

LIS 9200: Descriptive Cataloguing Theory and Practice

Fall 2020
G. Campbell

OBJECTIVES

This course has the following objectives:

- To study the principles guiding catalogue code design for the preparation of bibliographic records;
- To develop advanced cataloguing skills through intensive practice in cataloguing both print and non-print media;
- To examine issues arising from the use of cataloguing codes in various library settings, the structure of library catalogues, and the transition to online bibliographic control;
- To consider the role, operation and capabilities of bibliographic databases and networks;
- To investigate metadata systems for networked information discovery and retrieval, and their relationship to the traditional practice of bibliographic description.

After successfully completing this course, therefore, you should be able to:

- **Create** bibliographic descriptions in a library environment for materials in various media, using the most current cataloguing and encoding standards;
- **Comprehend** the relationship of bibliographic description to modern metadata environments, both within and beyond traditional library settings;
- **Understand** and **respect** the work of professionals and paraprofessionals who are engaged in front-line bibliographic description;
- **Investigate** and **assess** alternative ways of providing metadata services in library settings;
- **Evaluate** the benefits and drawbacks of a library's participation, both in library-based bibliographic networks and broader metadata-based networks.

PREREQUISITE:

LIS 9002¹

¹ Unless you have the prerequisite for this course or written special permission from the Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Learning Outcome: Students who complete this course will be able to:	Related MLIS Program-Level Learning Outcomes	What assignments provide evidence of learning outcomes?	How will instructors assess mastery of learning outcome?
to create bibliographic descriptions in a library environment for materials in various media, using the most current cataloguing and encoding standards;	Navigate, evaluate and use multiple elements of a range of information environments, including those associated with data curation, information visualization, databases and information architectures.	Practical Assignments	The assignments will test the students in standard cataloguing and encoding techniques across a range of media, and in a variety of professional contexts.
comprehend the relationship of bibliographic description to modern metadata environments, both within and beyond traditional library settings	Discriminate among current and emerging information and communication technologies to judge effective management and use in constantly changing information workplaces.	Term Paper	The term paper will require the students to integrate their concrete skills acquisition into a holistic understanding of information environments, both within and beyond libraries.
understand and respect the work of professionals and paraprofessionals who engage in front-line bibliographic description;	Exercise and enact the values and principles of the field and its specialisations with an awareness of overarching social responsibility associated with progressive public service for the public good.	Practical Assignments Term Paper	The term paper will require the students to interpret their acquired skills within the context of the library's broader responsibility for progressive public service. The assignments will ensure that students have an understanding of the work of both professionals and paraprofessionals in bibliographic description.
investigate and assess alternative ways of providing metadata services in library settings	Discriminate among current and emerging information and communication technologies to judge effective management and use in constantly changing information workplaces.	Practical Assignments	The practical assignments require students to translate traditional description into non-traditional metadata descriptions and explore the consequences of that transition.
evaluate the benefits and drawbacks of a library's participation, both in library-based bibliographic networks and broader metadata-based networks.	Navigate, evaluate and use multiple elements of a range of information environments, including those associated with data curation, information visualization, databases and information architectures.	Term Paper Practical Assignments	At least one practical assignment requires the students to use the OCLC bibliographic network, and the term paper is slanted towards the library's participation in broader information environments.

INSTRUCTOR:

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Office Hours: TBA

COURSE DELIVERY:

The course will be primarily asynchronous, with a half hour per week of synchronous instruction. The class will be divided in 2, and 2 half-hour sessions will be held on Tuesday evenings.

TEXTS:

There is no required text for this class. Students are, however, urged to bring laptop or notebook computers to class, in order to gain access to the most up-to-date resources available on the FIMS Internet.

Students will use the following computer resources in the course:

OWL Instructional Site (for access to class readings, online lectures and class wikis)
RDA Toolkit (for access to Resource Description and Access)
OCLC Connexion (for MARC interface and accessing MARC records)

Other computer resources may be used as well, at least on an optional basis.

ASSIGNMENTS:

Students will be evaluated through the following:

Four short cataloguing assignments, worth 10 each.	40 %
A metadata encoding assignment	25 %
A paper on bibliographic control in the current library environment.	30 %
Participation	5 %

CLASS POLICIES:

Extensions for class assignments will only be considered if there is a significant reason for needing the extensions. Requests for the extension **MUST** be received by e-mail no later than one week before the assignment is due.

Late assignments that have not been granted an extension will be penalized at the rate of 3 % per day.

Appeals regarding graded assignments must be made within 2 weeks of receiving the graded assignment.

Class participation: “participation” need not consist of standing up and speaking in front of others. E-mail messages between classes that contribute to class discussions, raise points for consideration, or recommend a reading related to the course content will also be considered participation.

ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence: for further details see Scholastic offence Policy Section 10 in the School of Graduate and Postdoctoral Studies Academic Calendar at <http://grad.uwo.calendar.html>.

Support Services:

Students who are in emotional/mental distress should refer to Mental Health@Western_ http://www.uwo.ca/health/mental_wellbeing/index.html for a complete list of options about how to obtain help.