



# Independent Study | in Idaho

**LIBS 418/518  
Classification and  
Cataloging**

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The University of Idaho in statewide cooperation with  
Boise State University — Idaho State University — Lewis-Clark State College

# Course Guide

Independent  
Study | in Idaho

*Self-paced study. Anytime. Anywhere!*

## Library Science 418/518

### Classification and Cataloging

University of Idaho  
3 Semester-Hour Credits

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## **LIBS 418-518 Classification and Cataloging**

### **3 Semester-Hour Credits: U of I**

### **Syllabus/Course Guide**

#### **Welcome!**

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

#### **Policies and Procedures**

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Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

#### **Course Description**

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Organization of library materials, principles of cataloging, subject analysis, classification, bibliographic methods, Dewey decimal system. Research project required and paper for graduate credit.

Prerequisites: LibS 410/510; Permission from instructor for 518.

Co-requisites: LibS 413; LibS 414

Requirements: Internet access required. Access to a school library required.

10 graded assignments, 2 proctored exams

#### **Course Materials**

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- Kelsey, Marie. *Cataloging for School Librarians*. New York: Rowman & Littlefield, 2014. ISBN: 9781442232457. \*This item is available as an eBook through the University of Idaho Library. You may purchase or rent your own print or electronic copy of the book, or you may use the University of Idaho's eBook free of charge. If you use the library version, please be aware that our licensing agreement restricts use to three users at any given time, meaning if other patrons are using the book, you may need to wait to access it.
- Dewey, Melvil, and Joan S. Mitchell. *Abridged Dewey Decimal Classification and Relative Index*. 15th ed. Dublin, Ohio: OCLC Online Computer Library Center, Inc, 2012. ISBN: 9780910608817
- Miller, Joseph, Susan McCarthy, and Minnie E. Sears. *Sears List of Subject Headings*, 20th ed. New York: H.W. Wilson Co, 2010. ISBN: 9780824211059

#### **Course Delivery**

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All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

#### **Course Introduction**

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This course will provide an overview of cataloging practices expected of professional school librarians, with an emphasis on materials and practices most likely to be found in a school library. It is designed to

help you learn enough about the cataloging and classification principles used by professional catalogers to successfully edit and create records for your school library. It also fills a requirement for certification as a Teacher Librarian (K-12) in Idaho public schools.

## **Course Objectives**

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Specific objectives include:

- Understanding ISBD rules creating catalog records
- Understanding the format of MARC bibliographic records
- Creating original MARC records for items in a variety of formats
- Understanding the purpose of and identifying name authority records
- Understanding and assigning Sears subject headings
- Understanding and assigning numbers in the Dewey Decimal Classification system

## **Lessons**

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### **Overview**

Each lesson includes objectives, vocabulary words as needed, a reading assignment, a lesson, and a written assignment. Some assignment questions will require you to use the Appendix, located in the list of links on the left-side of BBLearn, under Syllabus/Course Guide. Students should write in their own words when answering questions. Cataloging is a very exact activity which requires careful attention to detail; therefore, one half of a point will be taken off of assignments for spelling errors or typos. Graded assignments with corrections and suggestions for improvement will be available via BBLearn within seven days of submission.

### **Study Hints:**

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month prior to your personal deadline.
- Please don't hesitate to contact me via email at [rattebur@uidaho.edu](mailto:rattebur@uidaho.edu) with any questions about concepts you do not understand. Cataloging can be quite challenging.

## **Exams**

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- You must wait for grades and comments on assignments prior to taking subsequent exams.
- You will need internet access for Exam 1. No internet access allowed for Exam 2.
- You can provide answers to exam questions with pen/pencil and paper or you may use a computer program like Word for Exam 1.

### **Proctor Selection/Scheduling Exams**

Both the midterm and the final exam require a proctor.

