LBSC 770, Bibliographic Control
University of Maryland, College of Information Studies

Spring 2010

Dr. Sheila S. Intner
702 Beacon Landing
Tinton Falls, NJ 07753
732-922-2882
mailto:shemat@aol.com

Office Hours: I will be available online
Fridays from 9:00 to 10:00 AM to iChat
with students.

SYLLABUS
Catalog Description:

Problems and current issues in bibliographic control. Study and use of subject heading lists, thesauri, classification schemes, cataloging standards and bibliographic utilities.

Topics to be covered:

- Introduction to rules and tools
- Subject analysis: Indexing/Subject Cataloging and Classification
- Sears List of Subject Headings
- Library of Congress Subject Headings
- Dewey Decimal Classification
- Library of Congress Classification
- Description and Access: Anglo-American Cataloguing Rules (2 sessions)
- Bibliographic description: AACR2, Part 1
- Selecting descriptive access points: AACR2, Part 2
- Authority control and establishing authorized name headings: AACR2, Part 2
- Uniform titles
- Computer encoding and the MARC Format
- Dublin Core and other metadata schemas
- Bibliographic networks
- Future trends

Course objectives: Upon satisfactory completion of this course, students will be able to:

- identify standard rules and tools used in library cataloging for a variety of media
- understand the relationships between international and national standards
- apply AACR2-2005 to create bibliographic descriptions
- apply Sears List of Subject Headings and Library of Congress Subject Headings to provide subject headings
- apply Dewey Decimal Classification and Library of Congress Classification numbers
- add shelf marks to classified materials
- encode cataloging in the MARC format
- define metadata and identify several metadata schemas
- be familiar with current issues in cataloging and classification

Course materials

The recommended textbook is Standard Cataloging for School and Public Libraries, 4th ed., by Sheila S. Intner and Jean Weihs (Westport, CT: Libraries Unlimited, 2007). Tools needed for assignments and readings are available on the Web (URLs are provided below). Some tools may be available as printed versions in the cataloging lab in CLIS in pod 4111 or in a library. You will be expected to find and gather additional materials to complete some assignments.

Plagiarism and other University policies

This course follows University policies and procedures, including adherence to the Honor Code (http://www.studenthonorcouncil.umd.edu/code.html), accommodations for students with
disabilities, and consideration for religious holidays. If you have questions regarding these or other matters, please discuss them with the instructor.

Assignments

Three types of assignments are to be completed for this class:

1- Six cataloging exercises are to be prepared by the student and handed in at designated times during the semester. After an exercise is returned with the professor’s comments and a grade, students have one week to revise it if they wish to improve the grade. (35% of final grade)

2- A short paper (maximum 5 pages excluding cover page and bibliography) on a topic selected and studied by the student is to be written during the semester, and handed in at a designated time three weeks before the end of the semester. (35% of final grade)

3- Two examinations will be given: a midterm examination at the end of units 1-8, covering description, access, and MARC; and a final examination at the end of units 9-15 covering subject analysis, subject cataloging, classification, & subject coding. (30% of final grade—15% each)

Note that, for the purposes of the term paper, a “page” is defined as follows:

- 8½ x 11 paper
- Double-spaced -- this is especially important for cataloging assignments, but it applies to all assignments
- 1” margins all around
- Numbered in sequence (not counting the cover page, if used)
- Times Roman 12-point font

The quality of your writing for the paper will be assessed along with the content. Check spelling yourself and do not rely solely on automatic spell-checking. Edit for grammar, readability, and conciseness. These and other stylistic aspects of your paper will represent 25% of the grade given to it.

More detailed instructions about assignments will be provided during the semester. Be sure to put your name, course number, title of assignment, and date in a running header on every cataloging assignment, and on the short paper.

Short Paper

During the first few weeks of class, students will select a topic for their short papers. The topics should be areas of interdisciplinary scholarship. Examples of appropriate topics are biomedical engineering, Oriental art, rock music, mental health, gender issues, homeopathy, constitutional law, Irish history, palliative care, etc. It is important to choose a subject on which you have sufficient knowledge to evaluate the way it is treated in subject cataloging/classification.

