

## Murray State University

### COURSE SYLLABUS

**DEPARTMENT: Early Childhood and Elementary Education**

**COURSE NUMBER: LIB 630 CREDIT HOURS: 3**

**I. TITLE: Classification and Cataloging**

**II. CATALOG DESCRIPTION:**

Fundamental principles and methods for organizing resources, both print and electronic, through cataloging and classification, and the application of these principles and procedures in a learning context. Special emphasis on the Dewey Decimal System. May include visits to school library media centers or other libraries for observations or to consult resources as required by course assignments.

**III. PURPOSE:**

This course will introduce the student to practical and effective systems of information representation and organization, including the basic principles and theoretical traditional bibliographic organizational schemes, particularly the Dewey Decimal System, and beyond to electronic resources, including MARC records and the Internet.

**IV. COURSE OBJECTIVES:**

Class activities will focus on the attainment of the course objectives listed. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. The Kentucky Education Professional Standards Board (EPSB) themes of diversity, assessment, literacy, and gap achievement are addressed in the course as potential topics for discussion as they relate to the course themes of the organization of the library. In the same way, the additional themes regarding technology and leadership are central issues that are integrated throughout the course. The Code of Ethics is discussed in connection with the issue of cataloging policy.

*Each of these objectives has been associated with corresponding Kentucky Experienced Teacher and ALA/AASL/NCATE Program Standards.*

Upon completion of the course, the student will be able to:

- A. Identify a broad range of knowledge representation models drawn from the fields of information science, communication, semiotics, philosophy, cognitive psychology and artificial intelligence. [KY Standards 2, 4; ALA Standards 1, 4]
- B. Apply the basic principles of knowledge organization and representation to the indexing, abstracting and classification of information in several media—print and non-print. [KY Standards 2, 4; ALA Standards 1, 4]
- C. Demonstrate practical experience in applying the basic principles of knowledge organization and representation to the indexing, abstracting and classification of

information in several media—print and non-print. [KY Standards 24; ALA Standards 2, 4]

- D. Demonstrate the analysis of information resources for hypertext indexing. [KY Standards 2, 4; ALA Standards 1, 4]
- E. Demonstrate an understanding of the function of subject analysis in indexing and classification. [KY Standards 3, 6, 8, 10; ALA Standards 1-3]
- F. Demonstrate an understanding of the development and application of controlled vocabularies and syndetic structures. [KY Standards 1-10; ALA Standards 1, 4]
- G. Recognize the major classification systems currently in use. [KY Standards 2, 4; ALA Standards 1, 4]
- H. Demonstrate the application of the Dewey Decimal System to the classification of information in several media—print and non-print. [KY Standards 2, 4; ALA Standards 1, 4]

#### **V. CONTENT OUTLINE:**

1. Introduction; locating, interpreting, creating, organizing and storing the record; historical background.
2. Overview of cataloging and the components of a basic cataloging system; descriptive cataloging (use of AACR2.5 Part I).
3. Terminology; components of a cataloging system; descriptive cataloging; concepts of description and constructing the catalog entry; describing and recording descriptive elements.
4. Choice of access points; determination of bibliographic condition (single personal/corporate responsibility, shared and mixed responsibility, collections, adaptations, etc.); provision of access points; cross-references.
5. Authority control systems; classification systems (Dewey, Library of Congress).
6. Introduction of subject analysis; subject headings (Sears, Library of Congress Subject Headings).
7. AC headings for children's materials; MARC records and OCLC/PRISM.
8. Cataloging with copy; cataloging with Cataloging in Publication (CIP) information; cataloging with purchased/downloaded copy.
9. Cataloging non-print materials.
10. Cataloging routines, trends and cataloging internet/world wide web materials.

#### **VI. INSTRUCTIONAL ACTIVITIES:**

Instructional activities will include lecture, discussion, independent study, small group inquiry, laboratory and media center experiences.

#### **VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:**

Laboratory experience will include hands-on cataloging and classification of various media sources. May include visits to school library media centers or other libraries for observations or to consult resources as required by course assignments.

#### **VIII. RESOURCES:**

The course will include a website (Blackboard) that will offer additional information to students.

#### **IX. GRADING PROCEDURES:**

Students will be evaluated on class participation, contributions to the class and the quality of presentations, papers and collaborative projects and tests. The grading scale will be:

91-100%=A 81-90%=B 71-80%=C 61-70%=D 0-60%=F

All papers will conform to styles recommended in the *MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> ed., 2003. Websites summarizing the style will be provided.

#### X. ATTENDANCE POLICY:

This course adheres to the policy published in the current *Murray State University Graduate Bulletin*.

All students are expected to attend each assigned class meeting. Missing scheduled class meetings may result in loss of grade points.

#### XI. ACADEMIC HONESTY POLICY:

This course adheres to the policy published in the current *Murray State University Graduate Bulletin*.

#### XII. TEXTS AND REFERENCES:

##### Required Texts:

Dewey, Melvil. and J. S. Mitchell. *Abridged Dewey Decimal Classification and Relative Index*. 14<sup>th</sup> ed. Albany, NY: Forest Press/OCLC, 2004.

Gorman, Michael. *Concise AACR2: 1998 Revision*. Chicago: American Library Association, 1999.

Intner, Sheila S. and Weihs, Jean. *Standard Cataloging for School and Public Libraries*. Englewood, CO: Libraries Unlimited, 2001.

Miller, Joseph. *Sears List of Subject Headings*. 18<sup>th</sup> ed. New York: H. W. Wilson, 2004.

##### Selected References:

Dewey, Melvil. and J. S. Mitchell. *Abridged Dewey Decimal Classification and Relative Index*. 12<sup>th</sup> ed. Albany, NY: Forest Press, 1990.

Buckland, Michael. "Information as Thing." *Journal of the American Society for Information Science* 42 (1991): 351-360.

Chan, Lois M. "Subject Analysis Tools Online: The Challenge Ahead." *Information Technology and Libraries* 9.2 (1990): 258-262.

Fidel, Raya. "Writing Abstracts for Free-Text Searching." *Journal of Documentation* 42.1 (1986): 11-21.

Gorman, Michael G. *Anglo-American Cataloging Rules*. 2<sup>nd</sup> ed. Chacago: American Library Association, 1988.

Iyer, H. "Structural Models of Classification," In: *Classificatory Structures: Concepts, Relations and Representation*. Frankfurt: Indeks Verlag, 1995.

Krause, M. G. "Intellectual Problems of Indexing Picture Collections." *Audiovisual Librarian* 14 (1988): 73-81.

Lancaster, F. W. "Indexing Practice." In: *Indexing and Abstracting in Theory and Practice*. Champaign, IL: University of Illinois Press, 1991. 19-40.

Miller, R. E. and J. C. Terwilligar. *Commonsense Cataloging: A Cataloger's Manual*. 4<sup>th</sup> ed. New York: H., W. Wilson.

*Sears List of Subject Headings*. 15<sup>th</sup> ed. New York: H. W. Wilson, 1994.

Wilson, Patrick. "Some fundamental Concepts of Information Retrieval." *Drexel Library Quarterly* 14.2 (1978): 10-24.

**XIII. PREREQUISITES:**

Admission to graduate study.