

**AUBURN UNIVERSITY**  
**SYLLABUS**  
**(Revised May 2010)**

1. **EDMD 7110**  
**Bibliographic Description, Organization, and Control**  
**3 semester hours**

2. **Instructor:** Dr. Susan H. Bannon  
3402 Haley Center (inside LRC)  
Phone: 334-844-4291 or 750-4984 (cell)  
E-mail: bannosh@mail.auburn.edu  
Office hours: By appointment

3. **Text/Major Resources:**

Kaplan, A. G., & Riedling, A. M. (2006). *Catalog it!: A guide to cataloging school library materials*. Worthington, OH: Linworth. **(required text)**

**Required readings:**

- Understanding MARC -- <http://www.loc.gov/marc/umb/>
- All “handouts” provided by instructor
- Principles of the *Sears List of Subject Headings, 19th ed* (2007)  
ISBN 978-0-8242-1076-2 from [http://www.hwwilson.com/print/searslst\\_18th.cfm](http://www.hwwilson.com/print/searslst_18th.cfm)
- Introduction to the *Abridged Dewey Decimal Classification, 14th ed.* (2004)  
ISBN 0-910608-73-3 from  
<http://www.oclc.org/support/forms/pdf/dfwpro.pdf>

**Major resources:**

Chan, L. C. (2007). *Cataloging and classification: An introduction*. Lanham, MD: Scarecrow Press.

Fritz, D. A. (2004). *Cataloging with AACR2 & MARC21: For books, electronic resources, sound recordings, videorecordings, and serials*. Chicago: American Library Association.

Fritz, D. A., and Fritz, R. J. (2003). *MARC21 for everyone: A practical guide*. Chicago: American Library Association.

Intner, S. S., Fountain, J. F., & Gilchrist, J. E. (Eds.). (2006). *Cataloging correctly for kids: An introduction to the tools*. Chicago: American Library Association.

Intner, S. S., & Weihs, J. (2008). *Standard cataloging for school and public libraries*. Westport, CT: Libraries Unlimited.

Joint Steering Committee for Revision of AACR. (2003). *Anglo-American cataloging rules*. Chicago: American Library Association.

Miller, J. (Ed.). (2007). *Sears list of subject headings*. New York: H. W. Wilson.

Mitchell, J. S., Beall, J., Martin, G., Matthews, W. E., & New, G. R. (Eds.). (2004). *Abridged Dewey Decimal classification and relative index*. Dublin, OH: OCLC Online Computer Library Center.

Taylor, A. G., & Joudrey, D. N. (2008). *The organization of information*. Westport, CT:: Libraries Unlimited.

Taylor, A. G. (2006). *Introduction to cataloging and classification*. Westport, CT: Libraries Unlimited.

Taylor, A. G. (2007). *Understanding FRBR: What it is and how it will affect our retrieval tools*. Westport, CT:: Libraries Unlimited.

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

The operations by which recorded information is organized or arranged according to established standards and made readily identifiable and retrievable are studied. General principles and procedures for cataloging and classifying information packages and encoding surrogate records. Elements of descriptive cataloging using Anglo American Cataloging Rules, 2<sup>nd</sup> edition revised, and areas of International Standard Bibliographic Description, subject cataloging and classification using Sears and the Dewey Decimal Classification system, and copy cataloging preparation of bibliographic records using the MARC21 standard are covered.

**Rationale:** As library media specialists work with information needs and technologies of the 21st century, the opportunities and challenges of their profession increase. School children are learning in an information society and in order to be fully functioning members and contributors, they must be able to gain access to materials in all types of library environments. The school library media center, then, must serve students as a model of the wider library and information center world in addition to responding to current information needs, and school library media specialists must have knowledge and skills to create and maintain this model. Therefore, those preparing to become school library media specialists must have grounding in the theory and principles of the organization of knowledge and information retrieval.

5. **Course goals and objectives:** One function of a library media specialist is to make the contents of library media center collections easily accessible to patrons (students and teachers). Therefore, it is necessary for library media specialists to understand the theoretical ideas and practical processes involved in organization of knowledge and information retrieval. Library media specialists should also be knowledgeable of technological possibilities that would allow them to provide the most efficient service possible to their clients. This course is designed to achieve these ends.

The student will

1. Identify the procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection **Rule (2) (a) 15**.

2. Discuss purposes for organizing knowledge and information retrieval.
3. Identify and describe the functions of effective online catalogs.
4. Compare advantages and limitations of commercially processed bibliographic records, online catalogs, centralized processing centers, computer-based networks for catalogs, and integrated collections.
5. Identify/define terms related to cataloging and classification.
6. Identify/define the parts of a bibliographic record (MARC record).
7. Identify the steps and functions for the descriptive cataloging process.
8. Demonstrate the principles of descriptive cataloging by preparing and annotating the copy cataloging process for bibliographic records of various information packages according to the 2<sup>nd</sup> level of description in AACR2R.
9. State the function of access points and utilize the AACR2R rules to provide access points for bibliographic records and cross references.
10. Identify the steps and functions of intellectual cataloging (subject analysis and classification).
11. Demonstrate the principles of intellectual cataloging by assigning subject headings according to the principles of the Sears List of Subject Headings (19th ed.).
12. Identify the structure of the Abridged Dewey Decimal Classification, 14th ed. and **memorize** the 10 Main Classes, the 10 Standard Subdivisions (Table 1), and the 10 Areas Notations (Table 2).
13. Demonstrate the principles of intellectual cataloging by assigning classification numbers according to the rules for classification in the Abridged Dewey Decimal Classification, 14th ed.
14. Identify current trends and practices in library automation for organizing collections, retrieving information, cataloging with copy, processing information packages, and evaluating these services to determine which services will be most cost effective..
15. Develop a cataloging policy and procedures “handbook/manual” for a school library media center.

