



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓n̓əm speaking Musqueam people.

The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

LIBR 511 Cataloguing and Classification – Course Syllabus (3)

Program:	Master of Library and Information Studies
Year:	2018-2019 Winter Session, Term 1
Course Schedule:	Tuesdays, 8:00AM to 10:50AM
Location:	IKBLC, Terrace Lab
Instructor:	Dr. Florian Ehrensperger
Office location:	SLAIS Adjunct Office
Office phone:	604-822-0051
Office hours:	by appointment
E-mail address:	florian.ehrensperger@ubc.ca
Learning Management Site:	https://canvas.ubc.ca

Course Goal:

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 fosters a sense of purpose and equips them with the skills to evaluate cataloguing and classification practices, tools and systems. This course prepares students for the creation and consumption of bibliographic information in the library context and beyond.

Course Objectives:

Upon completion of this course students will be able to:

1. Construct bibliographic records following AACR and RDA for monographs [1.2, 3.1]*
2. Enhance bibliographic records following the Dewey Decimal Classification, Library of Congress Classification, and Library of Congress Subject Headings [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
- Description principles, practices and standards



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- Common tools used in cataloguing
- Evaluation of catalogues
- Evaluation of cataloguing work
- Subject heading work and classification work in the library catalogue
- MARC encoding of bibliographic descriptions

Prerequisites:

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

Format of the course:

Class meets on Tuesday mornings. Class sessions will be a combination of lectures, discussion and in-class exercises. Student participation is required.

Readings:

Standards [for more standards see below under **Online Tools & Resources**]

- IFLA. (2009). *Functional Requirements for Bibliographic Records: final report. September 1997. As amended and corrected through February 2009*. Retrieved April 12, 2018, from <http://www.ifla.org/publications/functional-requirements-for-bibliographic-records>

Textbook

- Chan, L.M., Salaba, A. (2016). *Cataloging and classification: an introduction*. Lanham, Maryland: Rowman & Littlefield.
[Available online via UBC Libraries]

Encyclopedias, glossaries, etc.

- Bates, M.J., Maack, M.N. (Eds.) (2010-). *Encyclopedia of library and information sciences*, 3rd ed. Boca Raton, FL: CRC Press.
[Available online via UBC Libraries]
- Levine-Clark, M., Carter, T.M. (Eds.) (2013). *ALA glossary of library and information science*. Chicago: ALA editions, an imprint of the American Library Association.
[Available at UBC Libraries]
- Prytherch, R.J. (2005). *Harrod's librarians' glossary and reference book: a directory of over 10,200 terms, organizations, projects and acronyms in the areas of information management, library science, publishing and archive management*. Aldershot, Hants, England: Ashgate.
[Available online via UBC Libraries]



Secondary Literature

- Bowman, J.H. (2003). *Essential cataloguing*. London: Facet.
[Available at UBC Libraries]
- Broughton, V. (2004). *Essential classification*. New York: Neal-Schuman, 6–51.
[Access will be provided in class]
- Coyle, K. (2016). *FRBR, before and after: a look at our bibliographic models*. Chicago: American Library Association. Retrieved April 12, 2018, from <http://www.kcoyle.net/beforeAndAfter/index.html>
- Cutter, C.A. (1904). *Rules for a dictionary catalog*, 4th ed. Washington, D.C.: Government Printing Office. Third edition retrieved April 12, 2018, from <https://catalog.hathitrust.org/Record/001161586>
- Doyle, A., Webster, K. (2008). Don't class me in Antiquities. Giving voice to Native American materials. In: Roberto, K. R. (Ed.). *Radical cataloging: essays at the front*. Jefferson, North Carolina: McFarland, 189–197.
[Access will be provided in class]
- Escolano Rodríguez, E. (2009). Descriptive cataloging principles. In *Encyclopedia of library and information sciences*, 3rd ed. Boca Raton, FL: CRC Press, 1481–1492.
[Available online via UBC Libraries]
- Fritz, D. (2011). Cataloging correctly using AACR2 and MARC 21. In S. Intner, J.F. Fountain, & J. Weihs (Eds.), *Cataloging correctly for kids: an introduction to the tools*, 5th ed. Chicago: American Library Association, 24–47.
[Available online via UBC Libraries]
- Hagler, R. (1997). Access points. In R. Hagler, *The bibliographic record and information technology*. Chicago: American Library Association, 95–121.
[Access will be provided in class]
- Introduction to Dewey Decimal Classification. (n.d.). Retrieved April 12, 2018, from <http://www.oclc.org/content/dam/oclc/dewey/versions/print/intro.pdf>
- Introduction [to Library of Congress Subject Headings]. (n.d.). Retrieved April 12, 2018, from <http://www.loc.gov/aba/publications/FreeLCSH/lcshintro.pdf>
- Jacox, C., Mering, M., Moll, M., Nimsakont, E.D., & Routt, D. (2014). RDA in the real world: preparing bibliographic records. In M. Mering (Ed.), *The RDA workbook: learning the basics of Resource Description and Access*. Santa Barbara, California: Libraries Unlimited, 39–68.
[Access will be provided in class]
- Joudrey, D.N, Taylor, A.G., Miller, D.P. (2015). *Introduction to cataloging and classification*. Santa Barbara, CA: Libraries Unlimited.
- Madison, O.M.A. (2005). The origins of the IFLA study on Functional Requirements for Bibliographic Records. *Cataloging & Classification Quarterly*, 39(3/4), 15–37.
[Available online via UBC Libraries]
- Maxwell, R.L. (2002). *Maxwell's guide to authority*. Chicago: American Library Association, 2002.
[Access will be provided in class]
- Maxwell, R.L. (2004). *Maxwell's handbook for AACR2: explaining and illustrating the Anglo-American cataloguing rules through the 2003 update*. Chicago: American Library Association.
[Available at UBC Libraries]



