Course Syllabus  
LS 532.02  
Organization of Collections I  
Fall 2007

Course/Title:  LS 532  
Organization of Collections I

College:  Education

Department:  Library Science

Professor:  Dr. Joanna F. Fountain  
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Campus Office Hours:  By appointment

Online Hours:  Students may normally expect replies to E-mail within 24-36 hours.

Class meeting:  September 1st (9 a.m.–3:50 p.m.) in AB4-Room 201

Course Content:  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.

Texts and Related Resources*:
Anglo-American Cataloguing Rules, 2nd ed., with updates. (ALA, 2005)
Haynes, Elizabeth, and Joanna F. Fountain. Unlocking the Mysteries of Cataloging: A Workbook of Examples. (Libraries Unlimited, 2005) Companion web site:
http://lu.com/workbook
MARC Magician [CD-ROM provided] (Mitinet, 2007) Related web site: www.mitinet.com
Note: Students may borrow all textbooks for the semester; they will be available the first
day of class. Contact Rebecca Lewis at 936-294-1151 or rjl006@shsu.edu for information
about returns. If you prefer to purchase copies, go to the publishers’ websites, post requests
on LibSci, or find used copies anywhere that is convenient. Also, some resources may be
borrowed from local school or public libraries. However note that previous and alternate
editions of the texts and related resources are not acceptable; obsolete information may not be
used for assignments.

Course objectives: Upon completion of this course students should be able to:

1. Correctly describe books and some non-book items following the Anglo-American
cataloging rules and the American Library Association’s guidelines for standardized
cataloging of children’s materials
2. Recognize, edit, and create basic MARC bibliographic records for books and at least one
non-book format;
3. Correctly analyze the subject matter and/or content form of works typically found in
general libraries, and express these in headings and notes of MARC bibliographic records;
4. Correctly analyze the subject matter and/or content form of works typically found in
general libraries, and express these in abridged Dewey and broad Library of Congress
classifications in MARC bibliographic records; and
5. Correctly identify names requiring authority control and apply cataloging rules in
providing authorized name forms in bibliographic records.

Course Evaluation:

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

Total 100%

Course Assignments:
Because each week’s assigned readings should be done before the related written practice
assignment, instructions for practice assignments will be posted after reading assignments.
Written assignments are due as scheduled, and grades are based on timeliness, evidence of
having studied the readings, completeness, and accuracy: following instructions, correct
American spelling, correct grammar, following class file protocols, etc. This is not a self-paced
course. The material is cumulative, and time is allowed between assignments to absorb and
reflect on the material. Together the readings and the practice assignments account for 40%
of the course grade.

Reading and practice assignments culminate in a series of projects. The five projects account
for 50% of the grade. Details for each will posted at the appropriate time on Blackboard.

Project 1: Description following AACR2
Project 2: Subject-analysis and classification
Project 3: Application of subject classification
Project 4: Complete level-two MARC records
Project 5: Cataloging policy document

Class Participation: Professional-quality, regular, and courteous participation in course discussions account for the remaining 5% of the grade. Personal communications must be made through Email and other means. The Email link is under the Communications link. Documents for readings, in addition to those in the assigned texts, will be found under the “Course Documents” link. Assignment instructions will be posted under the “Assignments” link.

Conduct: Students are expected to assist in maintaining a learning environment that is conducive to learning. Students are to treat faculty, other students, and any visitors with respect. Students are to turn off all cell phones and similar devices while in the classroom. Students may not use course materials for any purpose than personal study.

Note: During the first week each student will complete the pre-course assessment. This will be part of the “readings” grade. In addition, please post a couple of sentences of self-introduction in the Discussion Board area, under the Forum called Introductions. This will ensure that each of you has been successful in connecting, reading the menus, and sending communications via Blackboard.

File Protocols:
- Keep external backups (external disk) of all work submitted.
- Name your submission files as instructed in each assignment, leaving no spaces.
- If you are requested to send a revised assignment, change the filename by adding REV before the dot. In such cases, the grades for the original and the revision will be averaged.

Schedule and Assignment Outline

Week 1 (Aug. 20-26)
Segment 1 begins
Complete and submit the Pre-course Assessment
Complete and submit the Student Info Form
Readings: “How Children Search” (Course Documents)
Understanding MARC Bibliographic http://www.loc.gov/marc/umb/

Week 2 (Aug. 27-Sept. 2)
Aug. 27-29
Readings: “Guidelines for Standardized Cataloging for Children” (Course Documents)

Sept. 1 (Sat.) Meet on SHSU Campus in AB4, Room 201 (9 a.m.–3:50 p.m.)
Classroom exercise (A1) [Description & Access] due by 5 p.m.

Sept. 2 (Sun.) Exercise 2 (A2) [Description & Access] due by 11:55 p.m.
Week 3 (Sept 3-9)  
Sept. 3 (Mon.)  Labor Day holiday
Continue Segment 1
Review A1-A2 Study Keys
Readings: AACR2, Chapters 1-2 and Part 2
Understanding MARC Bibliographic
Sept. 9  Project 1 (P1) [Description & Access] due by 11:55 p.m.

