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Spring 2-1-2008

### C&I 483.01: Library Media Technical Processes

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Brewer, Sally M., "C&I 483.01: Library Media Technical Processes" (2008). *University of Montana Course Syllabi, 1990-2010*. 59.

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## Welcome to C&I 483: Library Media Technical Processes

**Semester:** Spring 2008

**Location:** <http://umonline.umn.edu>

Sally Brewer, Ed.D.  
Education 101  
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**Office Hours:**  
Monday, 1:00 – 3:00 p.m.  
Tuesday, 3:00 – 5:00 p.m.  
Thursday, 10:30 a.m. – 12:30 p.m.

**Instructor:** [Sally.Brewer@mso.umt.edu](mailto:Sally.Brewer@mso.umt.edu)

Available for real time chat by  
appointment through e-mail.

IT Central Help Desk  
8:00am -5:00pm  
406-243-4357 or  
[itcentral@umontana.edu](mailto:itcentral@umontana.edu)

**Technical  
Support:**

For after hours support:  
For login and password, contact IT Central Operations, 406-243-2606

Blackboard technical support:  
Call Marvin Paulson,  
Computer Support Specialist: 406-243-6394  
[courseware-support@umontana.edu](mailto:courseware-support@umontana.edu)

**Course  
Description:**

This course presents information on cataloging and classifying materials for access in a school library media center. It will focus on descriptive cataloging using AACR2R rules, creating MARC records for print and non-print materials, and copy cataloging. Students will be introduced to access points, subject headings and the Dewey Decimal Classification system.

**Course Objectives:** (AASL=American Association of School Librarians;  
CF=Conceptual Framework)

By the end of the semester, the students will be able to:  
Describe both print and non-print items using *The Concise Anglo-American Cataloging Rules 2 (AACR2R, 4<sup>th</sup> ed., 2002 revision, 2004 update*. (AASL 1.2, 4.1; CF:1)

Provide patron access to print and non-print materials by assigning subject headings appropriate for K-12 learners. (AASL 1.2, 4.1; CF:2)

Create and edit bibliographic records and other materials using the MARC 21 format. (AASL 1.2, 4.1; CF: 1,3)



Classify print and non-print media representing a variety of topics of interest to a diverse population of K-12 learners and educators using the latest Dewey Decimal classification System resources.(AASL 1.2, 4.1; CF:3)

Assess and discriminate selected cataloging software, integrated library systems and catalog records vendors. (AASL 1.2, 4.1; CF:1-3)

Recognize and utilize cataloging records from other sources (OCLC, Follett, World Cat, LC) (AASL 1.2, 4.1; CF:1-3)

Establish policies and procedures to efficiently process materials. (AASL 1.2, 4.1; CF 1)

Successfully use the Blackboard course-hosting software for reading, downloading and uploading coursework, and communicating with instructors and classmates. (CF: 1-3)

### Required Texts:



Gorman, M. (2004). The Concise AACR2, Based on AACR2 2002 revision, 2004 update. (4<sup>th</sup> Ed.). Chicago: American Library Association. ISBN: 0-88802-311-1

Haynes, E. & Fountain, J. F. (2005). Unlocking the mysteries of cataloging: A workbook of examples. Westport, CT: Libraries Unlimited. ISBN: 1-59158-008-0

Intner, S., Fountain, J., and Gilchrist, J. (2005). Cataloging correctly for kids: An introduction to the tools. (4<sup>th</sup> Ed.). Chicago: ALA. ISBN: 0-8389-3559-1

American Association of School Librarians (AASL). (1998). Information Power: Building Partnerships for Learning. Chicago: American Library Association.

Dewey, M. (2004). Abridged Dewey Decimal Classification and relative index. 14<sup>th</sup> ed. OCLC Online Computer Library Center, Inc. (<http://www.oclc.com>) ISBN: 0-910608-73-3

### Optional Texts:

People, Places & Things: A List of Popular Library of Congress Subject Headings with Dewey Numbers. 2001. Soft cover. ISBN 0-910608-69-5

\*\*\* **Note:** If you currently are working in a school library or will be working in one in the fall, your principal should pay for ALL of these books because these are tools you will be using in your library.

