

School of Information Management

INFO 546 RESOURCE DESCRIPTION & DISCOVERY

Trimester 3, 2015

COURSE OUTLINE

Names and Contact Details

Course Coordinator: Dr Dan Dorner
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Trimester Dates

Monday 16 November – Friday 12 February

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before 27 November 2015.
2. The standard last date for withdrawal from this course is 26 January 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

- Weekly Internet conference sessions will be held on Wednesdays from 5:00-6:30 pm

Teaching Format

The weekly modules in this course will be delivered primarily by online interactive seminar sessions. There will be weekly readings from text books, some journal articles, websites to visit, and possibly some video material (e.g., webinars or interviews with guest speakers), all of which will be discussed in the online seminar discussions. For the modules 2 through 8 there will be practical exercises, with the model answers discussed in the seminar sessions or in the online discussion.

Expected Workload

To achieve satisfactory grades, you should spend approximately 12-14 hours per week on INFO 546, including time spent in the weekly sessions. The remaining time should cover:

- reading set texts and articles — you are expected to have read these before the weekly session;
- doing any assigned practical exercises provided with the readings – you are expected to have completed these before the weekly session;
- thinking about the module and taking notes on assigned practical exercises in preparation for the weekly session; and
- preparing for the tests and writing assignments.

Prescription

Includes: Standards and processes used in libraries by cataloguing and metadata staff for creating or obtaining data for resource description and discovery; the relationship of cataloguing and metadata services to a library's internal operations and to relevant external agencies and systems; and managing cataloguing operations.

Course Learning Objectives

By the end of the INFO 546 course, students should be able to:

1. Explain the major standards and processes used in libraries to create or obtain data for describing and discovering information resources.
2. Describe the relationship of cataloguing and metadata services to a library's internal operations and to relevant external agencies and systems.
3. Apply at a basic level, key standards such as RDA, RDF, DDC, LCSH, MARC, and BibFrame for describing, discovering and representing information resources.
4. Demonstrate an understanding of the key issues involved in managing cataloguing and metadata services in libraries.

Course Content

This course covers the creation of bibliographic records for library resources, including: original cataloguing using current standards, such as RDA, MARC, DDC, LCSH; bibliographic utilities as sources for copy cataloguing; managing cataloguing operations; online public access catalogues, WebPacs and next generation systems; and the future of bibliographic organisation.

| Week | Seminar Date | Topic |
|-----------------------|--------------|--|
| 1 | 18 Nov. | Introduction to bibliographic organisation |
| 2 | 25 Nov. | Understanding cataloguing principles and their application: FRBR -- a conceptual model; ISBD, AACR2R, and RDA -- descriptive standards; and MARC – an encoding standard. |
| 3 | 2 Dec. | FRBR Group 1 entities (Pt 1): identifying and describing them in RDA |
| 4 | 9 Dec. | FRBR Group 2 entities: identifying and recording them in RDA |
| 5 | 16 Dec. | FRBR relationships between entities: identifying and recording them through access points in RDA |
| Mid-term break | | |
| 6 | 6 Jan. | Subject access points: Introduction to DDC; Using the Schedules and the Relative Index; Building numbers by adding standard subdivisions from Table 1 |
| 7 | 13 Jan. | Subject access points: DDC – Building numbers: by adding from Tables 2 – 6; by adding from other parts of the schedules and from tables in the schedules. |
| 8 | 20 Jan. | Subject access points: LCSH |
| 9 | 27 Jan. | Copy cataloguing / Bibliographic networks / Managing cataloguing operations |
| 10 | 3 Feb. | OPACs, WebPACs and next generation catalogues |
| 11 | 10 Feb. | Technology and the future of bibliographic organisation |

Readings

This course will use the following texts:

Furrie, B. (2009). *Understanding MARC bibliographic: Machine readable cataloging* (8th ed.). Washington, D.C.: Cataloguing Distribution Service, Library of Congress.