Week 4 (Sept. 10-16)  
Sept. 10-12  Segment 2 begins
Readings: Abridged Dewey Introduction, Glossary (p. xxiii-lvi)
Abridged 13 Workbook
Sept. 16 (Sun.)  Exercise 3 (A3) [Classification] due by 11:55 p.m.

Week 5 (Sept. 17-23)  
Sept. 18-20  Review A3 Study Key
Readings: Abridged Dewey
Abridged 13 Workbook
“Sources for Dewey Numbers” (CKK)
Sept. 22 (Sat.)  Meet on SHSU Campus in AB4, Room 201 (9 a.m.–3:50 p.m.)
Sept. 23 (Sun.)  Exercise 4 (A4) [Classification, Etc.] due by 11:55 p.m.

Week 6 (Sept. 24-31)  
Sept. 24-26  Review A4 Study Key
Readings: Abridged Dewey and Abridged 13 Workbook
Sept. 31 (Sun.)  Project 2 (P2) [Full call numbers] due by 11:55 p.m.

Week 7 (Oct. 1-7)  
Oct. 1-3  Segment 3 begins
Readings: SHSPL “Introduction” – p. 5
“Using LC’s Children’s Headings…” (CKK)
Oct. 7 (Sun.)  Exercise 5 (A5) [Subject headings] due by 11:55 p.m.

Week 8 (Oct. 8-14)  
Oct. 8-10  Review A5 Study Key
Readings: SHSPL and “Using LC’s Children’s Headings…”
Oct. 13 (Sat.)  Meet on SHSU Campus in AB4, Room 201 (9 a.m.–3:50 p.m.)
Oct. 14 (Sun.)  Exercise 6 (A6) [Subject headings, etc.] due by 11:55 p.m.

Week 9 (Oct. 15-21)  
Oct. 15-17  Review A6 Study Key
Readings: SHSPL and “Using LC’s Children’s Headings…”
Oct. 21 (Sun.)  Optional Exercise 7 (A7) [Subject headings, etc.] 11:55 p.m.

Week 10 (Oct. 22-28)  
Oct. 22-24  Readings: SHSPL and “Using LC’s Children’s Headings…”
Oct. 28 (Sun.)  Project 3 (P3) [Full subject entries] due by 11:55 p.m.
Week 11  (Oct. 29-Nov. 4)  Segment 4 begins  
  Oct. 29-31  Review study keys and readings to date  
  Nov. 3 (Sat.)  Meet on SHSU Campus in AB4, Room 201  (9 a.m.–3:50 p.m.)  
  Nov. 4 (Sun.)  Optional Exercise 8 (A8) [A&D+Dewey+SH] due by 11:55 p.m.

Week 12  (Nov. 5-11)  Continue Segment 4  
  Nov. 5-7  Readings: Review AACR2, esp. chapters 1-2 & Part 2  
             Review ADC, SHSPL, and all Study Keys  
  Nov. 4 (Sun.)  Project 4-Book (P4A) due by 11:55 p.m.

Week 13  (Nov. 12-18)  Continue Segment 4  
  Nov. 12-14  Readings: Review AACR2, esp. chapters 1, 7, and Part 2  
             Review ADC, SHSPL, and all Study Keys  
  Nov. 18 (Sun.)  Project 4-Video (P4B) due by 11:55 p.m.

Week 14  (Nov. 19-25)  Continue Segment 4  
  Nov. 19-20  Readings: Review AACR2, esp. chapters 1, 6, and Part 2  
             Review ADC, SHSPL, and all Study Keys  
  Nov. 21-23  Thanksgiving holiday  
  Nov. 26 (Sun.)  Project 4-Electronic Resource (P4C) due by 11:55 p.m.

Week 15  (Nov. 26-Dec. 2)  Begin Segment 5  
  Nov. 26-68  Review: “Guidelines for Standardized Cataloging for  
              Children” (CCK)

Week 16  (Dec. 3-9)  Continue Segment 5  
  Dec. 4 (Tues.)  Project 5 (P5) [Cataloging Policy] due 11:55 p.m.  
  Dec. 5  Pack and return books to LS office, Attn: Rebecca Lewis  
  Dec. 6  Last official class day  
             Complete the IDEA course evaluation [online]

Dec. 15  (5 p.m.)  Books due in LS office in GOOD condition  

Dec. 17  Grades due by 9 a.m.

* If necessary, dates may be adjusted. Any changes will be posted in the announcement area and any other pertinent places. Each student is responsible for keeping up with any changes and complying with any adjusted deadlines.

University Policies  [Full text available at http://www.shsu.edu/syllabus/ ]
**Academic Dishonesty**: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

**Student Absences on Religious Holy Days**: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

**Students with Disabilities Policy**: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

**Visitors in the Classroom**: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.