

# LIS 605: Metadata Creation for Information Organization

## COURSE SYLLABUS

Fall 2017

### INSTRUCTORS

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### COURSE DESCRIPTION

Theory and practice of metadata creation for organization of information resources, cataloging code for resource description and access, Library of Congress and Dewey Decimal Classification schemes, use of OCLC. MLISc degree required course.

### PREREQUISITES

None.

### STUDENT LEARNING OUTCOMES

This introductory-level course addresses the following objectives of the LIS Program, helping students to:

3b. Organize, create, archive, and manage collections of information resources following professional standards.

4b. Integrate emerging technologies into professional practice.

5b. Demonstrates understanding of the social, cultural, political, and economic context of information services and systems.

### COURSE LEARNING OBJECTIVES

At the end of the course, the student should be able to:

- Describe a book using the style prescribed by Resource Description and Access (RDA) guidelines and instructions;
- Describe a book using MARC format;
- Select and properly format access points for books;
- Classify a book using Dewey Decimal and Library of Congress classification schemes;

- Apply subject headings and understand the nature of a thesaurus;
- Understand the benefits and problems of shared cataloging;
- Catalog a book using an electronic cataloging program.

## TEACHING METHOD

Class meetings consist primarily of lectures, discussions, and in-class exercises. In addition to attending classes, students will be expected, outside of class time, to complete practical exercises in cataloging and classification using cataloging software.

## REQUIRED TEXTS AND READINGS

### Required Text:

Joudrey, Daniel N., Taylor, Arlene G., and Miller, David P. 2015. *Introduction to cataloging and classification*. 11th ed. Santa Barbara, CA: Libraries Unlimited.

### Required Reading:

RDA Resource Description & Access. American Library Association, Canadian Library Association, and CILIP: Chartered Institute of Library and Information Professionals. Access freely through RDA Toolkit (<http://www.rdatoolkit.org/>) with LIS password.

Selected additional readings from books and articles will be assigned. These materials can be accessed via Laulima.

## SCORING AND GRADING

Assignment	Maximum points
Descriptive Cataloging Quiz	15
Library of Congress Subject Heading (LCSH) Quiz	10
Library of Congress Classification (LCC) Quiz	10
Dewey Decimal Classification (DDC) Quiz	10
OCLC Searching Exercise	5
Essay	10
Presentation	10
Bibliographic Records Creation Project	20
Attendance and Participation	10
<b>Total Points</b>	<b>100</b>

**Attendance and Participation:** Punctuality, attendance, and participation are crucial factors for success in this course. Points will be deducted for unexcused absences, tardiness, and lack of preparation for in-class or online discussions. Students will be

expected to fully engage in class and create a post (200 word minimum) about an assigned topic, as well as respond to others' posts.

**Presentation:** On the last day of lecture (Dec. 6, 2017) students are expected to give a well-researched presentation on a topic of their choice relating to information organization that has not been covered in class lectures, or expand on one of the topics covered in class. The presentation should be 15-20 minutes long and include handouts with resources for further reading.

**Late work:** Late work will **not** be accepted unless there are special circumstances requiring consideration. In such cases, the instructors will decide on the action to be taken after consultation with the individual student.

**Extra credit:** Students may earn extra credit by (1) summarizing a scholarly article about a topic that has been covered in class lectures or discussions, or (2) creating an additional online post about a reading or topic of discussion. Each task is worth up to five points for a total of ten extra credit points, maximum. Extra credit essays may be submitted at any time during the semester but by Dec. 6<sup>th</sup> 2017 at the latest. Essays should be 1-2 pages in length and be submitted with a copy of the article.

**Letter Grades:** Total points for the course will be converted to the following letter grades:

>99 = A+	92-99 = A	90-91 = A-
89 = B+	82-88 = B	80-81 = B-
79 = C+	72-78 = C	70-71 = C-
69 = D+	62-68 = D	60-61 = D-

## TECHNOLOGY REQUIREMENTS

This course makes extensive use of computers and telecommunications.

1. Students are expected to check their UH email regularly for important class information and be able to send emails from that account.
2. Students are expected to use Laulima to access course materials and to communicate with instructors and classmates.
3. Students will need access an internet-connected computer in order to complete homework assignments.
4. Students are required to obtain an LIS Computing Lab login in order to log into LIS classroom computers.

## PROFESSIONAL EXPECTATIONS

As graduate students of the University of Hawaii at Manoa, as representatives of the Library and Information Science Program, and as future information professionals, students are expected to conduct themselves appropriately and strictly adhere to the expectations outlined at <http://www.hawaii.edu/lis/resources/professional-expectations/>.

