Bibliographic Control
LBSC770, Section 0101, Spring 2014
Tuesdays 2:00-4:45 p.m.
Hornbake 0109

Instructor: T. Kanti Srikantaiah
Office: Hornbake Building, 4111H
Office Hours: Tuesdays: 10-12 a.m., Wednesdays: 10-12 a.m. (Other times by appointment)
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Course 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 bibliographic control: standards, tools, and techniques
Descriptive Cataloging
   Eight Areas of Bibliographic Description
   AACR2R
   FRBR
   RDA
Authority Control
   Personal Names
   Corporate Bodies
   Uniform Titles
   Series
   Subject Headings
   Others
   FRBD
Classification Systems
   Dewey Decimal Classification
   Library of Congress Classification
   Cutter Numbers
   Others
Subject Heading Lists
   Sears List of Subject Headings
   Library of Congress Subject Headings
Student Learning Outcomes:
Specifically, at the end of the satisfactory completion of this course, each student will:

- Describe the principles, systems and methods of bibliographic control from the perspective of information storage, access and retrieval;
- Apply Eight areas of bibliographic description as specified in RDA, and similar reference tools;
- Understand Dewey Decimal Classification and Library of Congress Classification;
- Use Sears List of Subject Headings and Library of Congress Subject Headings;
- Understand Encoding Standards (MARC, etc.);
- Analyze Metadata and Metadata Schemas;
- Importance of XML, and,
- Become familiar with current issues in cataloging and classification.

Textbook & Course Materials:
   Also available in electronic version
   Go to www.cafescribe.com

Supplementary Readings

Relevant readings for each segment will be assigned at class meetings.
**Course Requirements:**

**Reading Commentary**
You need to select one article from the professional literature in the area of bibliographic control and submit a one/two page review of the article pointing out your learning.

**Class Participation**
Full participation is the expected norm. Some of the factors considered in grading this part of the course include: demonstrating knowledge of the subject matter; identifying useful outside references; applying the subject matter to students' experiences; generating additional class discussion; and responding thoughtfully to classmates' comments.

**Assignments**
There will be three assignments in the course:
- a) First, an assignment on descriptive cataloging
- b) Second, an assignment on Classification
- c) Third, an assignment on Subject Headings

**Mid-Term Exam**
The mid-term exam consists of understanding of chapters, concepts, and applications.

**Final Exam**
The final examination consists of a complete understanding of all topics discussed in the semester. While the focus is on the second half of the semester, it is cumulative in the sense that it requires students to integrate the skills and knowledge from the entire course.

**Due Dates and late Assignments**
Timely completion of all assignments is essential in keeping pace with the work and in fairness to all class members. Work must be submitted by the due date. Work not submitted on time is either (a) late; or (b) missed.
- *Late Work:* Work received within 48 hours after the due date/time will receive a penalty of one-half of a grade.
- *Missed Work:* Work submitted more than 48 hours past the due date/time without prior approval will be given a grade of zero, an F.
- *Mitigating Circumstances:* We all occasionally experience personal or technological problems beyond our control. I will, of course, consider these types of problems on a case-by-case basis before assessing any "penalty" for late or missed work. Of course, a corollary of this is that I have to know about the problem in a timely manner! Therefore, requests for extensions of time must be made to me by the due date.

**Grading Information and Criteria**
I want to explain my grading philosophy in some detail because I want you to understand how your work will be evaluated in this course. Please keep in mind that assignments, exams, and discussion items are the only ways I can tell whether you comprehend the material covered. Use these as platforms to show me what you have learned. Please be sure to use references and
appropriate citations in all assignments and exams submitted for grading. This shows me how you used the material covered and any outside readings to support your position.

In general, grading will include graduate writing skills, understanding of course concepts, the linking of course material to practical situations, focus on the assigned questions, and scholarly support using appropriately cited references.

