

Louisiana State University
School of Library & Information Science
LIS 7608
Cataloging and Classification
Spring 2021

Instructor: Brenton Stewart, Ph.D.
271 Coates Hall
P: (225) 578-1463

Email: brentonstewart@lsu.edu

(Use the Q&A forums, in Moodle, for general course related questions. For other concerns you should contact me via email. I strive to answer all questions within 36 hours Monday through Friday; Weekend questions should expect replies the following Monday.)

Virtual Office Hours: Tuesdays from 1-2 pm (Central) via Zoom (starting 1/19). Zoom link:
at: <https://lsu.zoom.us/j/2032300119>

Course Description : Principles underlying description, subject analysis, classification of library resources, and authority control. Topics include current national standard cataloging rules, including Resource Description and Access (RDA), Library of Congress Subject Headings, Dewey Decimal Classification, Library of Congress Classification, and MARC (machine-readable cataloging) formats are emphasized. Students will gain experience working with bibliographic utilities such as OCLC's Connexion and WebDewey.

Course objectives: Upon satisfactory completion of this course, the student will be able to:

- Describe monographic materials according to RDA standards
- Effectively utilize bibliographic utilities
- Discuss the role that cognition, culture, and discipline play in the construction of classification systems
- Discuss the interaction among users, materials, and classification systems
- Discuss the theories and models of subject classification
- Apply LCSH, DDC and LCC to monographic materials

Program goals and objectives: Upon completion of this course, students will be acquainted with cataloging theory and its practical application. This course satisfies part of the Category 2 requirement for Louisiana school library certification.

Course requirements: To achieve these objectives, students will be expected to:

1. Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other work as specified in the syllabus. Although attendance will not be formally recorded and will not constitute a percentage of the grade, lectures and assignments are designed to increase the student's knowledge and understanding of cataloging principles and practice. These activities will have a direct effect on the student's ability to successfully complete the midterm exam.
2. Read selected items from the cataloging literature.
3. Apply cataloging rules and principles by completing weekly assignments.
4. Demonstrate an understanding of cataloging rules and principles on a midterm exam and final project.

Course structure: Asynchronous lectures and discussions. For organizational purposes, weekly course content (lectures and discussion questions) will post on *Wednesday*. All cataloging problems, Midterm, and Final Project should be submitted via the Moodle drop box by 11:55 p.m. on the respective due date. Note all times listed are Central Time. Here is a nifty [Time Zone Converter](#) if needed.

TEXTBOOK: Joudrey, Taylor, Miller, Introduction to Cataloging and Classification, 11th Edition, Libraries Unlimited, 2015

Make sure you purchase the 11th edition. Previous editions of the text will not work for the course.

LSU GRADING SCALE

The following grading scale applies:

97%–100% = A+

93%–96% = A

90%–92% = A-

87%–89% = B+

83%–86% = B

80%–82% = B-

77%–79% = C+

73%–76% = C

70%–72% = C-

67%–69% = D+

63%–66% = D

60%–62% = D-

0%–59% = F

Students in the School Librarianship Certificate must earn at least a 'B' in this course, if not students must retake the course. Note that a 'B-' is not a 'B'.

PERFORMANCE EVALUATION

Cataloging Problems (pass/fail) 20%

Mid-Term Exam 30%

Final Project 35%

Discussion 15%

Total 100%

1. Cataloging Problems (20%)

There are eight (8) exercises covering different parts of cataloging and classification. Each assignment is worth 10 points. If you submit *the completed exercise* on time you will earn full points! This should alleviate some of the anxiety about grades so that you can focus of learning the procedures. A key will be provided with each exercise for you to review your work. *No late exercises will be graded once the key is posted.* Exercises are due Tuesdays at 11:55p.m. **(Due: Ongoing)**

2. Midterm Exam (30%)

The exam covers material from weeks 1-7. The format consists of matching, fill-in-the blank, multiple-choice questions, and short cataloging exercises. The exam is open book /open note but should be completed individually. **(Due: March 3-9)**

3. Final Project: Issue Brief OR Cataloging Manual (35%) **(Due: April 17)**

Option 1: Issue Briefing: Write a 5-6-page (single space) discussion of a current issue in the area of cataloging, subject analysis, and/or classification. This assignment is designed to give you freedom to choose a topic relating to cataloging that interests you. Papers must take an information specialist approach and include the following: (A) What is the issue and why it is important? What aspect does the issue reflect (cataloging, subject analysis, classification, or a combination thereof)? (B) Who are the main stakeholders involved in this issue? Why and how it is important for each of them? (C) What implications/does the issue have on stakeholders and specifically on information professionals? (D) Personal reflections and/or recommendations. Use APA Citation format.

One approach is to select a handful of articles around a topic, summarize the arguments (i.e. write a literature review) and answer the prompts above. Possible issues: Indigenous knowledge systems used in cultural heritage institutions; ethics in cataloging and classification, 'illegal alien' vs 'undocumented immigrants' subject headings; subject heading/classification bias and specific communities, next generation cataloging/BIBFRAME; BISAC in libraries, issues in name authorities, cataloging outside the USA.

Option 2: Cataloging Manual: You should develop a manual that can be used for teaching how to catalog an object of your choice. The manual should include: images/photographs of the item; steps followed; metadata created based on rules/standards; specific rules and resources used (part of RDA rules used; classification schedules/tables used; other resources used); justification/explanation of your decisions; resulted metadata in MARC. *All manuals must have a cover page, and table of contents.* Possible resources: LPs (33 1/2 albums), rare books and ephemera, educational kits, board games, you could even select something like a rock or even a teapot!). Use APA Citation format.

4. Discussion (10%)

Students will contribute to discussion forums that are meant to help you better understand what you have read, by asking you to think deeper about a few important points. I do expect you to put thought into your answers and demonstrate that you have read the assigned material. However, I do not expect you to be "right," and I certainly don't expect lengthy essays. Original posts should comprise 1-2 paragraphs; you should write one substantive peer response for each forum.

Your original response is worth 0-9 points. If you post, EARLY, Wednesday-Friday 11:55 p.m. you will earn up to 9 points. Original posts appearing Saturday - Tuesday 11:55 p.m. will receive a maximum of 8 points. Consider both Early and Scheduled posts as acceptable/passing.

Peer responses are worth a maximum of 1 point; posts which say nothing more than some variation of "I agree", earn zero points. A post must add something original to the discussion in order to earn 1 point. You are welcome to answer additional posts however, only the first response is graded.

Course Policies

The following policies apply throughout your enrollment in this course:

There are no make-up or extra credit assignments in this class.

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligations involve specific points of engagement in course activities and interaction with other course members. Your active engagement in discussion forums and other weekly activities constitutes your participation in this course. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your LSU email and the Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor. Contact the instructor in advance if you are experiencing major life events that will impede your progress.

Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the [LSU Code of Student Conduct page](#).

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, you will use American Psychological Association (APA) citation style. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as

amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Syllabus Status

While the syllabus provides the framework for this course and lists assigned readings, it's possible that items will be added or deleted throughout the term.