LSC 713 Advanced Cataloging  
(Fall 2011)

3 Credit Hours  
Prerequisite: LSC 606: Cataloging and Classification  
Location: Pangborn 205  
Class meeting: 1610-1840 hours Thursdays

Start Date: September 1  
Last Class: December 1  
Final exam: December 15

Instructor: Sherry E. F. Kish, STB, MSLS  
Email: Kishse@state.gov  
Skish1@juno.com  
Kish@cua.edu

Telephone: 202/647-1994 (Office)  
202/647-0203 (Office Fax)

Office Hours: immediately following class OR in person by appointment or by telephone/e-mail

Course Description

This course builds on LSC 606, Cataloging and Classification. It will cover the theory and practice of cataloging challenging non-print formats, such as electronic serials, internet resources, sound recordings (including Playaways—a self contained, pre-loaded audio book), and DVDs, (including the Blue-Ray Combo packs that are becoming quite popular these days). Through lectures and exercises, students will become familiar with the challenges presented by these formats and learn to apply cataloging standards, procedures, and tools to organize these digital resources. Standards and tools included, but are not limited to the following: the Anglo-American Cataloging Rules, 2nd revision (AACR2), Library of Congress Subject Headings (LCSH), MARC 21 bibliographic format, and OCLC connection. A discussion concerning Metadata, Dublin Core, FRBR (Functional Requirements for Bibliographic Records) and RDA (Resource Description and Access) will conclude the semester.

Course Goals

This course is designed to support SLIS program objectives http://slis.cua.edu/about/ and develop student competencies in information organization. The purpose of this course is to provide students the means and confidence to build on their skills as information professionals and to be a value-added resource to their agency. There isn’t enough time in the semester to declare that a student will be an “expert” in one or more of the more challenging formats;
however, it will provide a solid foundation in order for the students to be prepared to enter the profession, according to those same competencies and objectives.

**Course Objectives**

1) Understand the grounding principles behind the multitude of decisions that a cataloger must make with every item he/she touches.
2) Understand the nature of how information is organized, whether physical or virtual.
3) Understand the objectives of library catalogs, how to achieve those objectives, and how to use information technologies to further enhance the searcher’s experience in the online realm and improve the overall quality of the library catalog.
4) Develop skills using World Cat, Cataloger’s Desktop, Classification-Web, just to name a few cataloging tools.
5) Understand the profession’s commitment to information access and how library information professionals can contribute to the overall value to information organization in the digital environment.
6) To be able to catalog various digital formats with a minimum of errors and to provide sufficient access points for patron discovery.

**Instructional Methods**

Students will learn the theory and practice of cataloging several physical and digital formats through lectures, readings, exercises, and class discussion. New cataloging developments, handouts, discussions, exercises, reflections on the work already accomplished, and examinations will be posted on Blackboard for LSC 713. Students must enroll in Blackboard to access these materials.

It is required that the students actively participate in the weekly lectures and be open to learning from their peers, the instructor, course readings, the processed used to produce a finished product, and to bring together “lessons learned” from previous courses, life and work experiences. Class participation will count towards the final grade at the end of the semester. **In addition, students are required to bring five (5) examples of their own choosing for each format that will be discussed throughout the semester. There will be 5 formats discussed throughout the semester, for a total of 25 graded exercises. One of which they will work on in class, and the rest to be worked on outside of class.** The purpose is to get practice in original cataloging and to give the instructor the chance to be able to guide the students while present in class and answer any questions or problems that may arise during the course of the lab session. All finished items are to be submitted at the beginning of each class, and homework from the previous week will be commented upon through Blackboard and/or class, and, returned to the students.

The lab sessions will be conducted as follows: 30-45 minutes will be devoted at the beginning of each class to discuss the assigned readings and the chapters of AACR2 (as well as other resources) that govern the current format that is under discussion. Examples of the MARC record with field by field explanation and analysis will follow. The rest of the class will be spent in the practical cataloging of the format for that two week block (i.e. DVDs or audiobooks, etc.).
The five examples that are to be brought in—they are to be done as if there was NO record in OCLC Connexion first. The instructor realizes that NOT finding a copy record in OCLC is extremely rare; however, it is of vital importance that the students gain the practical experience of cataloging from the primary source material—the actual item in hand. Once the students have completed this portion of the assignment (annotating the sources they used to make the necessary critical cataloging decisions), then, locate a copy record in Connexion for each record, and bring to class for discussion. A block of time will be set aside (20 minutes, or, as long as the students require) comparing/contrasting the decisions made by the student and by the originating institution that submitted the record to OCLC.

