LIS 605 : Metadata Creation for Information Organization
Course Syllabus
Spring 2016

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Course Description

An introduction to the uses and techniques of cataloging and classification. Focus is on a MARC (MAchine Readable Cataloging) based system. The course covers descriptive cataloging, Library of Congress and Dewey Decimal classification schemes, Library of Congress subject headings, and on-line and shared cataloging options. Emphasis is on practical rather than philosophical topics, and on practice at the level common at academic or large public libraries.

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. Demonstrate 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 guidelines and instructions;
- Describe a book using MARC format;
- Select and properly format access points for books;
- Classify a book using either Dewey Decimal or Library of Congress classification schemes;
- Apply subject headings and understand the nature of a thesaurus;
- Understand the benefits and problems of shared cataloging; and
- 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 to complete practical exercises in cataloging and classification using cataloging software.

Required Textbooks and Other Readings

- Abbas, June. 2010. *Structures for organizing knowledge : exploring taxonomies, ontologies, and other schemas*. New York: Neal-Schuman Publishers.

- Selected additional readings from books and articles will be assigned. Materials that are designated as **e-reserve** can be accessed via the **Hawaii Voyager Library Catalog** Web page. Select **Course Reserves** and search on **LIS 605**.

Scoring and Grading

Assignment	Maximum points
RDA Quiz	20
Library of Congress Subject Heading Quiz	20
Library of Congress Classification Quiz	20
Dewey Decimal Classification Quiz	20
OCLC Searching Exercise	10
Attendance & Participation*	10

TOTAL POINTS	100

***Attendance & 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 discussions which may at times, due to time constraints, move to an online venue.

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

Extra credit: There are four opportunities for extra credit. At the end of each of the main units of the course (Description and Access, Library of Congress Subject Headings, Library of Congress Classification, and Dewey Decimal Classification) the student may find and summarize one scholarly article on the topic of that unit. The summary and a printout of the article are handed in with the completed quiz for that unit. Two points maximum can be awarded for each extra credit summary, thus totaling eight possible extra credit points during the semester. In previous semesters students have raised their final grades by doing the extra credit work.

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

>99 (outstanding work) = A+	92-98 = 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. Each student will be expected to read and send email.
2. Each student will need to access an Internet-connected computer in order to complete homework assignments.

Professional Expectations

Please review the Professional Expectations Notice available on the UH LIS Website at: http://www.hawaii.edu/lis/students/professional-expectations-notice/

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
    D. Creating access points (headings) for corporate bodies
    E. Preferred title (formerly called Uniform titles)
III. Library of Congress Subject Cataloging
IV. Library of Congress Classification
    A. Introduction and basic concepts
    B. The schedules
    C. Cutter (book) numbers
V. Dewey Decimal Classification
    A. Introduction and basic concepts
    B. Summary tables and the relative index
    C. The schedules
    D. The tables
VI. Shared cataloging
    A. OCLC

Tentative Course Schedule (subject to change)

The following is a tentative schedule. Student should allocate at least 9 but preferably more hours of study time per week outside of class. Study time is best utilized by working on current cataloging assignments, reviewing past assignments and reviewing assigned rules and reading assignments, *not* by working on future cataloging or searching assignments in which you have not received instruction.

Session Number	Date	Topic(s)	Readings and Assignments Due
1	1/14/16	Getting to know you; Introduction to the course; Introduction to descriptive cataloging	
		Descriptive cataloging	Required readings: Abbas: Chapter 1;

2	1/21/16	(continued); Discussion of Abbas, Chapter 1	Introduction to RDA (Chapter 0, available online in RDA Toolkit at http://www.rdatoolkit.org/)
3	1/28/16	Descriptive cataloging (continued); Discussion of Abbas, Chapter 2 ("Introduction" through "Thesauri")	Required readings: Abbas: Pages 17-26 of Chapter 2; Review rules & illustrations covered in lecture
4	2/4/16	Descriptive cataloging (continued) Discussion of Abbas, Chapter 2 ("Classification Schemes" through "Thought Exercises")	Required readings: Abbas: Pages 26-40 of Chapter 2; Review rules & illustrations covered in lecture
5	2/11/16	Providing access points; Discussion of Abbas, Chapter 3 ("Standards and Standards Development" through "Resource Description and Access"); Inputting records using Connexion	Required readings: Abbas: Pages 43-55 of Chapter 3; Review rules & illustrations covered in lecture
6	2/18/16	Creating access points for persons; Discussion of Abbas, Chapter 3 ("Subject-Related Content Standards" through "Thought Exercises"); Searching for cataloging articles	Required readings: Abbas: Pages 55-64 of Chapter 3; Review rules & illustrations covered in lecture Self-Study Assignment: Input cataloging record using Connexion
		Creating access points for corporate bodies;	

