

LSA - Library Science Administration 404/504
Library Cataloging and Classification

Credit hours: 3

Prerequisites: None

Course Description

Basic principles of cataloging and classifying books and non-book materials. Study of the Dewey Decimal Classification, the professional aids in cataloging, and the use of printed cards. Two hours of lecture and two hours of laboratory a week.

Recommended Text

Dewey Decimal Classification System. Abridged edition. [There will be supplementary materials]

Conceptual Framework

Southeastern Louisiana University
College of Education and Human Development
Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

The following is the link to the conceptual framework on the COEHD website:

http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/

Diversity

Students will be prepared to function in a diverse environment and/or community.

Technology

Students will be prepared to utilize technology in their professional environment or practice.

Course Objectives

1. The student will become familiar with professional terminology - [T]
2. The student will learn to recognize the variable features of books and library materials – [CK]
3. The student will become familiar with available computer software and available up-dated technologies – [T]

4. The student will become familiar with the Library of Congress Classification System and will become proficient in the application of the Anglo-American Cataloging Rules and the Dewey Decimal Classification System – [CK]
5. Methodologies
6. Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

Field Experiences

Field experiences may be required in this course in order to meet the course objectives.

Course Assessment/Evaluation Method

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

As students complete any professional development activities, they are required to enter them into PASS-PORT.

Unit (COEHD) Assessment

Artifacts to be designated by the instructor will be placed in the student's Portfolio on PASS-PORT, the unit's required electronic portfolio system.

Writing Style

All written materials will be submitted in a format acceptable to the American Library Association (University of Chicago Style).

Reference List

Anderson, Joanne S. (1996) Guide for written collection policy statements, 2nd ed. (ALCTS Collection Management and Development Series, #7). Chicago: ALA.

Downing, Mildred Harlow and David H. Introduction to cataloging and classification. 6th ed. Jefferson, NC: McFarland, 1991.

Johnson, Peggy and Bonnie MacEwan (eds.). Virtually yours: Models for managing electronic resources and services. Chicago: ALA.

Kemp, Betty, ed. School library and media center acquisitions policies and procedures. (1986) Phoenix, AZ: Oryx.

Schottlaender, Brian E. C. (ed.) (1998). The future of the descriptive cataloging rules. Chicago: ALA.