Syllabus for INLS 721 Spring 2014

Instructors:
Wanda Gunther (wkg@unc.edu)
Caroline Keizer (keizer@email.unc.edu)

Class meets Tuesdays and Thursday 8-9:15 am

No regular office hours available, but instructors will meet students when requested, either after class or on an as needed basis

I.   About the course

This course is about how to create bibliographic records for library materials. It is also about how to manage all those bibliographic records created. These skills are of little use without an understanding of why we create catalogs, how the pieces of a catalog fit together, and the place of the catalog within the library.

Knowing how a library catalog is constructed and how it works will serve you well in your future as a librarian, even if you never intend to become a cataloger. The aim of the course is to bring all students to a useful understanding of cataloging.

Because of the detail-oriented nature of cataloging and the overwhelming number of instructions and other documentation involved, many people come to this class with a dread or fear of the topic. Do not despair. The important thing to keep in mind is that you are NOT expected to memorize all of the specific detailed instructionsor which punctuation mark to use in every situation. It is more important that you learn:

- How to find the appropriate instructions/documentation for the situation at hand, and
- How to interpret what you find.

Not everyone has the interests and traits that lead some of us to enjoy cataloging. However, we hope you all leave this class knowing why cataloging is important and that you are able to see why cataloging is fascinating to some people—to see some of the challenging practical and intellectual puzzles that are involved. (And hopefully even a bit of the fun of cataloging. Yes, fun!)

II.   Course objectives

The practical side of things:

By the end of the course students will be able to:
- Interpret existing MARC bibliographic records
- Create original MARC-encoded descriptive catalog records for a variety of formats
- Interpret existing MARC authority records

- Build classification numbers of moderate complexity using the Library of Congress Classification
- Recognize and apply appropriate Library of Congress Subject Headings for a work
- Use OCLC Connexion to search OCLC WorldCat for bibliographic records and LCNAF (Library of Congress Name Authority File) for authority records
- Have an understanding of the variety of tasks that fall into the tasks of database management which are reliant on an understanding of catalog records
- Using above skills interpret results of online catalog searches and better understand and use advanced search features in online catalogs

The concepts you'll know:
By the end of the course, students will have gained:
- Understanding of major concepts involved in organizing information
- Understanding of the conceptual structure of the bibliographic universe
- Understanding of the objectives of the catalog
- Understanding of where the catalog and cataloging fit in the context of today's library
- Understanding of the types and functions of classification
- Awareness of issues surrounding the future of cataloging practice

III.   Required text

RDA toolkit. Available only online. This is the newer set of instructions by which catalogers will work to create bibliographic records. We will provide you with how to access the text.

IV.   Other resources

Sakai. This will be used as the primary website for the course. It will be used for:
- Distribution of course materials.
- Asking questions and providing answers (We will do both. You will do both.)
- Communication about course administrative details.
- Submission of your questions/comments on selected reading assignments.
- Completion of cataloging practice exercises and assignments.

Distributed course materials. We will provide almost all materials in HTML or pdf format.
Materials may include:
- Lecture examples and explanations
- Some readings

Cataloging tools.
- OCLC Connexion
- Cataloger's Desktop
- ClassificationWeb

V. Expectations

What you should expect from us
- A class that meets its objectives
- Course materials and activities that support your learning
- Fairness in assessment and in the conduct of class
- Reasonably prompt responses to your questions
- Reasonable availability to meet with you face to face outside class
- Best attempts to explain concepts in various ways since people learn and understand in various ways
- A contact in the future if you ever find you need information about cataloging.

What I expect of you:

#1 Most Important Thing: We expect you to communicate with us in the course, especially if you are having any trouble with the class. The worst thing to do if you are having trouble is to let yourself sink further and get more confused or overwhelmed. We move quickly, and it is easy to start to drown if you do not ask for help. We cannot help you if you do not ask for help. Please direct questions to both of us, and depending on availability one or both of us will respond.