This lab is meant to be done in a collaborative atmosphere. Last, but not least, the learning environment of the class should be fun and open. Questions and questioning are encouraged.

**Required Textbooks**


**Recommended Textbooks (these will be placed on reserve in Mullin Library for the students’ convenience)**


**Supplemental Reading Materials of Interest**


Additional reading material, designed to re-enforce the students learning process, are required to be read prior to each class and ready for class discussion. Articles of interest will also be posted on Blackboard or contained within the body of the course schedule below. Students are also encouraged to bring to class articles of personal interest, pertinent to the subject matter at hand for discussion and analysis.

Grades

Final grades will be assigned as follows: A (94-100); A- (90-93.99); B+ (86-89.99); B (82-85.99); B- (78-81.99); C (70-77.99); F (below 70)

25 points will be for class pass/fail exercises: There are 5 formats during the semester, 5 exercises per format. The exercises will be graded based on the following: the student is to brief annotations (which can be placed at the end of the various fields within the OCLC browser worksheet), in addition to the finished MARC record for each exercise, explaining how they arrived at the decisions they made in order to catalog the item in hand. For example, how did the student decide what is the title on a DVD, who is responsible for its production, etc. What steps did they take to decide how many access points were needed on an audio CD or Playaway for example? If no statement of responsibility can be ascertained on a website, what is the course of action one is to take in order to try and solve this dilemma? What sources did they consult (i.e. AACR2, chapter and verse, one of the required textbooks or other web resources), and, when comparing them to the copy record in OCLC, what led the student to agree or differ with what they found in the copy record. This certainly doesn’t cover all the bases, but am hoping it will be a start for thinking along these lines.

15 points for readings/reflection: This will be determined through the submission of one written essay of the student’s choosing from the selection of that week’s assigned reading. Questions to consider could range from: was the article or chapter clear? Did it raise more questions or issues than it answered? When it was written—does it still have value in today’s cataloging environment? Should the author have taken a different approach? It is cutting edge? If you were to have written the piece, what would you have changed?

10 points for class participation: Class participation will be judged based on a combination of factors, such as: questions asked in class, points made during discussion/analysis of the MARC record for each format; that sort of thing.

20 points for the Midterm exam: The exam will consist of original cataloging and written justification (same as the conduct of the practical labs) of 2 out of the 3 formats discussed so far in the semester.
30 points for the Final exam: the final will be split into 2 parts a) will consist of essay questions based on the assigned readings and b) perform original cataloging on 4 out of the 5 formats discussed during the semester with accompanying written justification (similar to the mid-term exam)

Expectations

A portion of the class, beginning, 9/8/2011, will be dedicated as a lab, in order for students to gain hands-on experience in each of the formats being introduced. It will also give the students a chance to revise their work before submission the following week. Readings for a particular format will be assigned in the first week of the two week module. These readings are designed to cover both weeks at a time. All readings are to be done prior to class and students should be ready for discussion, reflection, and comment.

Students are expected to arrive on time for class. All classes will be held on campus. Cell phones, texting, e-mails, etc. are forbidden during lecture time. Eating and drinking are permitted. Any assigned work must be completed prior to the class in which it is due. No late work will be accepted.

Academy Honesty Policy of the Catholic University of America

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including appeals at http://policies.cua.edu/academicundergrad/integrityfull.cfm

Accommodations for Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The University’s Disability Support Services (202-319-5211) will coordinate reasonable accommodations for students with documented disabilities.

Campus Resources
Center for Academic Success (202) 319-5018
Counseling Center (202) 319-5765
Mullen Library (Access Services) (202) 319-5060

University Grades
The University grading system for graduate students is available at http://policies.cua.edu/academicgrad//gradesfull.cfm
Reports of grades in courses are available
COURSE SCHEDULE

9/1/2011

TOPICS:

Course introduction; review of syllabus; review of cataloging concepts, AACR2 & MARC 2, Classification, subject analysis/controlled vocabulary etc...

READINGS:


Chapters 1, 2, 8. Chan, Lois Mai. Library of Congress Subject Headings: Principles and application. 4th ed. Westport, Conn.: Libraries Unlimited. (Scan Chapters 3-7 for the development and maintenance of LCSH)

ASSIGNMENT: In class exercise: not graded. Catalog assigned monograph for review/practice and discuss.

9/8/2011

TOPICS:

Electronic resources, Part I (PDFs, Websites)--descriptive cataloging and subject analysis.