To submit your Proctor Information Form online, visit the ISI website and select Forms, Proctor Information Form. Submit this form at least two weeks before your first exam. Refer to Students, Assignments and Exams on the ISI website for information on acceptable and unacceptable proctors.

## **Grading**

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The course grade will be based upon the following considerations:

<u>LESSONS/EXAMS</u>	<u>POINTS</u>	<u>TOTAL</u>
Lesson 1	30	30
Lessons 2-10	80 each	720
Lesson 11 (Graduate Students Only)	100	100
Exam 1&2	125 each	250

90-100% = A

80-89.99% = B

70-79.99% = C

60-69.99% = D

59.99% and lower = F

The final course grade is issued after all assignments and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

## **About the Course Developer**

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Ramirose Attebury is the Head of Technical Services and an associate professor at the University of Idaho Library. She holds an MLIS from the University of South Carolina, MA in history from Central Washington University, and a PhD in education from the University of Idaho.

## **Contacting Your Instructor**

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Instructor contact information is posted on your BbLearn site under *Course Rules*.

## Lesson 1

### Introduction to Cataloging

#### Lesson Objectives

- 1-1 Understand some of the historical and practical aspects of cataloging.
- 1-2 Understand the basics of AACR2, RDA, and FRBR
- 1-3 Introduce yourself to the instructor.
- 1-4 Become familiar with various sources for obtaining bibliographic records.
- 1-5 Understand some differences between various subject authority systems.
- 1-6 Understand the purpose of a MARC record.

#### Reading Assignment

- *CSL*, pages 1–43

#### Important Terms

The definitions for these terms can be found in the first four chapters of your *CSL*.

*Access Points*            *AACR2*    *RDA FRBR*            *CIP*    *OPAC*    *MARC*

#### Introductory Lecture

The first four chapters of *CSL* provide a basic overview of some important concepts that will become more familiar to you as you work the textbook and the assignments in this course. Among these concepts are:

- access points
- display options in an online public access catalog (OPAC)
- functional requirements for bibliographic records (FRBR)
- resource access and description (RDA)
- the Anglo-American Cataloging Rules (AACR)
- cataloging in publication (CIP)

## The Purpose of Cataloging

Good cataloging serves two main purposes: facilitates access to materials in a library and ensures that resources at different libraries can be found and shared. Some school librarians will have a library catalog that is only seen and used by their own patrons. It is not uncommon, however, for even small school libraries, to increasingly share a catalog with others in their district and beyond. This makes it imperative that those who are able to create and edit catalog records understand their basic structure and rules. Even libraries which receive all of their records from vendors may at times want to edit parts of a record to facilitate local access. In addition, should your library receive unique materials, such as self- or locally-published books, it will be important to know how to add a record for the materials to the library's catalog.

Cataloging is not only a practical activity to ensure access to materials; it also incorporates an element of library theory and philosophy. The decision to organize material in one way and not another reflects how we as a society, culture, or even as an individual, perceive information and knowledge. Inherent in these decisions are assumptions about cultural, political and social norms. Classification systems, such as the Dewey Decimal Classification or the Sears List of Subject Headings, are based on hierarchies prevalent in the society and time period from which they originated – North America during 1876 with regard to DDC and 1923 with regard to Sears. With the advent of new technology and greater appreciation of non-Western contributions changes have been and continue to be made.

## RDA or AACR2 Cataloging

Until recently, librarians used a cataloging standard known as the *Anglo-American Cataloging Rules, Second Edition* (AACR2) for describing and providing access points to library materials. From its publication in 1978, AACR2 underwent a number of revisions until its final update in 2005. In 2010 a new standard known as Resource Description and Access (RDA) was released and has since been adopted by a growing number of libraries worldwide, including the Library of Congress.

Many new catalog records created by professional librarians who hold a master's degree in library science are made according to RDA rules at this point. However, you will likely encounter many older records in your library's catalog that were created with AACR2 rules. Your *CSL* textbook provides comparisons of AACR2 and RDA rules, and in actuality, there are still many similarities between the two. When you are asked to create original MARC records for assignments in this class, please try to conform to RDA rules.