#### Ordering information:

You may purchase most of these books online at:

<http://web.umtbookstore.com/umtbookstore/textbooks.htm>

or by calling: (406) 243-1234 (Missoula area)  
(888) 333-1995 (Outside Missoula)

or directly from the publishers:

ALA – <http://www.ala.org>  
 Libraries Unlimited – <http://www.lu.com>  
 OCLC – <http://www.oclc.com>

Or from Booksellers (which might have the books at reduced prices)  
 Amazon – <http://www.amazon.com>  
 Half.com @ eBay - <http://www.half.ebay.com/>

**Assessment/  
Evaluation:**

Assignments will each be assessed using the rubric for that assignment. Total points possible on each assignment are included with the assignment description.

All assignments will be given a number of points. You will be assigned a number of points based on the grading criteria given you for the assignment. Class participation is required from all students and will be given a grade that is averaged with the rest.

**Grading Scale**

A	95-100	C+	81-83
A-	92-94	C	78-80
B+	90-91	C-	76-77
B	87-89	D	68-75
B-	84-86	F	<68
C+	81-83		

**Assignment  
Overview**

Assignment	Due Date	Points possible	Percentage of total grade
Introduce yourself in a threaded discussion (TD 1)	1/29/08	50	1%
Processing materials discussion – TD 2	2/5/08	50	1%
Worksheets There will be 8 worksheets and 1 quiz. These assignments are the heart of this course.	See dynamic schedule	900	63%
Midterm – Covers descriptive cataloging topics	3/31/08	150	15%
Final – Comprehensive	5/8/08	150	15%
Chats – You must attend 10 out of 12 chats.	See dynamic schedule	50	5 %
		<b>1350</b>	<b>100%</b>

**My Expectations of you:**

1. Students are expected to send in their assignments by the due date. Assignments made on Tuesday are due by midnight the following Thursday. Note: this gives you an opportunity to ask questions during the chat before you turn your assignment in.
2. Students are expected to participate in ALL threaded discussions.



- Students should use correct spelling and grammar in threaded discussions.
- Students must attend 10 out of 12 chats. Chats will be recorded so if you miss one, you can read the chat log.
  - All work should be presented in a professional manner AND spell checked.

### Academic honesty:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>.

### How to Send and Name Assignments:

- In the subject line, type Course Number + First Initial + last name + Assignment number (e.g., 483SbrewerA1)

Note: I will provide the assignment number in the assignment details.

- If you send an assignment as an attachment, be sure to put **your name** and the assignment number on the attached document.

### Online Chat times:

Tuesdays

7:00 p.m. – 8:00 p.m. MDT

8:00 p.m. – 9:00 p.m. MDT


Chats will be recorded so if you miss one, you can read the chat log.






### You should expect from me:

- A response to an email within 72 hours. (If you need immediate help, put **HELP** in the subject line, and I will try to respond within 24 hours.)
- Threaded discussions may be responded to by individual responses or via a summary email to the class as a whole.
- Graded papers returned within a week of the due date.

### Dynamic Schedule

Date	Topics	Reading assignments	Activities	Chat
1/11-1/21 Pre-course prep	Being an online student Course navigation 	<i>Read course navigation</i>	1. Review Blackboard student information, particularly information about student email. 2. Read section entitled "READ ME FIRST." 3. Download any software you might need. 4. <b>CHOOSE A CHAT TIME &amp; EMAIL Sally ASAP: Tues. 7PM or 8 PM?</b>	<b>NO CHAT</b>
1/22	Course Overview	<i>Read cataloging overview</i> <i>Peruse Online Dictionary for</i>	1. Post picture and intro in Discussion Board.	<b>No Chat</b>

