Library and Information Science Program
University of Hawai‘i at Mānoa
LIS 606: Advanced Cataloging & Classification

Spring 2017

Course Syllabus

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Course description

Building on cataloging principles and rules taught in LIS 605, LIS 606 introduces students to the rules, principles, and practices of authority control in library catalogs, reference structure, choice of access points in the bibliographic record, form of access points, MARC authority record construction, cataloging of various non-book formats including electronic formats, and cataloging of continuing resources. Continues (from 605) the study of Functional Requirements of Bibliographic Records (FRBR), descriptive cataloging using RDA (Resource Description & Access), MARC bibliographic format, Library of Congress Subject Headings (LCSH), and Library of Congress Classification (LCC). The course will also explore metadata concepts with an introduction to Dublin Core and Metadata Object Description Schema (MODS).

The class is asynchronous. All assignments are available now but it’s best to work on the modules as scheduled on the syllabus. Part of your grade is participating in the forums. I don't expect you to comment on every assignment or topic but the forums are your opportunity to discuss assignments and modules with your fellow students. The syllabus has the schedule for modules and assignments. Homework assignments will require the use of OCLC’s Connexion® cataloging client or web-based Connexion browser. The Connexion client can be downloaded free of charge to your home computer or any other PC running Windows. Download instructions will be provided.

Students will be expected to subscribe to the RDA-L discussion list by January 22 and remained subscribed through at least April 30. Subscription instructions are available here.
Student learning outcomes (SLOs) addressed

This course addresses the following student learning outcomes:

SLO 1a) Apply LIS theory and principles to diverse information contexts

SLO 1c) Develop and apply critical thinking skills in preparation for professional practice

SLO 3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.

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

SLO 3c) Search, retrieve and synthesize information from a variety of systems and sources.

SLO 4b) Integrate emerging technologies into professional practice.

Professional expectations

All students in the course are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice/

Course objectives

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

- Understand the nature of works, expressions, manifestations, and items in the FRBR conceptual model.
- Apply the descriptive cataloging rules in RDA (Resource Description & Access) and the Library of Congress/Program for Cooperative Cataloging Policy Statements (LC-PCC PS) to a resource in any physical format and of any form of issuance.
- Using the OCLC Connexion® client or browser, create a MARC bibliographic record for a resource in any physical format and of any form of issuance.
- Using the OCLC Connexion® client or browser, create a MARC authority record for a personal name, corporate body name, or conference name.
- Determine and properly format access points in bibliographic records
- Conduct authority research
- Properly construct and format headings and references in authority records
- Assign and properly construct Library of Congress Subject Headings subject strings according to the rules in Subject Headings Manual (SHM)
- Classify library resources using the Library of Congress Classification scheme.
• Articulate the concepts of metadata for the description of and access to knowledge records.
• Create Dublin Core and MODS metadata.

Teaching method

The course will be taught in an asynchronous-online environment where interactions with the instructor, your peers, and the learning materials are primarily through Laulima, the University's Learning Management System. The online modality means that the course is able to take advantage of different types of learning resources and activities. At the same time, learners are given more responsibility for their learning, including developing adequate technology skills and time management, and engaging with the class. Two main reasons why students do not succeed in online classes is because of technological problems that are not addressed right away or because the course timeline is not followed. These issues are not unique to online classes, but they are much more pronounced online. A meaningful online presence and constructive participation are required. Assignments are designed to promote critical analysis and reflection on class material as well provide real practical experience with cataloging and classification.

Technology requirements

This is an online class where students must have a reliable internet connection and a computer capable of running up-to-date programs, including a web browser, a word processor, and so on. If you have issues with the technology, online help is likely available. For Laulima problems, there is a "Request Assistance" link at all Laulima pages. Also, you can contact me any time. Technological problems are one of the main reasons why students do not succeed in online classes, and the faster they can be resolved, the better.