As of April 1, 2013, the Library of Congress began RDA as their official cataloging standard. Other libraries have the choice of implementing RDA or continuing to catalog according to AACR2 rules. Follet Learning, which provides many school libraries with catalog records, offers their clients the option of choosing to receive either RDA or AACR2 rules. A statement on their website points out some benefits of adopting RDA in your library, including more names in the statement of responsibility as is demonstrated in the above example.



<http://www.follettlearning.com/webapp/wcs/stores/servlet/en/fssmarketingstore/library-cataloging-processing>

### Cataloging vs. Copy Cataloging

In this day and age with the ease of sharing information electronically quickly and easily, many school librarians will not necessarily be creating catalog records from scratch. Rather, they may engage in what is known as copy cataloging. In this process a librarian finds an existing MARC record for an item they want added to their collection. Librarians then import the record into their own catalog. Once they have a local copy of the record, they may want to edit the local version or leave it as is. Also, librarians may be able to import records manually one by one, or they may buy them in bulk from a vendor to load at once. Even if librarians engage in copy cataloging or bulk loading, it is important for them to understand the fields in the record and how these relate to public display so that they may edit and alter records according to local patron needs.

### International Standard Bibliographic Description

You will note in the reading that there has long been an interest in international cataloging standards. During the late 1950s a group of librarians belonging to the International Federation of Library Associations and Organizations (IFLA) began working toward what would eventually become the development of the **International Standard Bibliographic Description (ISBD)**. ISBD specified the information sources that should be looked at when creating bibliographic information about an item, the descriptive elements to include in a catalog record about the item, the order those elements should appear in the record, and the punctuation that helped define and separate those elements. The descriptive elements of a record are important for catalogers to know as they will be found in a majority of your library's catalog records:

1. Title and statement of responsibility area
2. Edition area
3. Material (or type of publication) specific details area
4. Publication, distribution, etc., area
5. Physical description area
6. Series area
7. Note area
8. Standard number

The punctuation that separates these areas of description ensures that records of different countries are understandable by others who may not know the language of the country of origin, but are nevertheless able to identify the elements of a record based on the format.

## Machine-Readable Cataloging

If you have any role in cataloging at your school library, you will undoubtedly encounter MARC records. MARC is a standard format for representing bibliographic information in an automated database. This format allows libraries to share records regardless of what vendor they use for their catalog. Learning to create, edit, and interpret MARC records is a vital skill for catalogers. Many of the fields in a MARC record bare a strong resemblance to the areas of description that used to be included on 3x5 card catalogs. However, because space limitations on a card do not exist to the same degree in a database, you will find ways to incorporate much more information into a MARC record than would have been possible on a 3x5 card.

Below is a very basic example of a MARC record:

010	##	\$a 2014012391
020	##	\$a 9781442232457 (hardcover : alk. paper)
100	1#	\$a Kelsey, Marie.
245	10	\$a Cataloging for school librarians
264	#1	\$a Lanham : \$b Rowman & Littlefield, \$c [2014]
300	##	\$a xv, 299 pages : \$b illustrations ; \$c 23 cm
336	##	\$a text \$b txt \$2 rdacontent
337	##	\$ unmediated \$b n \$2 rdamedia
338	##	\$ volume \$b nc \$2 rdacarrier
505	0#	A brief history of the library catalog -- To support resource discovery : RDA and FRBR - - How to obtain OPAC bibliographic records -- Understanding cataloging in publication (CIP) -- Access points in the bibliographic record -- Authorized forms of names for the bibliographic record -- MARC 21 for bibliographic data -- Cataloging books -- Cataloging non-print and electronic materials -- Cataloging books in series -- Sears list of subject headings : principles and the cross reference structure -- Abridged Dewey decimal classification : background and basics -- Number building in the Dewey 400s, 800s, and 900s -- Resource discovery and information fluency -- Appendix A. Differences between AACR2 and RDA -- Appendix B. MARC records in RDA.
650	#0	\$a Cataloging \$v Handbooks, manuals, etc.
650	#0	\$a School libraries \$v Handbooks, manuals, etc.