		<p><i>Lib. and Info. Science</i>  <a href="http://lu.com/odlis/">http://lu.com/odlis/</a></p> <p><i>Read Intner, Chap. 1 &amp; 2 and Acronyms pp.115-117</i></p>	<p>Due 1/29  See  “<b>How to Resize a Photo</b>”</p>	
1/29 Unit 1	<p>Processing new materials  Cataloging policies and procedures</p> 	<p><i>Read Haynes, xiv &amp; xv</i>  <i>Read Other handouts</i></p>	<p>Observation 1 – Visit with a school librarian near you about how he/she processes new materials.</p> <p>Use the questions in the Unit 1 folder under Assignments to guide your discussion.  Post your findings in the Threaded Discussion Forum.</p>	<b>Chat 1</b> -Intros -Why - catalog?
2/5 Unit 2	<p>Descriptive cataloging  <b> AACR2</b> (Anglo-American Cataloging Rules, 2<sup>nd</sup> ed)    Capitalization</p>	<p><i>Read Intner, Chap. 3</i>  <i>Read Gorman, AACR2, pp. 1-59</i>    <i>Read Gorman 149-151</i></p>	<p>Areas of information-  Quiz 1 (print)</p>	<b>Chat 2:</b> Processing materials
2/12 Unit 3	<p>(Machine Readable Cataloging) <b> MARC</b> records</p>	<p><i>Download, print (48 pp.) &amp; Read Furie’s booklet “Understanding MARC” at: <a href="http://www.loc.gov/marc/umb/">http://www.loc.gov/marc/umb/</a></i>  <i>Read Haynes, xix-xxii</i></p>	<p>Worksheet 1 – 8 areas and MARC (print)</p>	<b>Chat 3:</b> 8 areas of descriptive cataloging
2/19 Unit 4	<p>Copy cataloging;  Cataloging Aids;  Cataloging Utilities;  WorldCat</p>	<p><i>Read Intner chap. 4 &amp; 10</i></p>	<p>Worksheet 2 – 8 Areas and MARC</p>	<b>Chat 4:</b> MARC records
2/26 Unit 5	<p>Descriptive cataloging - videos</p>	<p><i>Read Intner, 9</i></p>	<p>Worksheet 3 (videos)</p>	<b>No Chat</b>
3/4 Unit 6	<p>Descriptive cataloging – Audio recordings</p>		<p>Worksheet 4 (audio)</p>	<b>Chat 5:</b> Copy cataloging
3/11 Unit 7	<p>Descriptive cataloging – Electronic resources</p>		<p>Worksheet 5 (Electronic resources)</p>	<b>Chat 6:</b> Cataloging audio and video
3/18	<p>Midterm</p>		<p>Midterm out 3/20</p>	<b>Chat 7:</b> Cataloging ER
3/25	<p><b>Spring Break</b></p>		<p>Midterm due 3/31</p>	<b>No chat</b>
4/1 Unit 8	<p>Access points &amp; Authority control</p>	<p><i>Read Intner, Chap.5</i>  <i>Review pp.9-12</i>  <i>Read Gorman, pp 60-148</i></p>	<p>Worksheet 6</p>	Chat 8: Access points
4/8 Unit 9	<p>Subject headings    MLA – in Great Falls</p>	<p><i>Read Intner Chap. 6 &amp; 7</i></p>	<p>Worksheet 7</p>	Chat 9: Authority control & Subject headings
4/15 Unit 10	<p>Overview of classification systems – DDC</p>	<p><i>Read Intner, Chap. 8</i></p>	<p>Become familiar with 10 main classes  OCLC Interactive tour</p>	<b>No Chat</b>

	<i>National Library Week</i>	 <p>000 General Works 100 Philosophy 200 Religion 300 Social Sciences 400 Language</p> <p>500 Natural Sciences 600 Applied Sciences 700 Arts/Recreation 800 Literature 900 Geography/History</p>	Read DDC intro, glossary, and summaries	
4/22 Unit 11	DDC and SH cont'd		Worksheet 8 – DDC	Chat 10: DDC
4/29	Review			Chat 11: DDC
5/6	Final		Finals will be due May 8	Chat 12: Review and Wrap - up