Joint Steering Committee for the Development of RDA. (2015). *RDA: Resource Description & Access(2015 Revision)*. Access will be provided through the RDA Toolkit.

Dewey Decimal Classification and Relative Index (23rd ed.). Dublin, Ohio: OCLC. Access will be provided through WebDewey.

Library of Congress. (2015). *Library of Congress Subject Headings* (37th ed.) Washington, DC: Cataloging Distribution Service, Library of Congress. Access will be provided through Classification Web.

Other indicative readings

As well as set chapters from the textbook, students will be required to read some book chapters, journal articles and/or other resources each week. Readings may be substituted or supplemented by other key texts as the course progresses. All changes will be communicated via Blackboard.

Module 1: Introduction to bibliographic organisation

Lazarinis, F. (2014). "Introduction to cataloguing [and] classification," Chapter 1 in *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH, and MARC 21 standards* (pp. 1 – 17). Amsterdam: Chandos.

Welsh, A., and Batley, S. (2012). "Catalogues and cataloguing standards," Chapter 1 in *Practical cataloguing: AACR2, RDA and MARC 21* (pp. 1-6). London: Facet.

Olsen, H. A. (2001). Sameness and difference: A cultural foundation of classification. *Library Resources & Technical Services*, 45(3), 115-122.

Module 2: Understanding cataloguing principles and their application: FRBR -- a conceptual model; ISBD, AACR2R, and RDA -- descriptive standards; and MARC – an encoding standard.

Lazarinis, F. (2014). "FRBR and FRAD: the conceptual models underlying RDA," Chapter 5 in *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH, and MARC 21 standards* (pp. 93 – 113). Amsterdam: Chandos.

Danskin, A. (2013). Linked and open data: RDA and bibliographic control. *Italian Journal of Library and Information Science* 4(1), pp. 147-159.

Bothmann, R. (2014). Hitting a Moving Target: Cataloguing in the Age of Emerging Technologies. Paper presented at the IFLA World Library and Information Congress, 16-22 August, Lyon, France.

International Federation of Library Association and Institutions. (2015). "Statement of International Cataloguing Principles (ICP) [Draft]." Den Haag: IFLA.

Module 3: FRBR Group 1 entities: identifying and describing them in RDA

Maxwell, R. (2008). The FRBR entities In *FRBR: A guide for the perplexed* (pp. 14-69). Chicago: American Library Association.

Lazarinis, F. (2014). "RDA: The new standard for descriptive cataloguing," Chapter 6, parts 6.1-6.4 in *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH, and MARC 21 standards* (pp. 115 – 121). Amsterdam: Chandos.

Delsey, T. (2003). Functional Requirements for Bibliographic Records user tasks and cataloguing data: Part 1, *Catalogue & Index*, 150 (Winter), 1-4.

Resource Description and Access (RDA). Relevant chapters (will be available online through RDA Toolkit).

Module 4: FRBR Group 2 entities: identifying and recording them in RDA

Lazarinis, F. (2014). "RDA: The new standard for descriptive cataloguing," Chapter 6, parts 6.1-6.4, and "MARC 21: Digital formats for cataloguing and classification data," Chapter 11 in *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH, and MARC 21 standards* (pp. 115 – 121, and pp. 211-223). Amsterdam: Chandos.

Tillett, B. (2013). RDA and the semantic web, linked data environment. *Italian Journal of Library & Information Science*, 4(1), pp.139-145.

Resource Description and Access (RDA). Relevant chapters (available online through RDA Toolkit).

Relevant components of: Furrie, B. (2009). Understanding MARC bibliographic: Machine readable cataloging (8th ed.). Washington, D.C.: Cataloguing Distribution Service, Library of Congress.

Module 5: FRBR relationships between entities: identifying and recording them through access points in RDA

Lazarinis, F. (2014). “RDA: The new standard for descriptive cataloguing,” Chapter 6, parts 6.5-6.11 in *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH, and MARC 21 standards* (pp. 115 – 128). Amsterdam: Chandos.