## KOKUA

If you need reasonable accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Manoa's KOKUA program (<http://www.hawaii.edu/kokua/>). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission.

## SUPPORT SERVICES

Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili'uokalani Center for Student Services, Room 312. More information is available at the CSDC website: <http://manoa.hawaii.edu/counseling/>.

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: <http://manoa.hawaii.edu/titleix/>.

## COURSE OUTLINE

- I. Introduction to cataloging and classification and bibliographic control
- II. Descriptive cataloging and introduction to MARC record structure
  - A. Physical description
  - B. Choosing the authorized and variant access points
  - C. Creating access points (headings) for people and corporate bodies
  - D. Creating access points (headings) for corporate bodies
  - E. Preferred titles (formerly called Uniform titles)
- III. Shared Cataloging
  - A. OCLC
- IV. Library of Congress Subject Cataloging

- A. Introduction and basic concepts
- B. Topical subdivisions
- C. Other subdivisions (geographical, form, and chronological)

V. Library of Congress Classification

- A. Introduction and basic concepts
- B. The schedules
- C. Cutter (book) numbers

VI. Dewey Decimal Classification

- A. Introduction and basic concepts
- B. Summary tables and the relative index
- C. The schedules
- D. The tables

VII. Metadata in Non-Library Contexts

**COURSE SCHEDULE (SUBJECT TO CHANGE)**

The following is a tentative schedule. Student should allocate at least 9 hours of study time outside of class lectures per week. This study time is best utilized by working on current cataloging assignments, reviewing past assignments and readings rather than working ahead on future assignments.

Week	Date	Topic	Required Readings and Assignments Due
1	8/23/2017 Chen & Joyce	Getting to know you; Introduction to the course; Introduction to descriptive cataloging	
2	8/30/2017 Chen	Descriptive cataloging continued	Joudrey: Ch.1 & 2; RDA: Introduction, Ch. 0
3	9/6/2017 Chen	Descriptive cataloging continued	Joudrey: Ch.3 & 4; RDA: Ch. 1 & 2
4	9/13/2017 Chen	Descriptive cataloging; Searching OCLC; OCLC Search assignment distributed	Joudrey: Ch. 5; RDA: Ch. 3 & 7
5	9/20/2017 Joyce	Providing access points; Inputting records into Connexion;	Joudrey: Ch. 6; RDA: Ch. 5 & 6; OCLC Search assignment DUE

		Handout for inputting records in Connexion distributed	
<b>6</b>	9/27/2017 Joyce	Creating access points for persons, families, and places	Joudrey: Ch. 7 (pp. 331-386); RDA: Ch. 8, 9, 10 & 16; Self-Study Assignment: Input cataloging record using Connexion
<b>7</b>	10/4/2017 Joyce	Creating access points for corporate bodies and preferred titles (uniform titles); Descriptive Cataloging Quiz distributed	Joudrey: Ch. 7 (386 - 418); Ch. 8; RDA: Ch. 11, 17-22, 24,
<b>8</b>	10/11/2017 Chen	Introduction to LCSH	Descriptive Cataloging Quiz DUE; Joudrey: Ch. 11,12; Self-Study Assignment: Basic LCSH Homework
<b>9</b>	10/18/2017 Joyce	LCSH continued	Joudrey: Ch. 10, 13; RDA: Ch. 23; Self-Study Assignment: Advanced LCSH Homework
<b>10</b>	10/25/2017 Joyce	LCSH review; Introduction to LCC; LCSH Quiz distributed	Joudrey: Ch. 16, 18, 19
<b>11</b>	11/1/2017 Joyce	LCC continued	LCSH Quiz DUE; Presentation topic selection DUE
<b>12</b>	11/8/2017 Joyce	LCC continued; LCC review; LCC Quiz distributed	Self-Study Assignment: LCC homework
<b>13</b>	11/15/2017 Chen	Introduction to Dewey Decimal Classification	LCC Quiz DUE; Joudrey – Ch. 17
<b>14</b>	11/22/2017 Chen	DDC continued; DDC Quiz distributed	Kwasnik & Rubin: “Stretching conceptual structures in classifications across languages and cultures”; Self-Study Assignment: Advanced DDC homework Essay (Required) DUE by 5 pm
<b>15</b>	11/29/2017 Chen	Metadata in other contexts	DDC Quiz DUE; Presentations (and handouts) DUE
<b>16</b>	12/6/2017 Chen & Joyce	Presentations	Essay (Extra Credit) DUE by 5pm

		Bibliographic Records Creation Project distributed	
<b>17</b>	12/13/2017 No class meeting	Study Day	Bibliographic Records Creation Project DUE by 5pm
<b>18</b>	12/20/2017 No class meeting	Finals Week	