**Auburn University**

**Syllabus**

**1. Course Number: EDMD 7110**

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

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

**2. Term:** Summer 2017

**Delivery mode:** Online using Canvas Modules, Zoom for Face-to-Face class meetings; and Panopto for recorded class content

**Day** **scheduled to meet online**: Monday between 4:00 PM and 7:50 PM CST

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

**Office Address:** 3402 Haley Center

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

**Office Hours**: By appointment

**3. Text or Major Resources:**

**Required Textbook:**

Kaplan, A. G. (2016). *Catalog it! A guide to cataloging school library materials*. Santa Barbara, Calif.: Libraries Unlimited.   
ISBN = 978-1-4408-3580-3

**Selected References:**

Bristow, B. S., & Farrar, C. S. (Eds.). (2014). *Sears list of subject headings*. Ipswich, Mass.: Grey House Publishing.  
Use the [Permalink](http://spot.lib.auburn.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=939879&site=ehost-live&ebv=EB&ppid=pp_Cover) to access the eBook via AU Libraries

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

**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 for school libraries
2. ***identify*** the major developments in the history of cataloging
3. ***identify*** the roles of a school librarian to provide physical and intellectual access to information/resources
4. ***identify*** cataloging theories and the impact of each theory on modern cataloging principles.
5. ***identify*** how and when to use catalogin principles, standards, model, rules, and framework.
6. ***identify/analyze*** the functions of school library online catalogs and machine readable cataloging records
7. ***identify/define*** functional requirements for bibliographic records (FRBR) terminology and entities.
8. ***demonstrate*** relationships of FRBR entities for bibliographic records
9. ***analyze/develop*** a cataloging policy and procedures “handbook/manual” for a school library media center
10. ***demonstrate*** with 95% accuracy the following cataloging processes for 8 books and 2 nonprint items assigned by professor
    1. copy cataloging steps
    2. analyze and apply RDA rules
    3. determine/assign descriptive access points and uniform headings
    4. determine/assign subject heading access points
    5. determine/assign cross references
    6. determine/assign classification numbers, including, but not limited to complete call numbers
    7. determine/assign classification numbers and a complete call number for each item, and including
11. ***analyze*** a current trend/topic related to cataloging, organizing and/or providing access to school library resources

**6. Course Content and Outline:**

| **Module #** | **Week of /Dates** | **Topic** |
| --- | --- | --- |
| 1 | May 22 - 28 | **Organization of information & History of Cataloging**   * Introduction to course, review of syllabus and course requirements * Overview—organization of information * History of cataloging |
| 2 | May 29 – June 4 | **Cataloging Theories and Cataloger’s Rules & Tools**   * Functions of online catalogs * Cataloging theories * Cataloging principles, standards, model, rules, and framework * FRBR Group 1 entities |
| 3 | June 5 –  June 25 | **Descriptive Cataloging: Copy Cataloging, Cataloging Policy, Authorized Access Points**   * Copy Cataloging * RDA Rules * FRBR Group 2 & 3 entities * Authorized Access Points * Cataloging Policy |

| **Module #** | **Week of /Dates** | **Topic** |
| --- | --- | --- |
| 4 | June 26 – July 9 | **Intellectual Cataloging: Subject Access**   * Controlled vocabulary v. Keywords * Subject headings on MARC records * Cross References |
| 5 | July 10 – July 24 | **Intellectual Cataloging:** **Classification Theory and Guidelines**   * General rules for classifying school library resources * Close and broad classification   + - * Organization of information in a school library (current issue) |
| N/A | July 31 (Monday) | **All Assignments/Exercises are due to be finished by 11:59 PM CDT this day.** |

**Structure of Course Content Delivery:**

This course may consist of any of the following:

* Modules (available in Canvas)
* Assigned readings from textbook and/or other resources
* Lectures (delivered face-to-face and also recorded and available as Panopto recordings in Canvas)
* Assignments
* Online discussions

**7. Assignments:**

The student will be expected complete all assignments. Assignments will be submitted in Canvas.