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/kokuah). 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/.
Prerequisites

LIS 605

Required texts besides RDA Toolkit (all freely available via WWW)


MARC bibliographic format. Freely available via WWW at http://www.loc.gov/marc/bibliographic/ecbdhome.html

*OCLC authorities userguide*. Freely available via WWW at http://www.oclc.org/support/documentation/worldcat/authorities/authformat/default.htm

MARC authority format. Freely available via WWW at http://www.loc.gov/marc/authority/

*Selected subdivisions lists and instruction sheets from Subject Headings Manual (SHM)*

Optional text


Grading

Homework exercises 91% (13 assignments @ 7 points each)
Class participation 9%

Total 100 pts.

98-100=A+ | 93-97=A | 90-92=A- | 87-89=B+ | 83-86=B | 80-82=B- | 77-79=C+ | 73-76=C

COURSE SCHEDULE AND READINGS (schedule subject to change)

Module 1 (Week of Jan. 9 and 16)

Object and Principles of Cataloging
FRBR (Functional Requirements for Bibliographic Records)
RDA (Resource Description and Access)

Readings:


Assignment 1 (FRBR, WEMI and RDA Toolkit) DUE Jan. 22

Module 2 (Week of Jan. 23)
Authority work, authority records and authority files
Authorized and variant access points in RDA/MARC authority format
Personal name and corporate body NARs

Readings:

**Browse:**

*Functional Requirements for Authority Data (FRAD)*

**Assignment 2 (RDA/MARC Name Authorities) DUE Jan. 29**

**Module 3 (Week of Jan. 30)**

Access points representing persons and corporate bodies

Constructing AAPs for persons and corporate bodies

Variant access points for persons and corporate bodies

**Readings:**

- Using the RDA Toolkit: http://www.loc.gov/aba/rda/pdf/ToolkitCourse.pdf
- RDA chapter 8 and associated LC-PCC PSes
- RDA 9.2 and associated LC-PCC PSes
- RDA 9.5 through 9.16 and associated LC-PCC PSes
- RDA chapter 11 and associated LC-PCC PSes


**OCLC authorities userguide.** Freely available via WWW at http://www.oclc.org/support/documentation/worldcat/authorities/authformat/default.htm

**Optional reading:**

- Maxwell, pp 199-221; 251-259; 271-288; 321-352; 374-402

**Assignment 3 (Constructing Access Points for Persons and Corporate Bodies) DUE Feb. 5**

**Module 4 (Week of Feb. 6)**

Access points representing works and expressions

Constructing authorized access points (AAPs) for works and expressions

Using access points in bibliographic records to represent works and expressions

Expressing WEMI relationships in MARC bibliographic format

Authority records for works and expressions
Readings:
· RDA 6.0 through 6.6 and associated LC/PCC-PSes
· RDA 6.27.1 and associated LC/PCC-PSes
· RDA 9.0 through 9.4 and associated LC-PCC PSes
RDA chapter 11 and associated LC-PCC PSesRDA appendix F and associated LC/PCC-PSes (skim)
· RDA 19.1-19.2 and associated LC/PCC-PSes

Descriptive cataloging manual, Z1. Name and series authority records (DCM:Z1)

Optional reading:
· Maxwell, pp 222-251; 259-275; 327-331; 334-389; 393-398; 430-438; 440-469; 474-479;

Assignment 4 (Constructing AAPs for Works and Expressions) DUE Feb. 12

Module 5 (Week of Feb. 13 and 20)
LCSH and bibliographic 6XX coding
Subject headings and subdivisions
Subject string syntax
Readings:
http://lcweb.loc.gov/catdir/bibcontrol/mann_paper.pdf
Handout: How To Assign LCSH
Handout: Subject authority record guide
Subject Headings Manual (SHM):
   H80
   H180
   H620
   H830
   H1075

Recommended reading:

ALCTS/PCC Basic LCSH workshop slides (Powerpoint)

Assignment 5 (Expressing WEMI Relationships in MARC Bibliographic Format) DUE Feb. 19
**Module 6 (Week of Feb. 27)**
Library of Congress Classification

*Read:*

**Assignment 6 (LCSH) DUE Feb. 26**

**Module 7 (Week of Mar. 6)**
*RDA* principles and general rules
Descriptive cataloging rules in *RDA*
Identifying and recording attributes of manifestations
Describing carriers
General rules for transcription
Printed textual materials cataloging
*ISBD*