## 6. Course Content and Schedule:

### **Introduction & Cataloger’s Resources (Week 1- May 25)**

- Brief history of organizing information
- Development of cataloging theory
- Functions of catalogs
- Copy cataloging
- Library of Congress & other cataloging database sources
- Cataloging in Publication Data (CIP)
- Anglo-American Cataloging Rules (AACR2R)
- International Standards for Bibliographic Description (ISBD)
- Overview of MARC records

### **Descriptive Cataloging Theory and the MARC Record (Week 2- June 1)**

- Material types
- Levels of Description
- Chief source of information (AACR2R)
- Eight (8) Ares of Description (ISBD)
- MARC records

**MARC Records and Physical Access (Week 3 – June 8)**

- Machine Readable Cataloging (MARC) & Parts of MARC record
- Tags for physical access
- Access Points – main and added entries
- Authority files

**Cataloging nonprint materials (Week 4 – June 15)**

- Copy cataloging for nonprint
- AACR2R rules for nonprint
- Access points for nonprint

**Intellectual Cataloging – Subject analysis (Week 5 – June 22)**

- Overview of intellectual cataloging
- Subject heading v. keyword
- Principles of *Sear's List of Subject Headings*

**Behind the Workroom Door (Week 6 – June 29)**

- Overview of cataloging Policies
- Overview of cataloging procedures
- Automated cataloging systems

**Intellectual Cataloging – Subject analysis (Week 7 – July 6)**

- LC's Annotated Card Program & Subject Headings
- Authority headings
- Cross references
- **Intellectual cataloging (subject analysis) lab**

**Intellectual Cataloging – Classification (Week 8 – July 13)**

- Overview of classification systems
- Challenges with classification systems
- Overview of Dewey Decimal Classification (DDC) System
- Using the Abridged DDC
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**Intellectual Cataloging – Classification (Week 9 – July 20)**

- Building numbers in DDC
- Classifying fiction, biographies, etc.
- **Intellectual cataloging (classification) lab**

**Bibliographic Project Lab (Week 10 – July 27)**

- Review of copy cataloging records for each item in project
- Review of descriptive cataloging rules (for annotations)
- Review of intellectual cataloging principles/rules (for annotations)
- All Intellectual Cataloging exercises due this date

**Final exam will be Tuesday, August 3 at 4 p.m. in classroom. Bibliographic project DUE this date.**

**7. Course Requirements/Evaluation:**

The student will:

1. 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. **Rule (2) (a) 15.**
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 and principles of descriptive cataloging
  - 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.
4. Complete all assignments, exercises, quizzes and exams.

**Student evaluation:**

Your grade will be determined by the following:

Assignments, exercises & quizzes	32% = 320 pts
Bibliographic records project	45% = 450 pts
Cataloger’s policy	5% = 50 pts
Mid-term & final	18% = <u>180 pts</u>
<b>TOTAL</b>	<b>1000 pts</b>

- ✓ Excellent work in this course will receive a grade of “A” which is 93 - 100% of possible points to be earned. Excellent work generally is complete and has very few, if any, errors.
- ✓ Good work in this course will receive a grade of “B” which is 80 - 92% of possible points to be earned. Good work is acceptable, but it usually has errors.
- ✓ Poor work in this course will receive a grade of “C” which is 70 – 81% of possible points to be earned. Poor work is not acceptable.

**8. Class Policy Statements:**

The student shall abide by all regulations regarding class attendance and academic work as written in the **Tiger Cub**.

- Participation: Students are expected to participate in all class discussions and participate in all class exercises. 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.
- 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 disposition include, but are not limited to, the following:
  - Engage in responsible and ethical professional practices
  - Contribute to collaborative learning communities
  - Demonstrate a commitment to diversity
  - Model and nurture intellectual vitality
- Attendance: Attendance at each scheduled class meeting is required. Learning activities will be done “in class” and you should be present to complete these exercises.
  - Written, University approved, documentation should be provided for any

absence resulting from extenuating circumstances (as outlined in the Tiger Cub Student Handbook

[http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html)).

- Failure to provide such documentation within one week of the student's return to class will result in the absences being classified as "unexcused" and any work missed will be unable to be made up.
- Students are responsible for keeping current with the class content and schedule. If students are absent, late or leave early, they are still responsible for deadlines and course requirements, learning exercises and quizzes/exams.
- Students are responsible for initiating arrangement for missed work due to excused absences.

- Unannounced quizzes: There will be no unannounced quizzes in this course.
- Make-up exams: Make-up exams will be given only for University approved excuses as outlined in the Tiger Cub:  
[http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html). Arrangements to take a make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.
- Acceptance of course work after due date. Any exercises or assignments presented or submitted after their due date will be penalized 10% for each class period after the due date. Late assignments presented or submitted two class periods after their due date will receive a grade of zero (0).
- Format for acceptance of course work. Work will only be accepted by hard copy or in drop box in Blackboard, and if Blackboard is not working, by E-mail attachments.

9. **Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub 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.

10. **Disability Accommodations**: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844.2096 (V/TT).