The student is to research the way the topic is represented by standard library subject headings (LCSH) and/or classifications (DDC &/or LCC). This is to be done as follows: (1) Gather a broad range of books on the subject and examine the Cataloging-in-Publication for subject headings and classification numbers assigned to the books. At least 30 representative titles
should be selected, although a larger number is better. (2) Record the subject headings &/or
classification numbers found in the Cataloging-In-Publication & list them in tables, charts, and/or
diagrams. Also, summarize these findings in a prose narrative. (3) Evaluate & critique the
quality of the subject access provided. Identify all the gaps, inaccuracies, semantic and
syntactic problems, or other issues that have been discovered.

Due Dates

All exercises and assignments are due on specific dates. Late assignments will be penalized
one grade (e.g., from A- to B+) or may not be accepted. Plan ahead not to be late. If you are ill
or have an emergency and cannot hand in an assignment on time, inform the professor before
the due date and no penalty will be incurred.

Grading

The grading scale for all assignments and the final grade is as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
</tr>
<tr>
<td>80-84</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>B-</td>
</tr>
<tr>
<td>70-74</td>
<td>C+</td>
</tr>
<tr>
<td>65-69</td>
<td>C</td>
</tr>
<tr>
<td>60-64</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Cataloging assignments will be posted at the beginning of selected weeks for six weeks. They
will be due one week after posting. When the deadline occurs, they will be corrected, given a
temporary grade, and returned within 3 working days. Students can raise the grade by revising
the assignment and submitting it a second time, no more than one week later. If no revision is
received at this time, the temporary grade becomes permanent for the assignment.

Papers will be graded on four criteria, each worth 25 points:

1- Writing: Is the writing clear? Are the points being made logical and understandable?
Is the style professional? Have sources been cited properly?

2- Relevance, scope and coverage of the literature examined: Are the titles examined
representative of the topic? Is their scope and coverage adequate?

3- Report and analysis of the findings: Is it clear what subject headings and/or
classification numbers have been found? Are tables, charts, diagrams, or other visuals clear
and easy to read? Is the narrative description easy to follow and understand?

4- Quality of the evaluation and conclusion: Does the writer understand and describe
the relation between what was found and what library patrons seeking material on that topic are
likely to search? Are identified problems documented by the findings?

Course Evaluation

You will have an opportunity to evaluate the course and instructor formally at the end of the
term. However, your suggestions and feedback throughout the course are welcome.

Technical Help and Consultation
If you need help on searching for materials for your paper, make an appointment with Karen Patterson, the subject specialist for LIS at McKeldin Library. 301-405-2067. kpatter@umd.edu.

**SEMESTER SCHEDULE**

Note: All readings are to be completed before the class time indicated, so that everyone can participate in discussions and activities. Schedule/readings are subject to change.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS and ACTIVITIES</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Introduction</td>
<td>Textbook, chapter 1 and 2</td>
</tr>
<tr>
<td></td>
<td>• Content vs. carrier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monographic vs. continuing resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Paper topics</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>• MARC Format: Encoding bibliographic data</td>
<td>Textbook, chapter 12</td>
</tr>
<tr>
<td></td>
<td>• Online tools: Introduction to Cataloger’s Desktop and OCLC Connexion</td>
<td>Take OCLC Connexion tutorials Print OCLC workforms for books and serials</td>
</tr>
<tr>
<td>Week 3</td>
<td>• Describing monographic resources</td>
<td>Textbook, chapters 3 and 4</td>
</tr>
<tr>
<td></td>
<td>• Describing books</td>
<td>AACR2, chapters 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper topic due</td>
</tr>
<tr>
<td>Week 4</td>
<td>• Describing nonprint resources</td>
<td>Textbook, chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AACR2, chapters 6-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 1 due</td>
</tr>
<tr>
<td>Week 5</td>
<td>• Describing continuing resources</td>
<td>AACR2, chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 due</td>
</tr>
<tr>
<td>Week 6</td>
<td>• Descriptive access</td>
<td>Textbook, chapter 5</td>
</tr>
<tr>
<td></td>
<td>• Choosing descriptive access points for names and titles</td>
<td>AACR2, chapter 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 3 due</td>
</tr>
<tr>
<td>Week 7</td>
<td>• Formulating name and title headings</td>
<td>Textbook, chapter 5</td>
</tr>
<tr>
<td></td>
<td>• References</td>
<td>AACR2, chapters 22-26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 4 due</td>
</tr>
<tr>
<td>Week 8</td>
<td>• Midterm examination on description, access, &amp; MARC format</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>• Subject analysis:</td>
<td>Textbook, chapters 6 and 9</td>
</tr>
<tr>
<td></td>
<td>• Principles of subject cataloging &amp; classification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Determining subject content</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Representing subject content</td>
<td>Textbook, chapter 8</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Subject cataloging using <em>Library of Congress Subject Headings</em></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Subject cataloging using <em>Sears List of Subject Headings</em></td>
<td>Textbook, chapter 7 Assignment 5 due</td>
</tr>
<tr>
<td></td>
<td>Classifying materials using Dewey Decimal Classification</td>
<td>Textbook, chapter 10 Term Paper due</td>
</tr>
<tr>
<td>Week 12</td>
<td>Classifying materials using Library of Congress Classification</td>
<td>Textbook, chapter 11 Assignment 6 due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Catalog management issues; costs; training; copy cataloging; outsourcing. <em>Metadata.</em></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Final examination</td>
<td><em>Happy Summer!</em></td>
</tr>
</tbody>
</table>