An "A" represents excellence. In order to earn an "A", you must consistently demonstrate a superior understanding of the subject matter. This doesn't mean perfection. It means doing more than is expected for an assignment or exam. It means spending as much time needed to submit your very best work with each and every assignment. I understand that putting in the time it takes to do your very best work week in and week out isn't always possible. After all, I understand that there are other important priorities in your life. However, if you do not consistently submit the very best work that you are capable of doing, you should not expect to get an "A".

To increase the chances of getting an "A", please pay close attention to the quality of your writing. Superior writing skills certainly can help you to earn a better grade. The degree to which you provide authoritative support in your discussion can also improve your chances of earning an "A".

When I provide feedback on your assignment, I will not comment line by line. I won't correct your typing, your spelling, or your grammar. If you make more than a couple of mistakes I will usually make a comment about how you need to edit your work more carefully. I expect your assignments to be free from these mistakes. Your participation gives you the opportunity to share your perspective on the subject matter with your classmates as well as to learn from them.

If you have any questions about a grade you received, please let me know. I try very hard to evaluate each assignment and exam fairly, but I can only evaluate what you submit. I don't have the benefit of knowing all of the time and effort you have put into an assignment and exam. Therefore, you need to make that effort stand out. Sometimes I can misinterpret what you have written, which is why I am always willing to clarify how I graded your assignment or exam. I want to treat each of you fairly, and I will do everything I can to see that your grade truly reflects the scholarship of your work. I will be looking for how much responsibility and initiative you take for your learning.

| Classroom attendance, participation, and presentations | 20 points |
| Written assignments | 30 points |
| Professional paper review | 10 points |
| Mid-Term Examination | 20 points |
| Final Examination | 20 points |

The final grade will be determined on the basis of written assignments, professional paper review, classroom participation, a mid-term examination and a final examination.
The grading scale for the final grade is as follows:

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<th>Grade</th>
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<td>A</td>
<td>95-100</td>
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<td>A-</td>
<td>90-94</td>
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<td>B+</td>
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<td>B-</td>
<td>75-79</td>
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<td>C+</td>
<td>70-74</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
<td>Less than 60</td>
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**Syllabus Change Policy:**
This syllabus is a guide for the course and is subject to change with advance notice.

**Academic Integrity:**
Work submitted in this course will be individual and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged. Please visit the following website for more information on the University’s Code of Academic Integrity: http://www.studenthonorcouncil.umd.edu/code.html

**Students with Disabilities:**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers. This should be done at the beginning of the semester.

**Classroom Environment:**
As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Issues of policy can involve strongly held beliefs and current political controversies. Remember--your classmates may have different perspectives on issues than you, but they still deserve your respect. As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session. If you use your laptop in the classroom, limit the usage of the computer to course-related reasons (i.e., taking notes).
Extensions:
Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the professor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the paper will result in a deduction of half of a letter grade for each day the paper is late, while unexcused delays in presentations will result in a deduction of half a letter grade for each class meeting the presentation is late.

Emergency Preparedness:
Information about the status of the campus is available at http://www.umd.edu/emergencypreparedness/. If the campus is closed, please make sure to stay safe. Information about possible rescheduling of course activities will be provided via e-mail once the campus has reopened.

CourseEvalUM:
Participation in the evaluation of courses through CourseEvalUM is a responsibility that students hold as members of our academic community. Student feedback is confidential and important to the improvement of teaching and learning at the University. Please go directly to the website (www.courseevalum.umd.edu) to complete the evaluations at the end of the semester.
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<tr>
<th>CLASS MEETING</th>
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<th>TOPICS</th>
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| 1             | January 31 | INTRODUCTION  
• Review of syllabus  
• Content vs. carrier  
• Monographic resources  
• Continuing resources  

Things to do:  
Read  
Textbook: Chapter 1 and Chapter 2 |
| 2             | February 7 | DESCRIPTIVE CATALOGING AND BIBLIOGRAPHIC RECORD  
• Describing monographic resources: Print materials  
• Eight Areas of Bibliographic Description  
• OCLC Connexion and Cataloger’s Desktop  
• General Discussion  