The *first column* contains the MARC tags which let you know what type of information is contained in the field. The *second column* contains indicators. Indicators serve as shorthand code for bigger pieces of information. (You'll learn more about these in subsequent lessons.) The *third column* contains the information about the item being cataloged. You'll also notice subfields in several of the third column fields, delineated with \$ symbols. (You'll learn more about these later, as well.)

This MARC record is what lies behind the scenes to enable the display of this public version of the record (as seen in the [Nevada State Library catalog](#)):



Format: Book

Author: Kelsey, Marie Ellen, 1948- author.

Title: Cataloging for school librarians / Marie Kelsey.

Publisher, Date: Lanham : Rowman & Littlefield, [2014]

Description: xv, 299 pages : illustrations ; 23 cm

Subjects: Cataloging -- Handbooks, manuals, etc.  
School libraries -- Handbooks, manuals, etc.

Notes: Includes bibliographical references and index.

Contents: A brief history of the library catalog -- To support resource discovery : RDA and FRBR -- How to obtain OPAC bibliographic records -- Understanding cataloging in publication (CIP) -- Access points in the bibliographic record -- Authorized forms of names for the bibliographic record -- MARC 21 for bibliographic data -- Cataloging books -- Cataloging non-print and electronic materials -- Cataloging books in series -- Sears list of subject headings : principles and the cross reference structure -- Abridged Dewey decimal classification : background and basics -- Number building in the Dewey 400s, 800s. and 900s -- Resource discovery and information fluency -- Appendix A.

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Most of these MARC fields, or tags, are easily understandable and can be seen in the public version of the record. Others such as the 336, 337, and 338 are less obvious. Throughout this course you will be introduced to the MARC fields that you are most likely to see in school library records. Additionally, you will not only be able to identify the fields, but you will be able to create entire MARC records from scratch.

### WRITTEN ASSIGNMENT

1. In 1-2 sentences, define the following in your own words (not copied verbatim from your textbook glossary): (6 points)
  - a. AACR2
  - b. RDA
  - c. FRBR
  - d. MARC
  - e. CIP
  - f. ISBD

2. Answer question #2 of Test Your Critical Thinking from CSL, Page 27. (5 points)
3. (If you do not work in a library already, you'll want to select a library to answer questions about throughout this class. This might require you to talk to the librarian and/or visit the library in person to answer some questions.) (9 points)
  - a. What is the name of your library?
  - b. What type of integrated library system does your library use (i.e., Follet's Destiny)?
  - c. From where do the majority of your catalog records originate (i.e., vendors, in-house catalogers, etc.)?
  - d. Has your library started to add RDA records?
4. In 3-5 paragraphs describe your current level of experience with libraries and cataloging practices. (10 points)
5. In 3-5 paragraphs describe your reasons for taking this class and what you hope to gain from it. (10 points)

## Exam 1 Information

**Make arrangements with your proctor to schedule Exam 1.**

**Prior to taking this exam:**

- You must submit *assignments 1 - 5* to your instructor before taking this exam.
- Please do not take this exam until you have received graded *assignments 1 - 5* back from your instructor.
- Do not submit any subsequent assignments until you have taken this exam.

**Exam components:**

- Time limit: 2 hours
- Covers lessons 1-5
- 125 points possible
- OPEN book and notes.
- Internet access allowed.
- You may answer with pen/pencil and paper or you may use your computer (i.e. Word, Notepad, etc.)

**Items to take to the exam:**

- Photo identification
- V number
- Pen, pencil, eraser

**Exam grades and comments:**

- Graded exams will not be returned to you.