**ADDITIONAL READINGS YOU MAY FIND USEFUL**

*Please note:* Readings available on electronic reserve via the UM Libraries catalog may be accessed using the password <lbsc770int>.


**BIBLIOGRAPHY OF RULES & TOOLS NEEDED FOR CATALOGING & CLASSIFICATION ASSIGNMENTS**
Anglo-American Cataloguing Rules, 2nd ed., 2002 revision, & 2003, 2004, & 2005 updates. An online version is available via Cataloger’s Desktop, mounted on 3 terminals behind the reference desk at McKeldin Library. It includes Library of Congress Rule Interpretations. Print versions are available in pod 4111 on bookshelves in the lobby area. The door to this room should be open when the building is open.


Fritz, Deborah A., Cataloging with AACR2 and MARC21... Chicago: ALA, 2005. (This is a manual, not a cataloging or classification standard. It may be helpful, especially for encoding bibliographic data in the MARC format.)

MARC encoding instructions are available at the OCLC website (click on link to Bibliographic Formats and Standards), on Cataloger’s Desktop, or at the LC website, http://lcweb.loc.gov/marc/bibliographic/ecbdhome.html.

Library of Congress Classification, various schedules. Available online via Classification Plus, mounted on the 3 terminals behind the reference desk at McKeldin Library.

Library of Congress Subject Headings. latest edition. Available online via Classification Plus, mounted on the 3 terminals behind the reference desk at McKeldin Library. Recent print editions are available in pod 4111.

PERSONAL DATA re PROFESSOR EMERITA SHEILA S. INTNER

Phone: 732-922-2882  (don’t call before 9 AM or after 9 PM except for emergency)

Hours: I will be online for iChat on Fridays from 9-10 AM.

Home: 702 Beacon Landing; Tinton Falls, NJ 07753

Internet: shemat@aol.com

Schooling: B.A. in Economics & Political Science, Northwestern University, 1955
M.L.S., Queens College, CUNY, 1976
D.L.S., Columbia University, 1982

Dissertation: Access to Media: An Investigation of Public Librarians’ Bibliographic Practices & Attitudes toward Nonprint Materials. I found access was not equal & librarians thought nonprint materials had good information, but patrons preferred books.

Work history: 1973-1982, Great Neck (NY) Library: technical services clerk; cataloger; music librarian; coordinator of automated services
1981-1982, Queens College, CUNY: part-time faculty, taught cataloging
1982-1983, Emory University: full-time faculty
1983-1985, Columbia University: full-time faculty
1985-1986, UCLA: full-time visiting faculty
1986-2006, Simmons GSLIS: full-time faculty; founding director of GSLIS at Mount Holyoke College; retired 2006.
2006, part-time faculty at Catholic University of America
2007- the present, part-time faculty at University of Maryland CLIS & Rutgers University SCI.

Recent extra-curricular activities, publications, etc.:

STUDENT PERSONAL DATA SHEET

PLEASE FILL IN this optional data sheet & email it to Professor Intner. It gives a sense of your background, unique strengths & experiences.

NAME: ______________________________________________________

ADDRESS where you can be reached: _____________________________

PHONE: ____________________ EMAIL: _______________________

UNDERGRADUATE SCHOOL/DEGREE/YEAR/MAJOR:

GRADUATE SCHOOL/DEGREE/YEAR/SPECIALIZATION:

WORK EXPERIENCE: give years, name of employer, title, main duties

CLIS COURSES COMPLETED: give course titles or subject keywords

( use verso for additional information)