LIS 605: Metadata Creation for Information Organization

COURSE SYLLABUS

Spring 2018

INSTRUCTORS

Suzhen Chen  
Hamilton Library, Cataloging 008D  
(808) 956-2425  
suzhen@hawaii.edu  
Office hours: By appointment

Margaret Joyce  
Hamilton Library, Cataloging 008J  
(808) 956-2013  
mjoyce4@hawaii.edu  
Office hours: By appointment

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:**


**Required Reading:**

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

### Scoring and Grading

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

**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 on a predetermined week, as well as to respond to posts on the discussion board (at least half of the threads). A sign up sheet will be provided so that students can select a week to write their required post. Posts can discuss an article related to cataloging, detail a specific cataloging issue, or expand on one of the topics discussed in class.

**Presentation:** On the last day of class (May 1st) 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 12-15 minutes long and include handouts with resources for further reading, as well as 5 or more sources cited for the content of the presentation. The substance of the presentation (slides, handouts, or other material) should be submitted to the instructors by the fifteenth week of class (April 24th, even if the student is presenting on May 1st). After this date, only minor changes to the material will be accepted without affecting the student’s grade.
In order to give students enough time to do the required research and evaluation of sources before designing their presentation, presentations topics will be submitted by the 20th of March via an online form. Presentation topic submittal should include a thesis statement for the presentation, a list of at least three sources, and a brief (1-2 sentence) discussion of material to be covered.

**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.

**Essay:** Students are required to read one scholarly article (from a peer-reviewed journal, and written in the last 10 years) related to cataloging and/or metadata. The students must summarize its content, and provide commentary in an essay of two to three pages. Essays should be submitted with a copy of the article discussed. Students may not choose one of the sources for their presentation to fulfill this requirement.

**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 three points for a total of six extra credit points, maximum.

Extra credit essays and posts may be submitted at any time during the semester but by May 1st at the latest.
**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/](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/](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 Liliʻuokalani 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
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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/09/2018</td>
<td>Getting to know you; Introduction to the course; Introduction to descriptive cataloging</td>
<td>Joudrey: Ch.1 &amp; 2; RDA: Introduction, Ch. 0</td>
</tr>
<tr>
<td>2</td>
<td>1/16/2018</td>
<td>Descriptive cataloging continued</td>
<td>Joudrey: Ch.3 &amp; 4; RDA: Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>3</td>
<td>1/23/2018</td>
<td>Descriptive cataloging continued</td>
<td>Joudrey: Ch. 5; RDA: Ch. 3 &amp; 7</td>
</tr>
<tr>
<td>4</td>
<td>1/30/2018</td>
<td>Descriptive cataloging; Searching OCLC; OCLC Search assignment distributed</td>
<td>Joudrey: Ch. 6; RDA: Ch. 5 &amp; 6; OCLC Search assignment DUE</td>
</tr>
<tr>
<td>5</td>
<td>2/6/2018</td>
<td>Providing access points; Inputting records into Connexion; Handout for inputting records in Connexion distributed</td>
<td>Joudrey: Ch. 6; RDA: Ch. 5 &amp; 6; OCLC Search assignment DUE</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Name</td>
<td>Activity</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>2/13/2018</td>
<td>Joyce</td>
<td>Creating access points for persons, families, and places</td>
</tr>
<tr>
<td>7</td>
<td>2/20/2018</td>
<td>Joyce</td>
<td>Creating access points for corporate bodies and preferred titles (uniform titles); Descriptive Cataloging Quiz distributed</td>
</tr>
<tr>
<td>8</td>
<td>02/27/2018</td>
<td>Chen</td>
<td>Introduction to LCSH</td>
</tr>
<tr>
<td>9</td>
<td>03/06/2018</td>
<td>Joyce</td>
<td>LCSH continued</td>
</tr>
<tr>
<td>10</td>
<td>03/13/2018</td>
<td>Joyce</td>
<td>LCSH review; Introduction to LCC; LCSH Quiz distributed</td>
</tr>
<tr>
<td>11</td>
<td>03/20/2018</td>
<td>Joyce</td>
<td>LCC continued</td>
</tr>
<tr>
<td>12</td>
<td>04/03/2018</td>
<td>Joyce</td>
<td>LCC continued; LCC review; LCC Quiz distributed</td>
</tr>
<tr>
<td>13</td>
<td>04/10/2018</td>
<td>Chen</td>
<td>Introduction to Dewey Decimal Classification</td>
</tr>
<tr>
<td>14</td>
<td>04/17/2018</td>
<td>Chen</td>
<td>DDC continued; DDC Quiz distributed</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Handout</td>
<td>Metadata/Handout</td>
<td>Due Date and Details</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------</td>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>04/24/2018</td>
<td>Self-Study Assignment: Advanced DDC homework Essay (Required)</td>
<td>Chen</td>
<td>DUE by 5 pm</td>
</tr>
<tr>
<td>05/01/2018</td>
<td>Presentations Bibliographic Records Creation Project distributed</td>
<td>Chen &amp; Joyce</td>
<td>DUE by 5pm</td>
</tr>
<tr>
<td>05/08/2017</td>
<td>Finals week</td>
<td></td>
<td>Bibliographic Records Creation Project DUE by 5pm</td>
</tr>
</tbody>
</table>