



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information  
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

## **LIBR 511 Cataloguing and Classification – Course Syllabus (3)**

**Program:** Master of Library and Information Studies

**Year:** 2020 Winter Session, Term 2

**Course Schedule:** Mondays 6pm to 8:50

**Location:** [TBA]

**Instructor:** Maryann Kempthorne

**Office location:**

**Office phone:**

**Office hours:**

**E-mail address:**

**Learning Management Site:**

**Online CANVAS**

**Twitter, skype, gmail @maryakem**

**By phone or conf Tuesdays 9-11, or  
by appointment**

**maryakem@gmail.com**

<http://lthub.ubc.ca/guides/canvas/>

**Course Goal:** This course prepares students for the creation and consumption of bibliographic information in the library context and beyond.

**Course Objectives:** Cataloguing and classification are specialized, technical and interpretive areas of study and practice. This course is an introduction to a specialized field of study and covers the tools, techniques, and standards of cataloguing and classification. It prepares students not only to engage in professional cataloguing work, but also fosters a sense of purpose and equips them with the skills to evaluate cataloguing practices, tools and systems.

**Learning Outcomes:**

### **Upon completion of this course students will be able to:**

1. Construct bibliographic records according to library standards (RDA and AACR) and international best practices with monographs and other items. [1.2, 3.1]\*
2. Appraise for selection and enhance bibliographic records following the Dewey Decimal Classification, Library of Congress Classification and Library of Congress Subject, and other subject, Headings lists and thesauri. [1.1, 1.2, 3.1]
3. Encode bibliographic records in MARC format [1.1, 1.2, 3.1]
4. Explain the purposes of catalogues and cataloguing [1.1, 1.2]\*
5. Make use of the tools that are available to professional cataloguers {1.2}\*
6. Describe and evaluate the bibliographic standards that provide access to library materials {1.2,2.1,2.2}

**Course Topics:**

- Purpose and foundations of cataloguing and classification.



- Description principles, practices and standards for creating surrogate records.
- MARC encoding of bibliographic descriptions.
- Subject heading work and classification in the library catalogues.
- Operating the library catalogue and appraising metadata tools, systems, access.
- Evaluation of cataloguing work.
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**Prerequisites** MLIS and Dual MAS/MLIS: Completion of MLIS/MAS core or permission of the SLAIS Graduate Advisor

**Format of the course:**

Online synchronous lecture content, group discussion and lab activities for instructor and self-assessment. The course requires individual and group contribution. The course required content is available weekly in Canvas and met over weekly in a timed Monday Evening class time. Should students miss a scheduled meeting they may request up to two make-up 1:1 with the instructor.

Majority of the course grade is determined through the submission of assigned work but also with some assessment made through grading of participation in learning outcomes and quizzes, etc. Discussion of course content, field study, readings, and self-instruction through online tutorials are also to be expected of all students to maximize learning and extend/exchange the individual skills of each course participant.

Students are expected to meet and participate via the online portal and the estimated number of weekly hours for the course is nine. Classes will be delivered and managed through Canvas, using Collaborate Ultra and other integrated tools.

**Required and Recommended Reading:** Available online via the course learning management system

**Course Assignments,**

Assignment Name	Due Date	Weight	Graduate Competencies
Descriptive Cataloguing	Feb 1	20pts	1.2
Subject headings	March 2	25pts	1.2
Classification	March 15	20pts	1.2
Appraising the catalogue student presentation	April 8	20pts	2.1; 2.2
Participatory mark	Ongoing	15pts	2.1, 2.2

**Course Schedule [week-by-week]:**

Topic	Date
Self orientation online, introductions	On or around January 11
International bibliographic standards and the Anglo American context	January 11
Cataloguer’s toolbox, tools and systems operations of the catalogue	January 18
Descriptive cataloguing and MARC encoding	January 25



Virtual conference attendance, Access Con – Sept 30-Oct 1, online class	By Feb 1
Access points for library materials in the catalogue and linked data	Feb 8
NO CLASS reading break	Feb 15
Authority control & Subject Heading	Feb 22
Classification I	March 1
Classification II	March 8
Projects in technical services workshop	March 15
Cataloguing and Metadata futures in Technical Services for libraries	March 22
NO CLASS Easter Long Weekend	March 29
Change Management session. GUEST Speaker.	April 5
Course wrap up and reflections. Class discussion on catalogue assignment.	April 12

**Attendance:**

- Attendance is required online. If you will be absent please inform me prior.
- If students will be absent for more than 2.0 please schedule an appointment
- Attendance may be considered in evaluation of participation points for course standing.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

**Required Materials:** Required readings and virtual field study items will be open access, free of expense. Access is provided through the learning management system with alternate formats available as required.

**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity,



including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

**Additional course information:** As a graduate student and emerging professional students are expected to be active participants in their own learning and will be partnering with the instructor on the arrangement and comprehensiveness of this syllabus. Please consider the role of self-pacing and feel encouraged to access accommodations and seek adjustments whenever necessary but especially in our first two weeks.