use the BlazeView D2L 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.

ATTENDANCE POLICY

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required online presentation within **Blackboard Collaborate**. If required, the presentations will be scheduled in consultation with class members. They may be regularly scheduled Live Classroom sessions using **Blackboard Collaborate**.

Withdrawal:

You may drop the course without academic penalty on or before the official withdrawal date, March 8, 2018. You must complete the process by 12:00 PM (NOON) because the registrar closes the portal shortly thereafter. As discussed in ‘Hardship Withdrawals’, <http://www.valdosta.edu/academics/academic-affairs/advising/hardship-withdrawals.php>, a student may petition to withdraw from all their classes after the official withdrawal date.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS 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. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.