

INLS 721 spring 2013

INLS 721_001: Cataloging Theory and Practice

Spring 2013: Tuesday and Thursday 8:00-9:15 am.

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SYLLABUS

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 rules 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 rules or which punctuation mark to use in every situation. It is more important that you learn:

- How to find the appropriate rules/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 results of online catalog searches
- Understand and use advanced search features in online catalogs
- Interpret existing MARC bibliographic
- Create original MARC-encoded descriptive catalog records for a variety of formats
- Interpret existing MARC authority records
- Create basic original authority records for persons and corporate bodies
- 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

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

Anglo-American Cataloguing Rules. 2nd ed., 2002 Revision. 2005 Update. Chicago (Available to you online through Cataloger's Desktop until the end of March 2013 and afterwards through the RDA toolkit)

RDA toolkit. Available only online. This is the newer set of instructions by which catalogers will work to create bibliographic records.

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. Login information for these can be found under the RESOURCES tab: 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.

- o 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.
- o 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 AACR2 21.18, but that doesn't seem to apply. If that is the right rule, 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 rules 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 10% value.

There are two in-class graded assignments (group work) which carry 15% of your total grade.

There is one final project. It has a value of 25%.

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 rules: AACR2, RDA, MARC, and ISBD

Descriptive cataloging (basic)

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 shelving