\* Details about each assignment can be found under the **Assignments** button

**Sally's Dynamic Schedule**  
**C&I 483: Library Media Technical Processes**  
**Spring, 2007**

Date	Topics	Reading assignments	Activities	Chat	SB and GC need to do
1/3-1/21 Pre-course prep	Being an online student Course navigation	Read course navigation	1. Review Blackboard student information, particularly tech specs and plug-ins. If you do not have the following plug-ins, you should download them before the semester starts: Java Bridge		<b>1. Develop navigation</b> <b>2. Determine which plugins students need</b>  <b>3. Do you want to put oral welcome message here or during first week?</b>
1/22	Course Overview  <a href="#">Do we want to call these units or weeks?</a>	Read cataloging overview Peruse Online Dictionary for Lib. and Info. Science <a href="http://lu.com/odlis/">http://lu.com/odlis/</a>  Read Intner, Chap. 1 & 2 and Acronyms pp.115-117	2. Post picture and intro in Threaded Discussion. 3. Choose chat time:  Tues., 7:00 – 8:00 p.m. Tues., 8:00 – 9:00 p.m.	No Chat	<b>1. Write summary for chaps. 1 and 2</b> <b>2. Do we want to create a podcast to introduce the topic each week?</b> <b>3. Do we want to reference the new AASL standards?</b>
1/29 Unit 1	Processing new materials Cataloging policies and procedures	Read Haynes, xiv & xv Read Other handouts	1. Observation 1 – TD on processing	Chat 1: Why Catalog?	
2/5 Unit 2	Introduction to Descriptive cataloging (AACR2)	Intner, Chap. 3 Read AACR2, pp. 1-59	Areas of information-Quiz 1 (print)	Chat 2: Processing materials	1. Create quiz with feedback 2. Write summaries for chap. 3 3. Video about Chief source of information for a book 4. Supplemental information about ISBN
2/12 Unit 3	Introduction to MARC records	Read Furie's booklet Haynes, xix-xxii	Worksheet 1 – 8 areas and MARC (print)	Chat 3: 8 areas of descriptive cataloging	1. Create guidelines for completing worksheet.
2/19 Unit 4	Copy cataloging; Cataloging Aids; Cataloging Utilities; WorldCat	Read Intner chap. 4 & 10	Worksheet 2 – 8 Areas and MARC	Chat 4: MARC records	1. Create video about information found in CIP 2. Need guidelines for Worksheet 2
2/26 Unit 5	Descriptive cataloging - videos	Fritz, Chap. 7 Intner, 9	Worksheet 3 (videos)	No Chat	1. Create video about chief source of info for videos 2. Need guidelines for worksheet 3
3/4 Unit 6	Descriptive cataloging – Audio recordings	Fritz, Chap. 6	Worksheet 4 (audio)	Chat 5: Copy cataloging	1. Create video about chief source of information for audio 2. Need guidelines for worksheet 4
3/11 Unit 7	Descriptive cataloging – Electronic resources	Fritz, Chap. 5	Worksheet 5 (Electronic resources)	Chat 6: Cataloging audio and video	<b>1. Create video about chief source of information for electronic resources.</b>
3/18	Midterm		Midterm out 3/20	Chat 7: Cataloging ER	1. Update midterm



3/25	<b>Spring Break</b>		Midterm due 3/31	<b>No chat</b>	
4/1 Unit 8	Access points & Authority control	Intner, Chap. 5 Review pp.9-12	Worksheet 6	Chat 8: Access points	1.Create worksheet in which students have to assign access points
4/8 Unit 9	Subject headings	Intner Chap. 6 & 7	Worksheet 7	Chat 9: Authority control & Subject headings	1. Create worksheet that has book titles and short summaries so that students can assign subject headings. Put in Native American examples
4/15 Unit 10	Overview of classification systems – DDC National Library Week	Intner, Chap. 8	Become familiar with 10 main classes OCLC Interactive tour Read DDC intro, glossary, and summaries	<b>No Chat</b>	
4/22 Unit 11	DDC and SH cont'd		Worksheet 8 – DDC	Chat 10: DDC	<b>Create worksheet for DDC numbers.</b>
4/29	Review		Graduate Projects are due Finals will be emailed to you 4/30	Chat 11: DDC	
5/6	Final		Finals will be due May 8	Chat 12: Review and Wrap - up	

\* Details about the assignments for each Unit can be found under the **Assignments** button