Ask questions. This is related to the above, but bears repeating. Ask questions. In class and via email. There are no stupid questions in cataloging.
> Reasonable questions.
- For out of class questions: Part of the point of this course is to figure out how to use the cataloging documentation. Try to look up the answer to your question before you ask it. When you ask it, say where you already looked. If you don't even know where to look, that is a fair question in itself.
- For in class questions: It can be fun sometimes to go off on tangents about what you would record in the catalog record if you had the one backward-bound copy of Mysterious Tome that says it was published in 1874 but you found out it was really published in 1972, and the author is unknown and there is a sticker covering up the publisher's name. However, we don't really have time to spend on advanced topics and exceedingly odd situations.

Graduate student level effort. We cover a lot of material, and I ask you to do quite a bit outside of class to enable us to do that.
- Graduate student level work. Thoughtful, professional, to specification, on time.

Respect for instructor and your colleagues. The library world is quite small. Someone in class with you may be on a hiring committee in a few years.

Abide by the Honor Code. You may discuss any of the assignments or exercises with anyone in this class, or even anyone taking the other section. Do not discuss them with people who have already taken the class. You may look anywhere you like at any time for documentation, but do not look for catalog records to copy as your own work (unless that is the assignment).

Finally, I ask that when you come to class that you are prepared to pay attention. I realize that

students are connected to the world in a different way from when I was a student, but it is expected that all electronic devices, except your laptop, be turned off. Your laptop, while it may be on in class, should only be being used for class notes and class work. I will ask you to turn devices off when they interfere with my teaching.

VI.   Assignments and Evaluations:

Exercises: You will be given exercises to support the different areas of cataloging that you are learning about. All will be to assist you in your learning and you are graded on not whether they are right or wrong, but on having been done. Be prepared to discuss what you have learned. Your work on these should be individual unless otherwise indicated. Do not discuss them with others. See the section on Assignment question policy.

Readings: You will be given readings to help reinforce the upcoming topics and to give you some background on cataloging and what is going on in the area at this time. You are expected to do the readings and be prepared to discuss them in class.

Participation: Your participation will be considered as part of your grade. You should feel free to discuss what you have learned and to ask questions.

MidTerm/Final: There will be a mid-term and a final project. Your work on these should be individual. Do not discuss them with others. See the section on Assignment question policy.

Presentation: Each student will be responsible for presenting information on a topic relevant to the class. Depending on the number of students in the class you may work alone or in groups.

Assignment question policy:

You may ask questions about the assignments; however your questions should be phrased like this:

I am confused about what authors you would record in 245 $c for a book that listed five authors on the title page. I have looked at RDA 2.1.4.5, but I am still confused. If that is the right instruction, what am I missing? If that isn't the right one, where should I look?

Late assignment policy:

The first rule is: don't turn in late assignments. Because each exercise will be discussed in class, it must be turned in before the class starts. This is all about me being able to follow your progress and comprehension. Remember exercises are to make sure you are understanding the instructions and procedures of cataloging, you are not being graded on right or wrong, with the exception of the mid-term, final, class presentation, and some in class exercises.

The second rule is: if something happens, or is going to happen, to make you have to turn in a late assignment, let me know about it as soon as you can. Brief extensions may be given, but only if I know you need one before the assignment is due.

Grading:
There will be homework exercises to assess progress in the class (this does not include readings). These will combine for a value of 20% of your class grade.
There is one mid-term valued at 15% of your grade.
There is a class presentation with a 15% value.
There are five in-class exercises (group work) which carry 20% of your total grade (subjects, classification, book cataloging, e-resource cataloging, and serial cataloging). You must be present for these.
There is one final project. It has a value of 15%.
The remaining 15% of your grade comes from attendance and participation.

