



---

## LIS 515 CATALOGING AND CLASSIFICATION COURSE SYLLABUS: FALL 2014

**Instructor:** Sandra Hayes, Assistant Librarian

**Office Location:** Gee Library, Room 165A

**Office Hours:** Please e-mail for appointment

**Office Phone:** 903-886-5137

**Office Fax:** 903-886-5434

**University E-mail Address:** [sandy.hayes@tamuc.edu](mailto:sandy.hayes@tamuc.edu)

### COURSE INFORMATION

**Textbook:**

Kaplan, A. & Reidling, A. (2006). *Catalog it! A guide to cataloging school library materials* (2<sup>nd</sup> ed.) Worthington, Ohio: Linworth Books.

**Course Description:**

Descriptive and subject cataloging of print and non-print materials for the school library. Emphasizes Anglo-American Cataloging Rules (AACR), Dewey Decimal Classification (DDC), and Sears Subject Headings. Introduces cataloging standards in Resource Access and Description (RDA).

Student Learning Outcomes:

1. The student will be able to demonstrate an understanding of the organization and maintenance of current bibliographic records.
2. The student will be able to use standard classification and cataloging tools in the effective organization of collection holdings.
3. The student will recognize the major classification systems currently in use.
4. The student will demonstrate the application of the Dewey Decimal System to the classification of information in several media—print and non-print.
5. The student will demonstrate an understanding of the development and application of controlled vocabularies and syndetic structures.
6. The student will be able to identify appropriate methods for evaluating and selecting tools and resources for cataloging, classifying, and processing library resources.

## COURSE REQUIREMENTS

### **Instructional Methods/Activities/Assessments:**

This course is web based and will require you to work on eCollege, an online course program. You will be required to connect at least twice a week and participate in class discussions. Students are expected to make an active and personal effort to contribute to class. This will include such basic commitments as prior preparation, regular attendance (logging in), and participating appropriately in discussions and other class activities.

There are many elements that go into class participation:

1. You will be required to log in at least twice a week.
2. Stay on top of your readings.
3. Frequent and intelligent contributions to class discussions.
4. Polite and civil interactions with all members of the class.
5. Online discussions require special consideration in the way we write, so please take the time to state your point of view in a way that shows respect for the other party.

### **Grading:**

Assignments	50%
Discussions	30%
Chapter quizzes	10%
Final	10%

**Assignments:** Assignments will focus on cataloging. Students will be working on the activities in the textbook **and other activities as assigned by the instructor.**

**Discussions:** Students are required to participate in the online discussions. In general, these assignments are designed to augment your comprehension of the material. For obvious reasons, there are absolutely no make-ups for these online class discussions. **For each discussion except for the Introduction discussion,** each student is required to post at least 2 responses; the first one must be posted by Wednesday to allow time for feedback and discussion by all students. To receive full credit, the postings must be substantive and thoughtful responses. A substantive response includes content and adds something to the discussion. “Wow I agree” or “How interesting” are not substantive responses.

**Chapter quizzes** can only be taken once and as soon as they are available and you are ready to take them.

The final will be based on the chapter quizzes **and Lecture Notes** and will be available the last week of class.

## TECHNOLOGY REQUIREMENTS

This course will be using the eCollege platform for course delivery and for all student submissions and discussion. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)
- Please submit all written assignments in WORD or WORKS (required)

It is strongly recommended that you perform a "Browser Test" prior to the start of your course.

To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:  
<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Use MyLeo e-mail accounts in this course.** If you use other e-mail, you may miss important announcements or information.

## ACCESS AND NAVIGATION

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an e-mail directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via e-mail, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. Contact information for individual departments is available by navigating the information on the university web page ([www.tamuc.edu](http://www.tamuc.edu)). Phone numbers are available by clicking on “Contact Us” link at the bottom left corner of the university web main page. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903.886.5520 (Martha Moore, Educational Leadership department secretary) between the hours of 8:00 am and 5:00 pm, Monday through Friday.

### **Accessing Library Databases & Tutorials:**

Currently enrolled students wanting to access databases from abroad (*note: this is only necessary if are accessing the databases from another country*):

1. Install the VPN client software from: <https://vpn.tamuc.edu>.
2. Open the installed VPN application and enter personal login information as follows:

**Login:** student\

**Password:** (enter your myLeo password)

**NOTE:** The Library databases do not always play well with Internet Explorer 9, so you may want to access them with other browsers like Mozilla Firefox or Google Chrome.

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement:**

The best way to contact me is via e-mail since I check it daily. A reply will be sent within 12 hours (depending upon the time your message was received). Please limit phone calls to urgent situations.

Another way to interact with me is through a “Virtual Office” in eCollege that I will set up. It will be under course home and the hours will be the same as my office hours. However, if you want to be assured of my presence, please set up a time/appointment with me in advance.

A “Student Lounge” will also be set up allowing a space for connecting and chatting with your classmates. This space is not limited to discussion about the class. It can be used for socializing. Keep in mind that the rules of Netiquette ("[Netiquette](#)") will still be in force in this space, as well as in any communication in this class.

