LIS 605: Metadata Creation for Information Organization

COURSE SYLLABUS

Spring 2019

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, and basic knowledge of non-MARC metadata. MLISc degree required course (pre-spring 2018); MLISc degree SLO3 course (spring 2018 and after).

PREREQUISITES

None.

STUDENT LEARNING OUTCOMES

SLO3: Create, organize, manage and discover information resources
SLO4: Evaluate and apply information technologies
SLO5: Analyze and apply knowledge about information needs and perspectives of indigenous cultures and/or diverse communities

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
Catalog a book using an electronic cataloging program
Understand the benefits and problems of shared cataloging
Understand a variety of metadata standards

**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 participate in online discussions, complete practical exercises in cataloging and classification using cataloging software, and other metadata projects.

**Required Texts and Readings**

**Required Text:**

**Required Reading:**

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

**Scoring and Grading**

<p>| 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             |                 |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCLC Searching Exercise</td>
<td>3</td>
</tr>
<tr>
<td>Group discussion leader</td>
<td>8</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Bibliographic Records Creation Project</td>
<td>20</td>
</tr>
<tr>
<td>Non-MARC Metadata Exercise</td>
<td>4</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 are expected to fully engage in class discussions and activities, as well as to prepare the assigned reading for each class.

**Class discussion leader**: Each student will lead a short class discussion (approximately 10 minutes). Students will be expected to summarize an article related to cataloging, detail a specific cataloging issue, or expand on one of the topics discussed in class in an online post prior to their assigned date. Students should prepare 3-5 related questions/topics to lead in-class discussion. An online sign-up sheet will be provided. It is the responsibility of all students to read the discussion topics prior to class, so that they can participate in the discussion.

**Presentation**: During the last two class sessions (April 18 & April 25), 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 a topic or issue covered in class. The presentation should be 10-12 minutes long and be accompanied by 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 sixteenth week of class (April 25th) for final grading.

In order to give students enough time to do the required research and evaluation of sources before designing their presentation, topics are required to be submitted by the 28th 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 the 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.

**Extra credit**: Students may earn extra credit by (1) writing a 2-3 page essay on an article from a peer-reviewed journal, published in the last 10 years, and related to cataloging and/or metadata. 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, or (2) creating an online post of 200 words or more about a reading or topic of discussion citing additional sources not assigned in class. 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 2nd 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. Students who bring their own laptops to class may work on classroom activities on their own devices.

**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 Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: [http://manoa.hawaii.edu/counseling/](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/](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. Non-MARC Metadata

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.

<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>1/10/2019</td>
<td>Getting to know you; Introduction to the course; Introduction to descriptive cataloging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chen &amp; Joyce</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>1/17/2019</td>
<td>Descriptive cataloging continued</td>
<td>Joudrey: Ch. 1 &amp; 2 RDA: Introduction, Ch. 0</td>
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<tr>
<td></td>
<td>Chen</td>
<td></td>
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<tr>
<td>3</td>
<td>1/24/2019</td>
<td>Descriptive cataloging continued</td>
<td>Joudrey: Ch.3 &amp; 4; RDA: Ch. 1 &amp; 2</td>
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<td>Chen</td>
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<tr>
<td>4</td>
<td>1/31/2019</td>
<td>Descriptive cataloging; Searching OCLC; Inputting records into Connexion; OCLC Search assignment distributed</td>
<td>Joudrey: Ch. 5; RDA: Ch. 3 &amp; 7</td>
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<td></td>
<td>Chen</td>
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<tr>
<td></td>
<td>Date</td>
<td>Instructor</td>
<td>Topic</td>
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<td>------------------------------------------------------------</td>
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<tr>
<td>5</td>
<td>2/7/2019</td>
<td>Joyce</td>
<td>Providing access points; Creating access points for persons, families, and places</td>
</tr>
<tr>
<td>6</td>
<td>2/14/2019</td>
<td>Joyce</td>
<td>Creating access points for persons, families, and places: Creating access points for corporate bodies and preferred titles (uniform titles);</td>
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<tr>
<td>7</td>
<td>2/21/2019</td>
<td>Chen</td>
<td>Introduction to LCSH Descriptive Cataloging Quiz distributed</td>
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<tr>
<td>8</td>
<td>2/28/2019</td>
<td>Joyce</td>
<td>LCSH continued</td>
</tr>
<tr>
<td>9</td>
<td>3/7/2019</td>
<td>Joyce</td>
<td>LCSH continued</td>
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<tr>
<td>10</td>
<td>3/14/2019</td>
<td>Joyce</td>
<td>LCSH review; Other cataloging terms LCSH Quiz distributed</td>
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<tr>
<td>11</td>
<td>3/21/2019</td>
<td>No class meeting</td>
<td>Spring break</td>
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<tr>
<td>12</td>
<td>3/28/2019</td>
<td>Joyce</td>
<td>LCC introduction</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Instructor(s)</td>
<td>Topics/Assignments</td>
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<tr>
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<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>13</td>
<td>4/4/2019</td>
<td>Joyce</td>
<td>LCC continued; LCC review; LCC Quiz distributed</td>
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<tr>
<td>14</td>
<td>4/11/2019</td>
<td>Chen</td>
<td>Introduction to Dewey Decimal Classification</td>
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<tr>
<td>15</td>
<td>4/18/2019</td>
<td>Chen &amp; Joyce</td>
<td>DDC continued; DDC Quiz distributed; Presentations</td>
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<td>16</td>
<td>4/25/2019</td>
<td>Chen &amp; Joyce</td>
<td>Metadata in other contexts; Presentations</td>
</tr>
<tr>
<td>17</td>
<td>5/2/2019</td>
<td>No class meeting</td>
<td>Finals Week</td>
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