**Assignments in Canvas** (Think practical projects; **Total = 690 pts**)

1. Personal Introduction and Personal Organization Online Discussion (15 pts)
2. School Library Cataloging and Resource Access Online Discussion (15 pts)
3. Functions of an Online Catalog Exercise (15 pts)
4. Cataloging policy (review, collect/assemble, write) (20 pts)
5. Bibliographic Records Copy Cataloging Project for 10 items assigned by Dr. Bannon) (45 pts each record = 450 pts. total)
6. Descriptive Access Points Exercise (15 pts)
7. Sears Subject Headings and Cross References Exercise (60 pts)
8. Dewey Decimal Classification System Exercises (70 pts)
9. Online discussions on current issue topic of Do We or Do We Not Use Dewey? Discussion will take pace the week of July 17- (30 pts)

**8. Grading Information:**

Grading Scale:

A = 635 to 690 pts.

B = 552 to 634 pts.

C = 483 to 551 pts.

< 482 pts – will need to repeat the course

**Due Dates and Late Assignments:**

I expect students to complete assignments in a timely manner and to keep with the pace of this course. I expect work to be submitted by the due date. Work not submitted on time is either (a) late or (b) missed.

1. ***Late Work***: Work that is submitted within 48 hours after the due date/time will receive a penalty of 10% reduction of the grade on that assignment.
2. ***Missed Work***: Work that is submitted more than 48 hours after the due date/time without prior approval by me will receive a grade of zero (0). Key word here is “prior approval” by instructor. Please communicate with me well in advance of your need to submit an assignment more than 48 hours after the due date.
3. ***Mitigating Circumstances***: I understand that occasionally you may have a personal or technological problem beyond your control. I will consider these types of problems on a case-by-case basis before assessing any “penalty” for late or missed work. Of course, I must know about your problem in a timely manner; requests for extension of time must be made to me by the due date.

**Grading Philosophy**:

I want to explain my grading philosophy for EDMD 7116 because I want you to understand how your work will be evaluated in this course. Please keep in mind that assignments are the only way I can tell whether or not you comprehend the course content. Use these opportunities to do your very best work and to demonstrate to me that you have learned the course content. Review the course objectives on the syllabus, in the Canvas modules, and also with each assignment. I try to communicate what I want you to learn and the purpose for each assignment and how it relates to the course objective(s).

I believe that students deserve a second chance to “get it right,” but if you are needing a second chance to “get it right” on every assignment then we need to discuss the course expectations and your work on assignments. Please try to do your very best work before you submit an assignment. If you do not understand what I am expecting, then please ask me to clarify the assignment or ask to meet in Zoom to show me your work so I can provide feedback.

An “A” represents excellence in this course. In order to earn an “A” you must consistently demonstrate a superior understanding of the course content and submit your very best work on each and every assignment, exercise, and/or quiz. Do not fail to work on any assignment, exercise, and/or quiz. If you do not consistently submit the very best work that you are capable of doing and/or submit your very best work on each assignment, exercise, or quiz, you should not expect to earn an “A” in this course.

A “B” indicates usually means you attempted every assignment, exercise, and/or quiz and that you did “good” work. A ”B” also means you had very few or no late submissions, and it can mean your work had several errors and/or the errors were consistent and never corrected from one assignment to the next.

A “C” indicates you did acceptable work. A “C” usually means you missed work or were consistently late with submitting work by due dates, and it can mean the work you submitted was less than good work in this course.

**9. Class Policy Statements:**

1. Expectations and Requirements: Students are expected to

* be engaged with the course material
* read and study the assignments from the textbook and other required readings
* submit assignments and/or exercises by the due date
* participate fully in the online discussion in April
* make every effort to master the course content
* communicate with the instructor (Susan Bannon) when they have questions about this course; need clarification of course materials/assignments/exercises, etc.; and/or need to notify about personal mitigating circumstance/emergency to request an extension of a due date.

1. Participation: Students are expected to participate in the online discussion to be held in early April and to participate in all assignments, exercises, and quizzes. Assignments and exercises 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. **Make-Up Course Work Policy:**Arrangements to make up late or missed work must be initiated by the student within 48 hours of the due date for an assignment or exercise.
3. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with the instructor 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 ([bannosh@auburn.edu](mailto:bannosh@auburn.edu)). 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).
4. 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.
5. 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