- Maxwell, R.L. (2013). *Maxwell's handbook for RDA, resource description and access: explaining and illustrating RDA: resource description and access using MARC21*. Chicago: ALA Editions, an imprint of the American Library Association.
[Available at UBC Libraries]
- Mering, M. (2014). Creating access points and understanding authority records. In M. Mering (Ed.), *The RDA workbook: learning the basics of Resource Description and Access*. Santa Barbara, California: Libraries Unlimited, 97–110.
[Access will be provided in class]
- Miksa, F. (1984). *The development of classification at the Library of Congress*. Urbana-Champaign: University of Illinois Graduate School of Library and Information Science Occasional Papers. Retrieved April 12, 2018, from <https://www.ideals.illinois.edu/bitstream/handle/2142/3957/gslisoccasionalpv00000i00164.pdf>
- Miller, J., & McCarthy, S. (2010). Principles of the Sears List. In J. Miller, & S. McCarthy (Eds.), *Sears List of Subject Headings*, 20th ed. New York: Wilson, xv–xxxiv.
[Access will be provided in class]
- Ragaller, I., Rafferty, P. (2012). Biases in the classification of Welsh art material: dispersion, dilettantism and depreciation. *Aslib Proceedings: New Information Perspectives*, 64(3), 262–273.
[Available online via UBC Libraries]
- Ranganathan, S.R. (1931). *The five laws of library science*. Madras: The Madras Library Association, 283, 307–312, 351–359, 393–397. Retrieved April 12, 2018, from [http://babel.hathitrust.org/cgi/pt?id=uc1.\\$b99721;view=1up;seq=13](http://babel.hathitrust.org/cgi/pt?id=uc1.$b99721;view=1up;seq=13)
- Ranganathan, S.R. (1962). *Elements of library classification*. Bombay: Asia Pub. House.
[Available at UBC Libraries]
- Ranganathan, S.R. (1963). *Colon classification*. 6th. ed. Bombay: Asia Pub. House.
[Available at UBC Libraries]
- Ranganathan, S.R. (1967). *Prolegomena to library classification*. Bombay: Asia Pub. House.
[Available at UBC Libraries]
- Ranganathan, S.R. (1989). *Philosophy of library classification*. Bangalore: Sarada Ranganathan Endowment for Library Science. Retrieved April 12, 2018, from <https://arizona.openrepository.com/handle/10150/105278>
- Svenonius, E. (2000). Bibliographic objectives. In E. Svenonius, *The intellectual foundation of information organization*. Cambridge, Mass.: MIT Press, 15–30.
[Access will be provided in class]
- Taylor, A.G. (2006). *Introduction to cataloging and classification*, 10th ed. Westport, Conn.: Libraries Unlimited.
[Available on reserve at UBC Libraries]

Online Tools & Resources [Last accessed on April 12, 2018]

Encoding

- MARC Standards. Library of Congress – Network Development and MARC Standards Office: <http://www.loc.gov/marc>
- Bibliographic Formats and Standards. OCLC Support & Training: <https://www.oclc.org/bibformats/en.html>



Descriptive Cataloguing & Access Points

- RDA. RDA Toolkit: <http://access.rdatoolkit.org/>
[Login instructions will be provided in class]
- AACR2. RDA Toolkit: <http://access.rdatoolkit.org/>
[Login instructions will be provided in class]
- Library of Congress-Program for Cooperative Cataloging Policy Statements (LC-PCC PS). RDA Toolkit: <http://access.rdatoolkit.org/>
[Freely available under “Resources”]