*Reading:*
RDA chapter 1 and associated LC-PCC PSes (skim)
RDA chapter 2 and associated LC-PCC PSes (skim)
RDA chapter 3 and associated LC-PCC PSes (skim)
RDA appendices A through D and associated LC-PCC PSes (skim)

*Original Cataloging Process: Description and Access*
*General Rules for Transcription in RDA*
*Describing manifestations: books, pamphlets, printed sheets*
*ISBD Punctuation guidelines and examples*
*Physical description of printed texts*

*Optional reading:*
- Maxwell, pp 27-41; 51-185

**Assignment 7 (Library of Congress Classification) DUE Mar. 5**

**Module 8 (Week of Mar. 13)**
Cartographic materials cataloging

*Optional reading:*
Maxwell, pp 697-710

**Assignment 8 (Bibliographic Description of Printed Textual Monographs) DUE Mar. 12**
Module 9 (Week of Mar. 20)
Cataloging videorecordings

Readings:
Best Practices for Cataloging DVD-Video and Blu-ray Discs Using RDA and MARC21
H1913

Optional reading:
Maxwell, pp 757-774
Adam Schiff LCGFT training slides

Assignment 9 (Map Cataloging) DUE Mar. 26

Spring Break (Week of Mar. 27)

Module 10 (Week of Apr. 3)
Cataloging musical sound recordings

Browse:
Best practices for music cataloging using RDA and MARC21

Optional reading:
Maxwell, Appendix E

Assignment 10 (Videorecording Cataloging) DUE Apr. 9

Module 11 (Week of Apr. 10)
Serials cataloging
Cataloging remote electronic resources
Integrating vs. continuing resources
Cataloging electronic serials

Readings

CCM Module 31 Remote Access Electronic Serials (Revised 2013 for RDA)
Skim and refer to as needed for assignment 12:
CONSER Cataloging Manual CCM

Module 3: Preferred source and other sources of information
Module 4: Persons, families, and corporate bodies associated with a work (Fields 100-111 and 700-711)
Module 5: Authorized access points for serial works and expressions
Module 7: Additional authorized access points and variant access points for the title (Fields 245, 246, and 730/740/700-711)
Module 8: Numbering (Fields 362, 515, 588)
Module 10: Publication, distribution, etc.
Module 14: Linking relationships (Fields 765-787, 580)
Module 15: Subject headings (6XX)
Module 16: When to create a new description
Module 31: Remote access electronic serials (Online serials)
Optional reading:
Maxwell, pp 803-820; 835-852

Assignment 11 (Music Sound Recording Cataloging) DUE Apr. 16

Module 12 (Week of Apr. 17)
Introduction to Metadata
Concepts in Metadata
Introduction to XML

Readings:
Doctorow, Cory. “Metacrap: Putting the torch to seven straw-men of the meta-utopia”
http://www.well.com/~doctorow/metacrap.htm

Optionally read:
“Understanding Metadata.” Available online at:
http://www.niso.org/standards/resources/UnderstandingMetadata.pdf

Assignment 12 (Electronic Serials Cataloging) DUE Apr. 23

Module 13 (Week of Apr. 24 and May 1)
Dublin Core
Metadata Object Description Schema (MODS)

Readings:

Browse:
Hillmann, Diane. Using Dublin Core.
Dublin Core Metadata Element Set, Version 1.1
http://dublincore.org/documents/dces/
CDP Metadata Working Group Dublin Core Metadata Best Practices, Version 2.1.1, September 2006. (69 pages.) Online:
http://sustainableheritagenetwork.org/system/files/atoms/file/CDPDublinCoreBPs_0.pdf
MODS (Metadata Object Description Schema)
http://www.loc.gov/standards/mods/
Library of Congress MODS User Guidelines
http://www.loc.gov/standards/mods/userguide/
Outline of Elements and Attributes in MODS Version 3.6
http://www.loc.gov/standards/mods/mods-outline.html

Assignment 13 (Dublin Core and MODS) DUE May 7