Periodically review (a) updated announcements in eCollege for updated information pertaining to this course, and (b) check your university (i.e. myleo) e-mail account frequently.

## **ETEC ePORTFOLIO for MS/Med in Educational Technology**

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program **and** the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, or to those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in ETEC and LIS program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to *collect* artifacts throughout the course and appropriately *select* which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact [MaryJo.Dondlinger@tamuc.edu](mailto:MaryJo.Dondlinger@tamuc.edu) for more information about the program's portfolio requirement.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures:**

#### **Assignment policy:**

- 1.** All assignments (unless otherwise specified) are placed in the dropbox under the correct unit number. Assignments graded in the drop box are automatically posted in the grade book.
- 2.** Font should be black and in a plain, easily read font such as Arial, Times New Roman, Verdana, etc.

**Student Conduct:** All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (see Students Guide Handbook, Policies and Procedures, Conduct).

**Courtesy:** It is my belief that if we call ourselves professionals, then we should act accordingly. I would ask you to keep this in mind as you participate in class. Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

**Late Work:** All assignments are due by midnight of the last day of the week assigned, unless noted.

**Plagiarism:** Plagiarism WILL NOT BE TOLERATED and will result in an automatic "F" for the course. Various versions of your work and papers may be run through *TurnItIn* software to verify authorship authenticity, as well as to assist you in seeing possible areas that might be unintentionally plagiarized and allow for editing your work.

**Scholarly Expectations:** All work submitted for credit must be original works created by you—the scholar—for this class setting. All work that is created by another that you use in your work must be cited appropriately. You may use any style guide (Chicago, Turabian, APA, MLA, etc.) with which you are familiar, providing there is consistency within each assignment. It is my expectation that any work you produce for this class be of high quality and represent the skills and behaviors of an excellent academic scholar demonstrating passion for the field.

**Dropping the Class:** At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

**Incomplete Grades:** Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

### **University Specific Procedures:**

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**  
**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

## **COURSE OUTLINE / CALENDAR**

### **Proposed Class Schedule:**

#### **WEEK 1: August 25 – August 31, 2014**

#### **Introduction to the Course; A Brief History of Cataloging**

#### **Objectives:**

- Objective 1. Introduce each other.
- Objective 2. Read a brief chapter in the textbook about the history of cataloging.
- *Objective 3:* Describe something new you've learned about cataloging.

#### **Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 1; Chapter 1 Lecture Notes
- **Assignment:** Cataloging Surprises: Write a one-page paper describing something you've learned about cataloging.
- **Discussion:** Introduce yourself in the *Introduction Discussion*.

#### **WEEK 2: September 1 - September 7, 2014**

#### **Highlights: An Historical Alphabet Soup**

#### **Objectives:**

- Objective 1: Describe the functions of a library and the objectives of a catalog.
- Objective 2: Identify the major cataloging rules and standards developed during the last two centuries.

- *Objective 3:* Connect how school librarians relate to cataloging standards.

**Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 2.
- **Quiz:** over Chapter 1

**WEEK 3: September 8 – September 14, 2014**  
**Copy Cataloging and Cataloger's Resources**

**Objectives:**

- Objective 1: Define copy cataloging
- Objective 2: Describe what a union catalog is.
- *Objective 3:* Identify one free and one fee-based database that provide surrogate records.

**Assignments and Activities for this Week:**

- **Readings:** Chapter 2 Lecture Notes
- **Quiz:** over Chapter 2
- **Discussion:** Free Databases (see e-College)

**WEEK 4: September 15 - September 21, 2014**  
**Cataloging Theory**

**Objectives:**

- Objective 1: Identify the main material types used by school librarians.
- Objective 2: Identify what part of an information package has the "best" information.
- *Objective 3:* Identify the areas of description in a catalog record.

**Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 3, pages 23-28; Chapter 3, Part 1 Lecture Notes
- **Quiz:** over Chapter 3, Part 1

**WEEK 5: September 22 - September 28, 2014**  
**The MARC Record**

**Objectives:**

- Objective 1. Identify the parts of a MARC record.
- Objective 2. Learn the mechanics of MARC coding.
- *Objective 3:* Compare the areas of description to the MARC record.

**Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 3, pages 28-37; Chapter 3, Part 2 Lecture Notes.
- **Assignment:** Eight Areas of Description (see e-College)
- **Quiz:** over Chapter 3, Part 2

**WEEK 6: September 29 – October 5, 2014**

**Intellectual Access – Subject Headings**

**Objectives:**

- Objective 1. Understand the pros and cons of *controlled vocabularies* and *keywords*.
- Objective 2. Learn and demonstrate the proper MARC coding for various types of 6XX fields.
- Objective 3: Learn and demonstrate the structure and use of two standard subject headings lists, *Library of Congress Subject Headings (LCSH)* and *Sears List of Subject Headings*.

**Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 4; Chapter 4 Lecture Notes.
- **Assignment:** 6XX Tags, (see e-College)
- **Quiz:** over Chapter 4

**WEEK 7: October 6- October 12, 2014**

**Intellectual Access – Classification**

**Objectives:**

- Objective 1: Identify the summaries of the Dewey Decimal Classification (DDC).
- Objective 2: Use Dewey to show the discipline to which an information package belongs.
- *Objective 3:* Understand the coding of DDC in the MARC format

**Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 5; Chapter 5 Lecture Notes.
- **Assignment:** Classification (see e-College)

- **Quiz:** over Chapter 5

### **WEEK 8: October 13 – October 19, 2014**

#### **Intellectual Access – Classification, continued**

#### **Assignments and Activities for this Week:**

- **Readings:** Review Chapter 4 Lecture Notes and Chapter 5 Lecture Notes.
- **Discussion:** Are Dewey's Days Numbered? (see e-College)

### **WEEK 9: October 20 – October 26, 2014**

#### **Physical Access, Part 1, Introduction and 0XX Tags**

#### **Objectives:**

- Objective 1. Understand the variable control fields in a MARC record.
- Objective 2. Understand the 008, fixed length data elements, field
- Objective 3. Understand and practice coding the number and coded fields, tags 01X-09X

•

#### **Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 6, pages 91-103; Chapter 6, Part 1 Lecture Notes
- **Practice:** Chapter 6, Part 1 (see e-College)

### **WEEK 10: October 27 – November 2, 2014**

#### **Physical Access, Part 2, (Chapter 6, Areas 1-3)**

#### **Objectives:**

- Objective 1. Understand Area 1, 245 and 246 tags
- Objective 2. Understand main entry (1XX) and added entry (7xx) tags
- Objective 3. Understand Area 2, 250 tag
- Objective 4. Understand Area 3, 255 tag
- Objective 5. Practice coding Areas 1 and 2 and entries related to Area 1

#### **Assignments and Activities for this Week:**

- **Readings:** Textbook, pages 103-125; Chapter 6, Part 2 Lecture Notes; and [AACR2 to RDA](#).
- **Practice:** Chapter 6, Part 2 (see e-College)

### **WEEK 11: November 3 – November 9, 2014**

#### **Physical Access, Part 3, (Chapter 6, Areas 4-7)**

##### **Objectives:**

- Objective 1. Understand and practice the coding Area 4, tags 260 and 264
- Objective 2. Understand and practice the coding of Area 5, tag 300
- Objective 3. Understand and practice the coding of Area 6, tags 490 and 830
- Objective 4. Understand and practice the coding of Area 7, tags 5XX

##### **Assignments and Activities for this Week:**

- **Readings:** Textbook, pages 126-152; Chapter 6, Part 3 Lecture Notes
- **Practice:** Chapter 6, Part 3 exercises (see e-College)
- **Quiz:** over Chapter 6

### **WEEK 12: November 10 – November 16, 2014**

#### **Physical Access, Part 4, (Chapter 6, Additional Cataloging Considerations)**

##### **Objectives:**

- Objective 1. Understand how to catalog equipment
- Objective 2. Understand cataloging issues related to Periodicals
- Objective 3. Understand the decisions related to creating new records
- Objective 4. Review the MARC record as a whole

##### **Assignments and Activities for this Week:**

- **Readings:** Textbook, pages 152-158; Chapter 6 Lecture Notes, Part 4; and Follett's [AACR2 to RDA](#) (see e-College)
- **Discussion :** AACR2 vs RDA (see e-College),
- **Assignment:** Items Cataloged (see e-College)
  - The assignment can also be downloaded from Doc Sharing.
  - Cataloging Tips (located in *Doc Sharing*) may help guide you in completing this assignment.

## **WEEK 13: November 17- November 23**

### **The Future of Cataloging**

#### **Objectives:**

- Objective 1. Understand the pros and cons of cataloging Internet websites and electronic resources.
- Objective 2. Learn how to catalog Internet websites and electronic resources.

#### **Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 7, pages 159-166; Chapter 7 Lecture Notes
- **Discussion:** AACR2 vs. RDA, (cont.)

## **WEEK 14: November 24 – November 30, 2014**

### **Processing Information Packages**

#### **Objectives:**

- Objective 1. Understand how to label library materials.
- Objective 2. Understand how to package library materials.
- Objective 3. Understand how to place library materials on the shelves.
- Objective 4. Learn about different library automation systems available for school libraries.

#### **Assignments and Activities for this Week:**

- **Readings:** Textbook, Chapter 8, pages 167-171; Appendix III, pages 178-181; Chapter 8 Lecture Notes
- **Discussion:** Integrated Library Systems -- A survey (see e-College)

## **WEEK 15: December 1 – December 7, 2014**

### **Review Lecture Notes and Quizzes to prepare for the Final Exam**

#### **Assignments and Activities for this Week:**

- **Review:** Lecture Notes and Quizzes to prepare for the Final Exam

## **WEEK 16: December 8 – December 12, 2014**

### **Final Exam**

#### **Assignments and Activities for this Week:**

- Final Exam