Riva, P., and Oliver, C. (2012). Evaluation of RDA and an implementation of FRBR and FRAD. *Cataloging & Classification Quarterly*, 50(5-7), 564-586

Resource Description and Access (RDA). Relevant chapters (will be available online through RDA Toolkit).

Relevant components of: Furrie, B. (2009). Understanding MARC bibliographic: Machine readable cataloging (8th ed.). Washington, D.C.: Cataloguing Distribution Service, Library of Congress.

Module 6: Subject access points: Introduction to DDC; Using the Schedules and the Relative Index; Building numbers by adding standard subdivisions from Table 1

Lazarinis, F. (2014). “Dewey Decimal Classification,” Chapter 8, parts 8.1 – 8.6 in *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH, and MARC 21 standards* (pp. 153 – 169). Amsterdam: Chandos.

Hider, P., and Harvey, R. (2008). Chapter_6 Subject access concepts. In, *Organising Knowledge in a Global Society: Principles and practice in libraries and information centres* (pp. 99-106). Wagga Wagga. N.S.W.: Centre for Information Studies.

Kumbhar, R. (2012). General classification schemes. Chapter 4 in, *Library Classification Trends in the 21st Century* (pp. 39-61). Oxford: Chandos.

Dewey Decimal Classification, 23rd ed. (DDC23). Relevant components (will be available online through WebDewey).

Module 7: Subject access points: DDC – Building numbers: by adding from Tables 2 – 6; by adding from other parts of the schedules and from tables in the schedules

Lazarinis, F. (2014). “Dewey Decimal Classification,” Chapter 8, parts 8.7 – 8.16 in *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH, and MARC 21 standards* (pp. 153 – 176). Amsterdam: Chandos.

Rollitt, K. (1996). The development of -93, the Dewey number for New Zealand. *New Zealand Libraries*, 48(5), 89– 93.

Harris, C. (2013). Library classification 2020. *Knowledge Quest*, 42(2), 14-19.

Panzer, M. (2013). Dewey: how to make it work for you. *Knowledge Quest* 42(2), 14-19.

Dewey Decimal Classification, 23rd ed. (DDC23). Relevant components (available online through WebDewey).

Module 8: Subject access points: LCSH

Lazarinis, F. (2014). "LCSH, Children's Subject Headings and Sears List of Subject Headings," Chapter 10, in *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH, and MARC 21 standards* (pp. 193 – 209). Amsterdam: Chandos.

Broughton, Vanda. (2012). "The choice and form of subject headings." In, *Essential Library of Congress Subject Headings* (pp. 41 - 63).

Buckland, M. (2012). Obsolescence in subject description. *Journal of Documentation* 68(2), 154-161.

Lilley, S. (2015). Ka Pō, Ka Ao, Ka Awatea: The Interface between Epistemology and Māori Subject Headings, *Cataloging & Classification Quarterly*, 53(5-6), 479-495, DOI: 10.1080/01639374.2015.1009671

Library of Congress Subject Headings (2015). Introduction (37th ed). Available online from Library of Congress at: <https://www.loc.gov/aba/publications/FreeLCSH/lcshintro.pdf>

Library of Congress Subject Headings 37th ed. (LCSH). Relevant components (will be available online through Classification Web)

Module 9: Copy cataloguing / Bibliographic networks / Managing cataloguing operations

Hall-Ellis, S. (2015). Organizing information: Technical services. In, S. Hirsh (ed.), *Information services today: An introduction* (pp. 139-148). London: Rowman & Littlefield.

Hess, J. (2015). Managing change in copy cataloguing procedure at the University of San Diego. *Technical Services Quarterly*, 32(4), 373-382

Doherty, B., and Piper, A. (2015). Creating a new organizational structure for a small academic library: the merging of technical services and access services. *Technical Services Quarterly*, 32(2), 160-172.