7	2/25/16	Creating access points for "preferred titles" (formerly known as "uniform titles"); Discussion of Abbas, Chapter 4 ("Introduction" through "Digital Applications and Digital Knowledge Structures"); **Descriptive Quiz will be handed out - Please see new date below**	Required readings: Abbas: Pages 69-99 of Chapter 4; Review rules & illustrations covered in lecture
8	3/3/16	Finish Descriptive Cataloging Introduction to Library of Congress Subject Headings (LCSH) Discussion of Abbas, Chapter 4 ("Knowledge Structures within Library Science" through "Controlled Vocabularies") **Descriptive Quiz will be handed out (new date)**	Assignment due: ~~Completed Descriptive Quiz~~ **- Please see new date below** Required readings: Abbas: Pages 99-114, 116-120 of Chapter 4; Introduction to LCSH (e-reserve)
9	13/10/16	Subject cataloging and LCSH (continued); Discussion of Olson article	Assignment due: **Completed Descriptive Quiz (new date)** Required readings: Olson: Difference, culture, and change: the untapped potential of LCSH (e-reserve) Self-Study Assignment: Basic LCSH homework
		Review of LCSH; Introduction to Library of Congress Classification (LCC);	Required readings:

10	3/17/16	Discussion of Abbas, Chapter 4 ("Classification Schemes" through "Thought Exercises"); **LCSH quiz will be handed out.**	Abbas: Pages 120-136 of Chapter 4 Self-Study Assignment: Advanced LCSH homework
11	3/31/16	LCC (continued); Discussion of Abbas, Chapter 5	Assignment due: **Completed LCSH Quiz** Required readings: Abbas: Chapter 5 Review illustrations covered in lecture
12	4/7/16	LCC (continued); Discussion of Abbas, Chapter 6 ("Introduction" through "Social Cataloging Sites: LibraryThing");	Required readings: Abbas: Pages 175-188 of Chapter 6 Review illustrations covered in lecture Self-Study Assignment: Basic LCC homework
13	4/14/16	Introduction to Dewey Decimal Classification system (DDC); Discussion of Abbas, Chapter 6 ("Research Related to Social Knowledge-Organizing Behaviors and Socially-Constructed Knowledge Spaces" through "Thought Exercises"); **LCC Quiz will be handed out**	Required readings: Abbas: Pages 188-200 of Chapter 6 Self-Study Assignment: Advanced LCC homework
14	4/21/16	DDC (continued); Discussion of Abbas, Chapter 7; Searching OCLC using a command-line search; **OCLC Search**	Assignment Due: **Completed LCC Quiz** Required readings: Abbas: Chapter 7 Self-Study Assignment: Basic DDC homework

		assignment will be handed out	
15	4/28/16	DDC (continued); Discussion of Kwasnik and Rubin article; **DDC Quiz will be handed out**	Assignment due: **Completed OCLC Search** Required readings: Kwasnik & Rubin: Stretching conceptual structures in classifications across languages and cultures (e-reserve) Self-Study Assignment: Advanced DDC homework
	5/12/2016	(no class session)	Assignment Due: **Completed DDC Quiz due at 5:00 p.m.**

Note: If you need reasonable accommodations because of the impact of a disability, please

1. contact the Kokua Program (V/T) at 956-7511 or 956-7612 in room 013 of the Queen Liliʻuokalani Center for Student Services (QLC);
2. speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Information about the Kokua Program is available online at: http://www.hawaii.edu/kokua/.

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