Authorities

- Library of Congress Authorities: <http://authorities.loc.gov>
- OCLC Connexion Authorities: <http://connexion.oclc.org/>
[Login instructions will be provided in class]

Subject Headings

- Library of Congress Subject Headings:
 - Classification Web: <http://classificationweb.net/>
[Login instructions will be provided in class]
 - PDF Files: <http://www.loc.gov/aba/publications/FreeLCSH/freelcsh.html>
[PDF files are freely available]
- Library of Congress Subject Headings Manual
 - PDF Files: <http://www.loc.gov/aba/publications/FreeSHM/freeshm.html>
[PDF files are freely available]

Classification

- Library of Congress Classification
 - Classification Web: <http://classificationweb.net/>
[Login instructions will be provided in class]
 - PDF Files: <http://www.loc.gov/aba/publications/FreeLCC/freelcc.html>
[PDF files are freely available]
- Library of Congress Classification and Shelving Manual:
<http://www.loc.gov/aba/publications/FreeCSM/freecsm.html>
- Dewey Decimal Classification
 - WebDewey. OCLC Connexion Dewey Services: <http://connexion.oclc.org/>
[Login instructions will be provided in class]
- OCLC Classify – an experimental classification web service:
<http://classify.oclc.org/classify2/>
- Dewey Cutter Program: <https://www.oclc.org/support/services/dewey/program.en.html>
- StackLife. Harvard Library Innovation Lab: <http://stacklife.law.harvard.edu/>

Bibliographic Records

- OCLC Connexion Cataloging: <http://connexion.oclc.org/>
[Login instructions will be provided in class]



Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
1. Descriptive cataloguing	October 9	25%	1.2
2. Subject headings	November 6	25%	1.2
3. Classification	November 20	20%	1.2
4. Student presentation	as assigned	15%	2.1; 2.2
5. Class participation	each class	15%	2.1; 2.2

Course Schedule:

Topic	Date
1. No class	September 4
2. Introduction to the course No readings	September 11
3. Purpose of cataloguing Readings: <ul style="list-style-type: none"> • Chan & Salaba (2016), Chapter 2 • Ranganathan (1931) • Svenonius (2000) 	September 18
4. Descriptive cataloguing Readings: <ul style="list-style-type: none"> • Chan & Salaba (2016), Chapter 3 • Escolano Rodríguez (2009) • Fritz (2011) 	September 25
5. Access Points Readings: <ul style="list-style-type: none"> • Hagler (1997) • Mering (2014) 	October 2
6. Authority control Readings: <ul style="list-style-type: none"> • Maxwell (2002), Chapter 1 & Chapter 4 	October 9 – assignment #1 due
7. FRBR & RDA Readings:	October 16



<ul style="list-style-type: none">• Chan & Salaba (2016), Part 3• Coyle (2016)• IFLA (2009)• Jacox (2014)• Madison (2005)	
<p>8. Library of Congress Subject Headings</p> <p>Readings:</p> <ul style="list-style-type: none">• Chan & Salaba (2016), Chapter 10 & Chapter 11• Introduction [to Library of Congress Subject Headings] (n.d.)• Miller & McCarthy (2011)	October 23
<p>9. Introduction to classification</p> <p>Readings:</p> <ul style="list-style-type: none">• Broughton (2004)• Chan & Salaba (2016), Chapter 15	October 30
<p>10. Dewey Decimal Classification</p> <p>Readings:</p> <ul style="list-style-type: none">• Chan & Salaba (2016), Chapter 16• Introduction to Dewey Decimal Classification (n.d.)	November 6 – assignment #2 due
<p>11. Library of Congress Classification</p> <p>Readings:</p> <ul style="list-style-type: none">• Chan & Salaba (2016), Chapter 17• Miksa (1984)	November 13
<p>12. Subject access in academic libraries</p> <p>Readings:</p> <ul style="list-style-type: none">• Doyle & Webster (2008)• Ragaller & Rafferty (2012)	November 20 – assignment #3 due
<p>13. Metadata</p> <p>Readings:</p> <ul style="list-style-type: none">• Chan & Salaba (2016), Chapter 4	November 27



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Attendance:

Up to three excused absences are allowed with prior notification to me. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark.

Evaluation:

All assignments will be marked using the evaluative criteria given on the [SLAIS web site](#).

Access & Diversity:

Access & Diversity 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 Access and Diversity unit: [\[https://students.ubc.ca/about-student-services/access-diversity\]](https://students.ubc.ca/about-student-services/access-diversity). 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/>



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