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LS 532 Organization of Collections
Spring, 2008
College of Education
Department of Library Science

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LS 532 is a required course for the Master's in Library Science and Librarian Certification

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Texts/Readings: Evans, G. E., Intner, S. S., & Weihs, J. (2002) *Introduction to Technical Services*, 7th ed. Westport, Conn.: Libraries Unlimited (**Required; Provided**)

(2005) *Cataloging Correctly for Kids*, 4th ed. Intner, S. S., Fountain, J. F., and Gilchrist, J.E., editors. Chicago, Ill. : American Library Association (**Required; Provided**)

*(*2005) *Anglo-American Cataloguing Rules*, 2nd ed., with updates. Chicago, Ill.: American Library Association (**Required; Provided**)

(2004) A*bridged Dewey Decimal Classification and Relative Index*, Edition 14. Dublin, Ohio: OCLC, Inc. (**Required; Provided**)

Haynes, E. and Fountain, J. F. (2005) *Unlocking the Mysteries of Cataloging: A Workbook of Examples*. Westport, Conn.: Libraries Unlimited (**Required; Provided**)
Companion web site: http://lu.com/workbook

Fountain, J. F. (2001) *Subject Headings for School and Public Libraries: An LCSH/Sears Companion*. 3rd ed. Westport, Conn.: Libraries Unlimited (**Required; Provided**)

MARC Magician [CD-ROM] (2007) Madison, Wis.: Mitinet.Library Services (**Required; Provided**) Related web site: www.mitinet.com

Understanding MARC Authority Records, 2nd ed. (2004). Washington, D.C., Library of Congress, at http://www.loc.gov/marc/uma/ (**Required; Hardcopy provided + Online**)

Understanding MARC Bibliographic, 7th ed., (2003) Washington, D.C., Library of Congress, at http://www.loc.gov/marc/umb/ (**Required; Hardcopy provided + Online**)

MARC 21 Concise Format for Bibliographic Data. (2008) Washington,

D.C., Library of Congress,
http://www.loc.gov/marc/bibliographic/ecbdhome.html **(Required; Online)**

Library of Congress Authority File. (2008) Washington,
D.C., Library of Congress,   http://authorities.loc.gov/ **(Required; Online)**

Course Description: This course provides an introduction to the principles of descriptive cataloging, subject analysis, and classification of library materials according to the latest standards: Anglo-American cataloging rules, the Dewey Decimal and Library of Congress classification systems, Library of Congress subject headings, and the MARC format for automated catalogs. Presents cataloging in the broad context of reference and technical services operations, including the use of online resources in providing services.

Standards Matrix:

Objectives/Learning Outcomes The candidate:	Activities (* indicates field-based activity)	Performance Assessment	Standards: *NCATE Standards* ALA/AASL Standards
Applies a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community	Written submissions of cataloging records including all required standard elements of bibliographic description of books and nonbook materials exhibiting diversity Written submissions of cataloging records with curricular and key word enhancements, as well as controlled subject terminology appropriate for K-12 users of books and nonbook materials exhibiting diversity	Study keys, online and classroom discussion, and individual email and oral feedback Study keys, online and classroom discussion, and individual email and oral feedback	*1, 4* 1,3b
Manages information resources by identifying means of providing remote access to information	Written submissions of cataloging records formatted according to international MARC [MAchine Readable Cataloging] standards for remote searching in K-12 library catalogs of books and nonbook materials exhibiting diversity	Study keys, online and classroom discussion, and individual email and oral feedback	*1, 4* 1.3c
Organizes, manages and assesses all human, financial, and physical resources of the library media program	Written submissions of cataloging records that include classification and location information for physical access to materials in K-12 catalogs of books and nonbook materials exhibiting diversity	Study keys, online and classroom discussion, and individual email and oral feedback	*1, 4* 4.2a
Plans strategically to ensure physical and intellectual access to information for the entire school community	Written submission of a cataloging policy based on national standards for K-12 catalogs and a typical school mission statement in a school with a diverse population	Rubric, classroom and online discussion, and individual email feedback	*1, 4* 4.1d, 4.2a

Web address for *NCATE standards***:**
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#top

Web address for ALA/AASL standards:
www.ala.org/ala/aasl/aasleducation/schoollibrarymed/**ala-aasl**_slms2003.pdf

Course Format:

The content of this course is delivered in four face-to-face full-day class meetings and online using Blackboard. In addition, course concepts are learned through self-study, optional work with partners or small groups, and discussions on Blackboard. Evaluation consists of comparison of graded submissions with study keys and rubrics, professor assessments using study/answer keys, rubrics, and classroom inquiries and discussion.

This course focuses on four major objectives (as assessed by the IDEA course evaluation system):

Essential:
1. Learning fundamental principles, generalizations, or theories (of organization of collections)
2. Developing specific skills, competencies, and points of view needed by professionals (librarians) in the field most closely related to this course (library science)

Important:
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

Course Content:

Descriptive cataloging
Subject analysis
Classification of library materials
Anglo-American cataloging rules
Dewey Decimal Classification
Library of Congress Subject Headings
The Annotated Card Program
MARC formats for automated catalogs
Technical services operations
Use of online catalogs in providing reference services

Course Requirements:

Class Participation/Professionalism: Professional-quality, regular, and courteous participation in course discussions. Personal communications must be made through Email and other means. Students are expected to assist in maintaining a learning environment that is conducive to learning,

treating faculty, other students, and any visitors with respect, turn off all personal communication devices while in the classroom. Students may not use course materials for any purpose than personal study. All textbooks required for the semester are available the first day of class and must be returned at the end of the course.

Course Assignments:
Assigned readings should be done before related written assignments, which are weekly. This is not a self-paced course. Because the material in this is cumulative, time is allowed between assignments to absorb and reflect on the material. Reading and practice assignments culminate in a series of five projects.

Evaluation:
Prior to the first class, students will complete a pre-course knowledge assessment, which will not be graded but compared to the post-course assessment to be used in future versions of the course. Grades for other required activities are based on timeliness (2 points deducted per day late), evidence of having studied the readings, completeness, and accuracy, as well as following instructions, correct American spelling, correct grammar, following class file protocols. The percentage values for the final grade are:

1. Readings and informational assignments   5%
2. Practice assignments   35%
3. Written projects   50%
4. Quality class participation   5%
5. Return of borrowed texts in good condition   5%
     Total   100%

Expectations:

File requirements:
1. Keep external backups (external disk) of all work submitted;
2. Name your submission files as instructed in each assignment;
3. Submit requested revisions with the specified filenames; grades for the original and revisions will be averaged.

Technology competencies/requirements at the beginning of the course:
1. Regular access to an online computer and Microsoft Word software
2. Competence in sending & receiving emails, attaching files to emails and Blackboard links

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a

summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography:

See "Texts/Readings" above.