



THE UNIVERSITY OF BRITISH COLUMBIA

iSchool (Library, Archival & Information Studies)
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ 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: 2019-2020 Winter Session, Term 1

Course Schedule: Tuesdays 6pm to 8:50

Location: [TBA]

Instructor: Maryann Kempthorne

Office location:

Office phone:

Office hours:

E-mail address:

Learning Management Site:

iSchool Adjunct Office

Twitter, skype, gmail @maryakem

By phone or lms weekly Sunday 6-9,

Tuesdays 12-1, or by appointment

maryakem@gmail.com

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

Course Goal:

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

<http://slais.ubc.ca>

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.

Prerequisites: MLIS and Dual MAS/MLIS: Completion of MLIS/MAS core or permission of the SLAIS Graduate Advisor

Format of the course: Weekly lectures and in-class labs blended with online content as well as individual instruction, group work and presentations. Majority of the course grade is determined through the submission of in-class work and participation in learning outcomes as a group. 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.

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

Course Assignments,

Assignment Name	Due Date	Weight	Graduate Competencies
Descriptive Cataloguing	October 8	25%	1.2
Subject headings	November 5	25%	1.2
Classification	November 19		1.2
Appraising the catalogue student presentation	TBA	15%	2.1; 2.2
Participatory mark	Ongoing	15%	2.1, 2.2

Course Schedule [week-by-week]:

Topic	Date
Self orientation online, introductions	By September 8 6pm
International bibliographic standards and the Anglo American context	September 10
Cataloguer's toolbox, tools and systems operations of the catalogue	September 17
Descriptive cataloguing and MARC encoding	September 24
Virtual conference attendance, Access Con – Sept 30-Oct 1, online class	October 2
Access points for library materials in the catalogue and linked data	October 9
Authority control & Subject Heading	October 15
FRBR, RDA in theory, workflows & recon	October 22
Classification I	October 29
Classification II	November 5
Projects in technical services workshop	November 12



Cataloguing and Metadata futures in Technical Services for libraries	November 19
Exit session. Poster sessions of student presentation work	November 25

Attendance:

- Attendance is required in class and with supporting classes in some week through the learning management system
- If students will be absent for more than 1.5 classes the instructor should be informed.

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.

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>)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: (<https://students.ubc.ca/about-student-services/centre-for-accessibility>). You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: (<http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>)



THE UNIVERSITY OF BRITISH COLUMBIA

iSchool (Library, Archival & Information Studies)

Faculty of Arts

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

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.