Things to do:  
Read  
Textbook: Chapter 3  
AACR2R/RDA |
| 3             | February 14| DESCRIPTIVE CATALOGING & BIBLIOGRAPHIC RECORD (Cont)  
• Describing non-print resources  
• Comparison: print vs non-print  
• MARC Coding  

Things to do:  
Read  
Textbook: Chapter 4  
AACR2R/RDA  
MARC Documentation  
ASSIGNMENT # 1 (DUE WEEK 6) |
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<th>CLASS MEETING</th>
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| 4             | February 21| ENCODING STANDARDS  
|               |            |   • OCLC Connexion and Cataloger’s Desktop  
|               |            |   • MARC Display  
|               |            |   • Others  
|               |            | **Things to do:**  
|               |            |   Read  
|               |            |   Textbook: Chapter 12  
|               |            |   MARC Documentation  
| 5             | February 28| ACCESS POINTS  
|               |            |   • Personal names  
|               |            |   • Corporate bodies  
|               |            |   • Uniform titles  
|               |            |   • others  
|               |            | **Things to do:**  
|               |            |   Read  
|               |            |   Textbook: Chapter 5  
|               |            |   AACR2R/RDA  
| 6             | March 6    | ACCESS POINTS (contd)  
|               |            |   • Choice of Access Points  
|               |            |   • Formulating Cross References  
|               |            | **Things to do:**  
|               |            |   Read  
|               |            |   Textbook: Chapter 5  
|               |            |   AACR2R  
|               |            | **Submit**  
|               |            |   Assignment # 1 Due  
|               |            | **ASSIGNMENT # 2 (DUE WEEK 9)**  

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<th>CLASS MEETING</th>
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<td>March 13</td>
<td>MIDTERM ACCESS AND MARC FORMAT</td>
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<td>Review of Assignment # 1</td>
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<td>March 27</td>
<td>CLASSIFICATION SYSTEMS: GENERAL &amp; DDC</td>
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<td>Textbook: Chapter 9 &amp;10</td>
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<td>9</td>
<td>April 3</td>
<td>CLASSIFICATION SYSTEMS: LCC</td>
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<td>Submit Assignment # 2</td>
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<td>ASSIGNMENT # 3 (DUE WEEK 12)</td>
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<td>10</td>
<td>April 10</td>
<td>SUBJECT HEADINGS: GENERAL &amp; SEARS</td>
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<td>• Subject cataloging principles</td>
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<td>Textbook: Chapter 6 &amp; 7</td>
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| 11           | April 17  | SUBJECT HEADINGS: GENERAL & LCSH  
|              |           | • Evolution  
|              |           | • LCSH  
|              |           | • Discussion with examples                                                  |
|              |           | **Things to do:**  
|              |           | Read  
|              |           | Textbook: Chapter 8                                                         |
| 12           | April 24  | FILING PRINCIPLES  
|              |           | • General filing schema  
|              |           | • Library information systems  
|              |           | • Non-library information systems  
|              |           | • Manual filing vs. electronic filing  
|              |           | • Display characteristics  
|              |           | • User needs assessment                                                        |
|              |           | **Things to do:**  
|              |           | Submit  
|              |           | Assignment # 3 Due                                                            |
| 13           | May 1     | CATALOG MAINTENANCE  
|              |           | • Integration  
|              |           | • Policies  
|              |           | • Implementation                                                              |
|              |           | **Things to do:**  
|              |           | Read  
|              |           | Textbook: Chapter 13                                                          |
|              |           | Review of Assignment # 3 Due                                                |
|              |           | Review Article Due                                                          |
| 14           | May 8     | FUTURE OF BIBLIOGRAPHIC CONTROL  
|              |           | • Trends  
|              |           | • Cataloging and Indexing                                                   
|              |           | • Discussion of Articles and Reviews                                       
|              |           | REVIEW OF THE SEMESTER WORK.  
|              |           | Q & A  
|              |           | FINAL EXAM                                                                  |

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