**Auburn University**

**Syllabus**

**1. Course Number: EDMD 7110**

**Course Title: Bibliographic Description, Organization, and Control**

**Credit Hours: 3 semester hours; LEC 3**

**2. Term:** Spring2014

**Day**: Saturdays 9:00 to 11:50 a.m. and 1:00 – 3:50 p.m.

**Instructor**: Dr. Susan H. Bannon

**Office Address:** 3402 Haley Center

**Contact Information**: 334-844-4291, [bannosh@auburn.edu](mailto:bannosh@auburn.edu)

**Office Hours**: Saturdays 8 – 9 am and 12:00 Noon to 1:00 pm

**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. **[Required text]**

Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR2, RDA, and MARC 21*. Chicago: Neal-Schuman. **[Required text]**

Joint Steering Committee for Development of RDA. (2011). *Resource description & access*. Chicago: American Library Association. **[Reference text]**

Miller, J. (Ed.). (2012). *Sears list of subject headings*. New York: H. W. Wilson Company. **[Reference text]**

Mitchell, J. S., Beall, J., Green, R., & Panzer, M. (Eds.). 2012. *Abridged Dewey Decimal Classification and relative index*. Dublin, OH: OCLC Online Computer Library Center. **[Reference text]**

Weber, M. B., & Austin, F. A. (2011). *Describing electronic, digital, and other media using AACR and RDA*. New York: Neal-Schuman. **[Reference text]**

**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:

* ***identify*** the purposes for organizing knowledge and information retrieval for school libraries
* ***identify and analyze*** the functions of online catalogs and machine readable cataloging records
* ***demonstrate*** with 95% accuracy the steps for copy cataloging books and nonprint items
* ***demonstrate*** with 95% accuracy the process for determining/assigning access points.
* demonstrate with 95% accuracy the process for determining/assigning subject access points and classification numbers
* ***develop*** a cataloging policy and procedures “handbook/manual” for a school library media center.
* ***examine and an***a***lyze*** a current trend/topic related to cataloging/organizing/providing access to school library resources

**6. Course Content and Outline:**

Session 1 – 1/8/2014: **Introduction to Cataloging**

* Organization of information
* History of cataloging
* Types and functions of catalogs

Session 2 – 1/8/2014: **Cataloging Principles and Practices**

* Cataloging standards and guidelines
* Theories and Functional Requirements for Bibliographic Records (FRBR) model
* Searching/retrieving in online catalog

Session 3 – 1/22/2014: **Descriptive Cataloging: The Cataloger’s Tools**

* Resource Description and Access Rules
* Standards (ISBD for capitalization and punctuation)
* Format (MARC)
* Sources of cataloging information

Session 4 – 1/22/2014: **Descriptive Cataloging -- Copy Cataloging**

* Sources of cataloging information (LOC and others)
* Machine Readable Cataloging Records (MARC)
* Steps to copy cataloging

Session 5 – 2/8/2014: **Intellectual Cataloging -- Access Points and Headings**

* Concept of access points
* Types of access points
* Authority control for headings

Session 6 – 2/8/2014: **Subject Access**

* Controlled vocabulary v. Keywords
* Concept of “Aboutness”
* Subject Headings

Session 7 – 2/18/2014: **Access Control – Cross References**

* + - * Concept of references
      * Type of references
      * Maintaining references in online catalog

Session 8 – 2/22/2014: **Classification Theory and Guidelines**

* Organization of information in a school library
* General rules for classifying
* Concept of “Isness”
* Close and broad classification

Session 9 – 3/8/2014: **Classification**

* Dewey Decimal Classification (DDC) structure and features
* Classifying biography, fiction, etc.
* Building a DDC number
* DDCs on MARC records & changing a DDC number

Session 10 – 3/8/2014: **Resource Description for Nonprint resources**

* RDA for non-print
* Copy cataloging
* Access points
* Classification

Session 11 – 3/22/2014: **Bibliographic project work** (copy cataloging and assigning descriptive and subject access points to 5 book items)

Session 12 – 3/22/2014: **Bibliographic project work** (copy cataloging and assigning descriptive and subject access points to nonprint items)

Session 13 – 4/5/2014: **Cataloging Case Study Research and Work**

* Dewey or Don’t’ We?
* Cataloging digital resources (e-Books, websites, etc.)

Session 14 – 4/5/2014: **Cataloging Policy Work**

* Elements of Cataloging Policy

Session 15 – 4/12/2014: **Preparing Resources for Access and Circulation**

Session 16 – 4/12/2014: **Case Study Presentations**

**7. Assignment/Projects:**

The student will:

1. Assignments and Exercises: 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.

* Personal Organization Reflection Essay (30 pts)
* Interview School Librarian and Cataloging and Resource Access (30 pts)
* Online Catalog Exercise (30 pts)
* Descriptive Access Exercise (30 pts)
* Subject Headings Access (30 pts)
* Cross References Exercise (30 pts)
* DDC Relative Index Exercise (10 pts.)
* DDC Tables 1 & 2 Exercise (20 pts.)
* DDC Tables 3 & 4 Exercise (20 pts.)
* DDC Classifying Bogrpahy Exercise (10 pts.)

2. Create a “Bibliographic Records Copy Cataloging Project” for 5 books and 3 nonprint items (240 pts).

Each record will include a written analysis with description, interpretation, and summaries of the rules of resources description, descriptive access, MARC record enhancements, and intellectual (subject access and classification).

3. Case study (research, write and present) on current cataloging topic. (75 pts)

4. Prepare a cataloging policy for a school library media center. (50 pts)

**8. Grading Scale:**

Assignments & exercises = 240 pts

Bibliographic records project = 240 pts

Case study = 75 pts

Cataloging policy = 50 pts

605 pts.

A = 557 – 605 pts.

B = 484 – 556 pts.

C = 424 – 483 pts.

**9. Class Policy Statements:**

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
2. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
4. **Disability 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. To set up the meeting, please contact the instructor 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).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. 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