VII.   Topics to be Covered:

Context, background, theory

1.   Crash course in organization of information
2.   Cataloging in context: what are we doing and why are we doing it
3.   Standards and instructions: RDA, MARC, and ISBD. Ability to recognize AACR2 records

Descriptive cataloging (basic): Monographs, Serials, E-Resources

1.   Area 1: Title and statement of responsibility area
2.   Area 2: Edition area
3.   Area 4: Publication, distribution, etc. area
4.   Area 5: Physical description area
5.   Area 6: Series area
6.   Area 7: Note area
7.   Area 8: Standard number and terms of availability area
8.   Fixed Fields

Authority work (Form of headings)

1.   Personal names
2.   Corporate names
3.   Uniform titles (basic)
4.   Series (basic)
5.   Choice of access points

Subject analysis and classification

1.   Library of Congress Subject Headings
2.   Library of Congress Classification and shelflisting

Calendar of classes:

January 9: 1st day of class; introductions; why we catalog; why we maintain library catalogs;

also today you will create accounts for cataloger's desktop, class web, and you will need to access the virtual lab to use the Connexion client (OCLC) order to catalog as catalogers do (wkg)

January 14: a look at cataloger's tools: now that you have class web, OCLC, cataloger's desktop let's take
a tour of them and discuss how catalogers make use of them. Bibliographic formats and standards, WorldCat, what is an OPAC, and introduce cataloging rules (ck)

January 16: What are ISBD and AACR2? (ck)

****HOMEWORK: due Jan. 21

January 21: What are FRBR, WEMI, RDA? (wkg)

READ:
What is FRBR?   http://www.loc.gov/cds/downloads/FRBR.PDF
Viewing RDA from FRBR and FRAD: Does RDA Represent a Different Conceptual Model?
http://www.tandfonline.com/doi/abs/10.1080/01639374.2012.712631
Evaluation of RDA as an Implementation of FRBR and FRAD
http://www.tandfonline.com/doi/abs/10.1080/01639374.2012.680848
        Introduction to BIBFRAME (1 hour webinar)
https://wisc.adobeconnect.com/_a825758332/p86yj7l4pfk/?launcher=false&fcsContent=true&pbMode=normal

****HOMEWORK: due Jan. 23

January 23: What are the core elements of all good cataloging? Metadata standards and the one catalogers use: MARC 21 (ck)

READ: Mary S. Alexander (2008): Core Cataloging and Metadata Standards and Best Practices, Science & Technology Libraries, 28:1-2, 63-85
READ: *http://www.loc.gov/marc/umb/um01to06.html* Furrie, Betty. What is a MARC record and why is it important?
READ: Understanding MARC Bibliographic Machine Readable Cataloging
http://www.loc.gov/marc/umb/

****HOMEWORK: due Jan. 28

January 28: Using Connexion: searching, selecting, editing, saving records; searching authorities (ck)

Read at:
http://www.oclc.org/support/services/connexion/documentation/client/cataloging.en.html the tutorials Searching WorldCat, Creating Bibliographic Records and Editing Bibliographic Records

Bring to class a book, compact disc, video, or something else (not too obscure) to practice searching and selecting AND YOUR COMPUTER
****HOMEWORK: due Jan. 30
January 30: creating subject access (wkg)
****presentation assignments made today

READ:
- Teaching Library of Congress Subject Headings
http://www.tandfonline.com/doi/abs/10.1300/J104v29n01_08
- Failures in Subject Retrieval
http://www.tandfonline.com/doi/abs/10.1300/J104v10n01_03
- Interview with Barbara Tillett
http://libraryjuicepress.com/blog/?p=115

February 4: more on subject access (wkg)

February 6: in class exercise on subjects (wkg) (this will be assessed for progress)

February 11: cataloging a book using RDA instructions (ck)
****mid-term assignment made today

February 13: cataloging a book using RDA instructions (wkg/ck)

February 18: cataloging practice: books (you must be present these 2 classes--this is part of your grade)

February 20: cataloging practice: books

February 25: classification (ck)

February 27: more on classification (ck)

March 4: in class exercise on creating call numbers (you must be present for this class--this will be assessed for progress)

March 6:   How other librarians (non-catalogers) use cataloging records: guest panelists Beth Rowe, reference specialist in government documents, Eileen McGrath, assistant curator and acquisitions librarian for the North Carolina Collection, Megan Kilb, E-resources librarian. Please come with questions to ask to understand how they interact with the catalog.