READINGS:

Chapters 1, 2, 8. Chan, Lois Mai. Library of Congress Subject Headings: Principles and application. 4th ed. Westport, Conn.: Libraries Unlimited. (Scan Chapters 3-7 for the development and maintenance of LCSH)


ASSIGNMENT: Students can use the time in class to begin working on the assigned exercises.

9/15/2011

TOPICS:

Electronic resources (PDF & Websites), Part II—descriptive cataloging and subject analysis

READINGS:


ASSIGNMENT: pass/fail exercise for electronic resources continued.

9/22/2011

TOPICS:

Electronic serials, Part I—descriptive cataloging and subject analysis

READINGS:


ASSIGNMENT: Electronic resources exercise due. Students can use the time in class to begin working on the assigned exercises.

9/29/2011

TOPICS:

Electronic serials, Part II—descriptive cataloging and subject analysis.

ASSIGNMENT: Electronic serials exercise due. Discuss Electronic resources exercise. Students can use the time in class to begin working on the assigned exercises.

10/6/2011

TOPICS:

Videorecordings, Part 1—descriptive cataloging and subject analysis. DVDs (including blue ray)/VHS

READINGS:


ASSIGNMENT: Discuss Electronic serials exercise. Students can use the time in class to begin working on the assigned exercises.

10/11/2011

Administrative Thursday: Thursday classes meet instead of Tuesday classes this day only!

Students can use the time in class to begin working on the assigned exercises.
**TAKE HOME MID-TERM:** original cataloging of 2 out of the 3 formats of the student’s choice that have been discussed during the semester. **Due 10/13/2011.**

Mid-term grades due by 10/14/2011.

**TOPICS:**

Videorecordings, Part II—descriptive cataloging and subject analysis. DVDs (including blue ray)/VHS

**ASSIGNMENT:** Video-recordings/DVDs pass/fail exercise. Students can use the time in class to begin working on the assigned exercises.

**10/20/2011**

**TOPICS:**

Audio CDs/cassettes, Part I—descriptive cataloging and subject analysis.

**READINGS:**


**ASSIGNMENT:** DVD/VHS exercise due. Students can use the time in class to begin working on the assigned exercises.

**10/27/2011**

**TOPICS:**

Audio CDs/cassettes, Part II—descriptive cataloging and subject analysis.

**ASSIGNMENT:** Audio/CD exercise assigned. Discuss DVD/VHS and mid-term exercises.

**11/3/2011**

**TOPICS:**
Playaways, Part I—descriptive cataloging and subject analysis. **Students can use the time in class to begin working on the assigned exercises.**

**READINGS:**


**ASSIGNMENT:** Audio CD/sound recording exercise due. **Students can use the time in class to begin working on the below mentioned exercise, 11/10/2011.**

**11/10/2011**

**TOPICS:**

Playaways, Part II—descriptive cataloging and subject analysis.

**ASSIGNMENT:** Playaways exercise assigned. Discuss Audio/CD sound recordings.

**11/17/2011**

**TOPICS:**

Metadata, Dublin Core and MARC 21, FRBR, RDA. **Possible guest lecturer.**

**READINGS:**


NISO Framework for Guidelines for Building Good Digital Collections. 2nd ed. (3rd ed. in progress. We will use the 3rd ed. if it becomes available)
http://www.niso.org/framework/Framework2.html

Create bibliographic records (in Connexion).
http://www.oclc.org/support/documentation/connexion/browser/cataloging/create_bib_records/

British Library Association Conference on RDA, presented 22 April, 2010:
http://eprints.rclis.org/handle/10760/14509

University of Chicago RDA Testing Materials:
http://www.lib.uchicago.edu/staffweb/depts/cat/rda.html

RDA report and recommendations of the U.S. RDA Test Coordinating Committee (public release: 20 June, 2011):

ASSIGNMENT: Playaways exercise due.

12/1/2011

TOPICS:

Last class. Wrap on any/all above topics and discussion on the future of cataloging in an electronic environment. Also discuss any issues regarding what has transpired during the semester; in regards to format type, MARC tags, subject analysis etc.

ASSIGNMENT: Discuss Playaways exercise. Final exam announced and evaluation passed out. The final exam will be handled in the same fashion as the take-home mid-term.

12/8/2011

FEAST OF THE IMMACULATE CONCEPTION (HOLIDAY/READING DAY)—no classes will be held.

12/15/2011

FINAL EXAM IS DUE AT THIS TIME!!! To be submitted on Blackboard.