Auburn University
Syllabus

1. **Course Number: EDMD 7110**
   Course Title: Bibliographic Description, Organization, and Control
   Credit Hours: 3 semester hours; LEC 3

2. **Date syllabus prepared**: August 2012

3. **Text or Major Resources:**

   Intner, S. S., Fountain, J. F., Weihs, J. (eds.). (2011). *Cataloging correctly for kids: An introduction.*
      Chicago: American Library Association.

4. **Course description:** Introduces the principles and procedures of describing, classifying, and
   organizing resources with applications using new technologies.

5. **Student Learning Outcomes:**

   The student will be able to:

   1) identify the purposes for organizing knowledge and information retrieval.
   2) identify the functions and forms of bibliographic catalogs.
   3) identify and demonstrate the steps for descriptive cataloging in the copy cataloging
      process.
   4) demonstrate the process for determining and assigning bibliographic access points.
   5) identify the steps for and describe the functions of intellectual (subject) cataloging.
   6) demonstrate the process for determining and assigning subject access points and
      classification numbers.
   7) develop a cataloging policy and procedures "handbook/manual" for a school library
      media center.

6. **Course Content and Outline:**

   Week 1: Introduction to Cataloging
   - Organization of information
   - History of cataloging

   Week 2: Catalogs and Cataloging Theories
   - Types and functions of catalogs
   - Development of cataloging theory
   - FRBR – cataloging model
   - Online catalog searching

   Week 3: Cataloger's Tools
   - Policy
   - Standards (ISBD)
   - Rules (AACR2R & RDA)
   - Format (MARC)

Week 4:   Copy Cataloging
- Sources of cataloging information (LOC and others)
- Machine Readable Cataloging Records (MARC)
- Steps to copy cataloging

Week 5:   Resource Description
- Rules for description of resources (elements)
- Relationship between FRBR and RDA
- Relationship between RDA and MARC

Week 6:   Resource Description for Nonprint resources
- Sources of copy cataloging records for nonprint resources
- Relationship between RDA and MARC for nonprint resources

Week 7:   Resource Access
- Access points
- Authority control

Week 8:   Subject Access
- Controlled vocabulary
- Keywords
- Sears List of Subject Headings
- Children's Subject Headings

Week 9:   Subject Access
- References

Week 10:   Subject Access Practice

Week 11:   Classification
- Organization of information in a school library
- DDC classification structure

Week 12:   Classification
- Building a DDC number
- Changing a DDC number
- Other classification conundrums

Week 13:   Classification
- DDCs & MARC

Week 14:   Automation of cataloging processes

Week 15:   Cataloging Policy

7. **Assignment/Projects:**

The student will:

1. <u>Assignments and Exercises</u>: Complete prescribed assignments/exercises related to acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection.

2. Create a "Bibliographic Records Copy Cataloging Project" for at least 15 various information packages that will include, but is not limited to, the following:
   - Description, interpretation, and summaries of the rules of resources description and access
   - Description, interpretation, and summaries of the rules and principles of intellectual cataloging
3. Develop a "cataloger's handbook/manual" to include cataloging policy and cataloging procedures for a school library media center.

8. **Grading Scale:**

Assignments& exercises (45%)	= 270 pts
Bibliographic records project (50%)	= 300 pts
Cataloging policy (5%)	= 30 pts
	600 pts.

        A = 558 – 600 pts.
        B = 480 – 557 pts.
        C = 420 – 479 pts.

9. **Class Policy Statements:**

   A. Attendance. Students are expected to follow the Auburn University "Class Attendance Policy" for this course. This policy can be found at this link: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf

   B. Excused absences. Students are granted excused absences from class for the following reasons: 1) illness of the student or serious illness of a member of the student's immediate family, 2) the death of a member of the student's immediate family, 3) trips for student organizations sponsored by an academic units, trips for university classes, trips for participation in intercollegiate athletic events, 4) subpoena for a court appearance, and 5) religious holidays. Should students need to have an excused absence for any other reason, please contact the course instructor in advance to request an excused absence.

   C. Make-up Policy. Make-up course work/assignments will be given only for University-approved excuses as outlined in the Auburn University "Class Attendance Policy. " Arrangements to make-up missed assignments/exam must be made in advance. Students who miss a class because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other avoidable absences form campus must be documented and cleared with the instructor **in advance**. The Auburn University Class Attendance Policy can be found at this link: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf

   D. Accommodations. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need

accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

E. Academic Honesty. All portions of the Auburn University Honesty Code found in the will apply in this class. I expect you to complete your assignments individually, but collaboration techniques you are learning in this course are highly desirable and will be encouraged. While sharing your work and giving and receiving assistance from others in the class can be valuable for the learning community, I expect you to do your own work for evaluation and for the course grade. My major interest is in your learning which will best take place as we share questions, answers, and experiences. Reading on the scheduled topic from the textbooks and other sources should take place before doing the assignments or attending class on that topic.

F. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
   - Engage in responsible and ethical professional practices
   - Contribute to collaborative learning communities
   - Demonstrate a commitment to diversity
   - Model and nurture intellectual vitality