

**VALDOSTA STATE UNIVERSITY**  
**MASTER OF LIBRARY & INFORMATION SCIENCE**  
**MLIS 7300 Cataloging and Classification**  
**Syllabus--Summer Semester 2007**  
Three Credit Hours

**Instructor:**

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**Course Description**

An introduction to the organization of recordable knowledge, with emphasis on library cataloging and classification. Students will examine current applications of Anglo-American Cataloging Rules, MARC formats, Library of Congress and Sears Subject Headings, Dewey Decimal Classification and Library of Congress Classification. Metadata initiatives and the interpretation of technical documentation will be considered.

**Course Objectives**

At the conclusion of the course, the student will be able to:

1. Identify and discuss the functions of the library catalog.
2. Discuss the impact of cataloging decisions on patron access to library materials.
3. Discuss considerations in cataloging, classification, and catalog design for the provision of service to diverse and traditionally underserved patrons.
4. Create bibliographic descriptions of library materials using Concise AACR2 and USMARC standards.
5. Interpret Dewey and Library of Congress call numbers, using current schedules.
6. Define and explain the value of authority control and cross-referencing structure for names, uniform titles, and subject headings.
7. Define successive entry cataloging for serials and identify alternative searches for serials titles in library catalogs.
8. Identify and discuss current metadata initiatives.
9. Explain the importance of standards; locate, interpret and use standards documentation.
10. Locate, interpret and use technical documentation.

**Course Prerequisite or Corequisite:** MLIS 7000 or consent of instructor.

**Required Materials**

Taylor, Arlene. *Introduction to Cataloging and Classification*. 10<sup>th</sup> edition.  
Libraries Unlimited, 2006. ISBN: 1591582350 2006 edition required.

## Required Materials cont.

Haynes, Elizabeth and Joanna F. Fountain. *Unlocking the Mysteries of Cataloging: A Workbook of Examples*. Libraries Unlimited, 2005.  
ISBN: 1591580080

Furrie, Betty. *Understanding MARC Bibliographic*. 7<sup>th</sup> edition. Library of Congress, 2003. ISBN 0844410810 2003 edition required.

Available free online at <http://www.loc.gov/marc/umb/>

Optional: purchase a print version at <http://www.loc.gov/cds/>. Scroll down and click on "MARC Documentation."



Headphones with attached microphone for use with Live Classroom software. An inexpensive one will be fine. Many are available for \$10-\$15.

## Assignments

Cataloging Exercises	20%
Chat and Discussion Board	20%
Interview/Tour	20%
Special Populations Exercises	20%
Mini-Paper and Report	20%

Cataloging Exercises, Chat and Discussion Board are graded by exception. This means that everyone starts with full credit and deductions are made only if necessary.

## Grading

### General Grading Scale

- A** excellent work - among the best work seen at the graduate level
- B** satisfactory work - better than average work at the graduate level
- C** honest attempt - needs moderate to major revisions to be satisfactory
- D** perfunctory or missing work

**Late** work is dropped one letter grade, unless a mutually acceptable alternative deadline is negotiated with the instructor in advance.

**Adherence to submission instructions** is necessary before an assignment will be graded.

## Final Grading Scale

- A - always satisfactory, often excellent
- B - mostly satisfactory, occasionally excellent
- C - sometimes satisfactory, often needs revisions
- D - rarely satisfactory, often perfunctory, late or missing
- F - lacking even an attempt to learn or do, dishonesty, plagiarism

## Course Work

The course site in WebCT Vista will be available on the first day of class, June 6, 2007.

If you are ready to begin sooner, do this:

- Work through the online tutorial at [http://www.lib.usm.edu/%7Etechserv/pdc/marc21\\_tutorial\\_ie/](http://www.lib.usm.edu/%7Etechserv/pdc/marc21_tutorial_ie/)
- Read *Understanding MARC Bibliographic* <http://www.loc.gov/marc/umb/> and take the self-quiz near the end.

Course work is organized into modules. A detailed document for each module will be posted on the WebCT Vista homepage.

Class members will be divided into Discussion Groups. Consult the Discussion Board in WebCT Vista for details.

## Technical Requirements

All assignments must be submitted using computer programs that are compatible with VSU supported products. For word processed documents, MS Word is the preferred format. WordPerfect 12 allows you to save your documents as Word documents. If you are using a lower version of WordPerfect or some other word processor, save your documents in Rich Text Format (rtf).

*If you are using Word 2007, save your documents for a lower version of Word.*

When reading instructions for your assignments, notice whether the instructions say to paste your response into a message box or to use a file attachment.

When the directions say to paste into a WebCT Vista message box, compose your response in your word processor first. This will help avoid the agony of being “timed out” and losing your work.

To view assigned online tutorials, you will need the Adobe Acrobat Reader, the Flash viewer, and the PowerPoint Viewer (if you have PowerPoint, you have the Viewer already). Free download URLs will be posted in the course site.

If you are a new Vista user, go to the Vista help pages at <http://www.valdosta.edu/vista/>. On the right margin are “Self Help” links. View the “Getting Started” tutorial first. Then return to the Vista page and login using your BlazeNet email ID and password.

The university’s Information Technology department provides step-by-step guides on how to use VSU’s email and other sources. The IT Help Desk is at <http://www.valdosta.edu/helpdesk/guides/> and their phone hot line is 229-245-4357.

### **Distance Learning Support**

A VSU reference librarian, Ms. Shiloh Smith, is responsible for coordinating library services for off-campus VSU students. She may be reached by email at [shismith@valdosta.edu](mailto:shismith@valdosta.edu) or by phone at 229-245-3717. An online guide for distance education students is on the Odum Library Web site at <http://www.valdosta.edu/library/services/distanceducation.shtml>. Chat reference is available at <http://www.valdosta.edu/library/ask.shtml>.

### **Academic Dishonesty**

“Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior are contained in the *Student Handbook*, *Student Code of Ethics*.

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact Special Services in Nevins Hall, Room 2164, 229-245-2498.

### **Attendance**

This is a Web-delivered course, with no required face-to-face meetings. Optional Horizon Wimba sessions will be scheduled. Students who cannot participate “live” can view the archives.

**Words of Comfort:** If the material in this course seems quite confusing at first, please don't worry. Previous students have compared this to learning a new language. A feeling akin to "culture shock" is common at first. Keep going, do your best, and ask questions of your classmates and me. You typically will have a "eureka" moment somewhere along the line, when you will say, "Oh! Now I get it!" Keep the faith until then 😊.