****MIDTERM due

Spring break (March 7 – March 16)

March 18: cataloging an Internet resource: guest lecturer Kristina Spurgin

Before this class Read:

Provider-Neutral E-Monograph MARC Record Guide, rev. to Sept. 2011
http://www.loc.gov/aba/pcc/bibco/documents/PN-Guide.pdf

READ: Introduction, Scope, Background, General characteristics of the provider-neutral e-monograph record, Recommendations for best use of provider-neutral records in libraries, Appendix A: Frequently asked questions (NOTE: This material is not AACR2-specific, but presents the concept of provider-neutrality.)

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Provider-Neutral E-Resource MARC Record Guide: P-N/RDA Combined version
http://www.loc.gov/aba/pcc/scs/documents/PN-RDA-Combined.docx

SKIM/LOOK OVER: The Monographs column, particularly for variable MARC fields

(NOTE: This is the most current document showing how provider-neutral records are being coded in RDA + MARC)

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Integrating resources: a cataloging manual, 2011 Rev.

http://www.loc.gov/aba/pcc/bibco/documents/irman.pdf

READ: p. 5-29: Intro, Objectives, Definitions, IR.1, IR.2 -- Can skip over/skim sections labeled as specific to print resources

SKIM/LOOK OVER: Sections pertaining to non-print resources in IR.3-IR.17. You will use this documentation in your exercise, so familiarize yourself with it.

Sections particularly important/different for online integrating resources include:

IR.4.3.1 Online integrating resource in multiple languages
IR.4.2.2 Introductory words not considered part of the title proper
(AACR2 1.1B1 and its LCRI)
IR.4.2.6 Change in title proper (AACR2 12.1B8b)
IR.4.3 General material designation (AACR2 12.1C)
IR.5.3 Electronic resources (Edition area)
IR.7.2.2 Recording date information for electronic resources
IR.10.5 Titles other than title proper (AACR2 12.7B4.1 and its LCRI,
12.7B5.1) (246 field)
IR.10.6 Changes in title proper (AACR2 12.1B8b; 12.7B4.2b; LCRI
12.7B4.2) (247 field)
IR.10.19 Description based on (AACR2 12.7B23) (588 field)
IR.10.21 Electronic location and access (856 field)

IR.14.1 Leader: Type of record (008/06)
IR.15.3.1 Form and topical subdivisions; Genre/form terms

March 20: cataloging an internet resource, in class exercise (You must be present--this is part of your grade)

March 25: cataloging a serial using RDA instructions (ck)

March 27: cataloging practice in class exercise on serials (You must be present--this is part of your grade)

April 1: MARC edit and what it can do for you / evaluating vendor records (wkg)
        Final project assigned (See Assignments section)

April 3: Class presentations

April 8: Class presentations

April 10: Class presentations

April 15: Authority Control – what are access points and how do they help (wkg)

READ: Understanding MARC Authority Records: Machine Readable Cataloging
http://www.loc.gov/marc/uma/

April 17:   Catalog management (wkg)

April 22: Migrating to new ILS, what to think about -- Other library catalogs (LibraryThing, Extensible Catalog (Open Source), SkyRiver) (wkg)

April 24: Panel: A view from the cataloging field (Possible panelists: Public Librarian, Law Librarian, Health Sciences Librarian and Government (Corporate) Librarian)
Professional development (How do you learn on the job what we haven't had time to teach you?) (wkg)

Exam: Evaluate vendor records
*****due April 25* – before 5pm (early submissions are fine)