Parent, M. (2014). Implementing RDA in a time of change: RDA and systems migration at RMIT University. *Cataloging & Cataloguing*, 52(6-7), 775-796. DOI: 10.1080/01639374.2014.889058

Module 10: OPACs, WebPACs and next generation catalogues

Osborne, H., and Cox, A. (2015). An investigation into the perceptions of academic librarians and students towards next-generation OPACs and their features. *Program: electronic library and information systems*, 49(1), 23 – 45. Permanent link to this document: <http://dx.doi.org/10.1108/PROG-10-2013-0055>

Chickering, F.W., and Yang, S. (2014). Evaluation and comparison of discovery tools. *Information Technology & Libraries*, 33(2), 5-30

Parry, M. (2014, April 21). As Researchers Turn to Google, Libraries Navigate the Messy World of Discovery Tools. *Chronicle of Higher Education*.

Module 11: Technology and the future of bibliographic organisation

Dempsey, L. (2012). Thirteen ways of looking at libraries, discovery, and the catalog: Scale, Workflow, Attention. *Educause Review Online*, Monday 10 December

Boydston, J., and Leysen, J. (2014). ARL cataloger librarian roles and responsibilities now and in the future. *Cataloging & Classification Quarterly*, 52(2), 229-250. DOI: 10.1080/01639374.2013.859199

Seeman, D, and Goddard, L. (2015). Preparing the way: creating future compatible cataloging data in a transitional environment. *Cataloging & Classification Quarterly*, 53(3-4): 331–340. DOI: 10.1080/01639374.2014.946573

Assessment

INFO 546 will be internally assessed. There will be two tests and one written report due during the trimester. Full details, including explanatory notes and criteria, are available under “Assignments” on Blackboard.

| Assignments | Date due | Value | Length | Learning objectives |
|--|--|-------|----------------------------|-------------------------|
| 1. Online Test #1 – Covers content from Modules 1 - 5 | 11:59 pm on Sunday, 20 December, 2015 | 50% | Approx. 3.0 hours duration | Relates to LOs 1-3 |
| 2. Online Test #2 – Covers DDC & LCSH | 11:59 pm on Sunday, 17 January, 2016 | 25% | Approx. 1.5 hours duration | Relates to LOs 1-3 |
| 3. Report | 11:59 pm on Wednesday, 17 February, 2016 | 25% | 2000 words maximum | Relates to LOs 1, 2 & 4 |

Each online test will be made available on Blackboard on the day after the class that immediately precedes the test. Note the “Date due” includes the day and the time that the Blackboard site for the test/assignment will be closed.

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCom programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

Penalties will be imposed for the following:

Late tests and assignments

Tests cannot be submitted after 11:59 pm on the due date. Reports (Assignment 3) submitted after the due date will be penalised 10%. Reports more than one week late will be given an E grade.

Word count

All written assignments submitted MUST contain a word count, easily available from your word-processing program. The word count should appear under your name. (Note: your name should appear only on the verso of the last page of the assignment.) A penalty of up to 5% will be imposed for going over the maximum word count or for not including a word count with your paper.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Class Representative

The IST programmes have a student committee which provides a communication channel to liaise with the Programmes Director and course coordinators on behalf of students.

Communication of Additional Information

Additional information or information on changes will be conveyed to students via Blackboard announcements and/or email to all class members.

Student feedback

A heavy workload in INFO 546 had been an issue raised in student feedback several years ago, but in the past two offerings the number and size of the practical exercises were reduced. In this year's offering of INFO 546, there are only 11 modules due to it being a summer course (11 weeks instead of the usual 12). The descriptive cataloguing component (Modules 1 through 5) will only contain brief references to AACR2, thus reducing the amount of reading and preparation time needed for the practical work and the first online test. The subject cataloguing component (Modules 6 through 8) and the management component (Modules 9 through 11) are similar to last year's offering with the workload being roughly the same.

Student feedback on University courses may be found at:

www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to:

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
