

LIS 9200: Descriptive Cataloguing Theory and Practice

Winter 2024
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.

LEARNING OUTCOMES:

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? |
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| 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. | Catalogue Records | The students will be collecting and revising catalogue records 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. | Individual Term Projects | 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. | Catalogue Records Application Profile Group Project | The harvesting of catalogue records from various sources will enable students to understand the work of front-line bibliographic description; The Group Project will require the students to construct a working profile for such work that is manageable and respectful of the work of cataloguers. |
| 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. | Application Profile Group Project | The Group Project will require that students consider the various options and alternatives available to them in designing an application profile for whatever system they are supporting. |
| 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. | Catalogue Records | Students will be using the most current iteration of OLCL's online bibliographic utility and assessing the value of such utilities in creating records of quality and utility. |

INSTRUCTOR:

Grant Campbell
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 519-661-2111 ext. 88483
 E-mail: gcampbel@uwo.ca

OFFICE HOURS:

Tuesday, 5-6 pm. I will also be available for Zoom or Skype consultation at other times, by appointment.

COURSE DELIVERY:

The course will be held in person on Wednesday afternoons from 1:30-4:30 in the FIMS Nursing Building, Room 3320.

TEXTS:

There is no required text for this class. All assigned readings are available through Western Libraries, unless otherwise indicated. 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 WorldShare (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:

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| Creation of bibliographic records (throughout the term) | 20 % |
| Group presentation and project on application profile (due at end of semester) | 40 % |
| Individual project on bibliographic control (due after Research Week) | 30 % |
| Class attendance and participation | 10 % |

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.

Attendance: Students are expected to attend class regularly. While there is no specific number of allowable missed classes, poor attendance will be reflected in the Attendance and Participation grade.

Recording of Lectures: Unless otherwise stated, NO classes will be recorded. If you miss a class, you will need to make arrangements to get the notes from a fellow class member. However, any PowerPoint slides will be available. Also, if the white board is used, photos of the board will be mounted for further use.

Use of Electronics in the Classroom: You are urged to bring laptops to class, so that you can use the online resources. You are also encouraged to bring your phones to take pictures of white boards, should they be used. My only stipulations: **Do not record me without my permission. And do not use electronics in a way that disturbs the classroom experience for others.**

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>.

ChatGPT: Use of any AI service such as ChatGPT is not encouraged. If you do use ChatGPT or any other such AI generator of text, you must clearly acknowledge your use.

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.

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with **Accessible Education Western (AEW)**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both **AEW** and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Course Outline (Subject to Change):

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| January 10 | History of Bibliographic Description | |
| January 17 | The Title and Statement of Responsibility | |
| January 24 | Edition, Material-Specific and Publication Areas | |
| January 31 | Physical Description, Series, Notes and Standard Numbers Areas | |
| February 7 | Agents Associated with a Resource | |
| February 14 | Authority Control | |
| February 21 | RESEARCH WEEK | |
| February 28 | The Future of Bibliographic Description | Individual Projects Due |
| March 6 | Linked Data Systems | |
| March 13 | The Dublin Core | |
| March 20 | The Library Reference Model | |
| March 27 | The Library Reference Model | |
| April 3 | The BibFrame Project | |
| April 10 | Course Conclusion | Group Projects Due |