California State University Long Beach

College of Education/ Dept. of ASEC/TL Services Credential Program
Equity & Excellence in Education
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

ETEC 540 Organization of Resources Spring 2021
Rationale and use of library catalogs; principles and practice in classification and cataloging applied to school library media centers; processing/organization of information, current issues.

Class: 1/30, 2/27, 3/13, 3/27, 4/24 (optional) at 8:30am-noon at http://csulb.zoom.us/j/5629854509

*Instructor***:** Dr. Lesley S. J. Farmer
Office Zoom hours (http://csulb.zoom.us/j/5629854509): Mondays 3-5pm and by appointment
Phone / email: 562.9854509 / Lesley.Farmer@csulb.edu

*Texts***:** * required
Abridged DDC 15.Dublin, OH: OCLC, 2012.
*Concise AACR2. (2004). Chicago: American Library Association. Available online free at
https://docs.zoho.com/embed/mb9urb015be3827ec4e4abab5b136aeca52f6
**Kelsey, M. (2018). *Cataloging for school librarians* (2d ed.). Lanham, MD: Rowman & Littlefield.
Miller, J. (2018). *Sears List of Subject Headings* (22d ed.). Bronx, NY: Wilson.
Cataloging glossary: https://lib.ou.edu/documents/cat_Glossary%20of%20Cataloging%20Terms.pdf
Beachboard online readings; Library ereserves for ETEC540 (which is also the password)

Course Objectives:
(Note: TL Standards are listed in parentheses after each objective)
Each student will demonstrate the knowledge and skill to:
1. Develop and implement policies and procedures that assure efficient and effective acquisition, cataloging, processing, circulation, storage, maintenance and retrieval of print and nonprint materials and equipment. (TLS #2: Leadership)
2. Define the purpose of a library catalog and delineate approaches to organizing all materials in a school library media center using library catalogs. (TLS #8: Organization)
3. Assign the Dewey Decimal Classification and Sears (or Library of Congress Children's Subject Headings) most definitive of the subject of the specific print and nonprint materials. (TLS #8: Organization)
4. Identify the correct form of main and added entries, produce descriptive cataloging for specific print and nonprint materials, including non-English materials. (TLS #1: Diversity; TLS #8: Organization)
5. Understand the issues related to cataloging, classification and shelving multicultural and multilingual materials. (TLS #1: Diversity)
6. Access and utilize machine readable cataloging (MARC) formats. (TLS #5: Communication)
7. Prepare complete records for specific print and nonprint materials. (TLS #5: Communication)
8. Explore and evaluate options for commercial, district and school-site cataloging and processing of print and nonprint materials used in a school library media center. (TLS #8: Organization)
9. Investigate and compare integrated library management systems. (TLS #8: Organization)
10. Assess and adapt curriculum-based lessons for instructing students in locating print and nonprint materials, and the use of computers for information retrieval. (TLS #6: Learning Experiences)

Technology Requirements:
To be admitted into the ETEC and Teacher Librarian program, the catalog text states that accepted students: "are expected to have a working knowledge of word processing, databases, spreadsheets, desktop publishing, presentation software, Internet searching, and e-mail usage." For this course, you will learn how to create a library record/entry using BestMarc/MitiNet; therefore, you should know how to access and input into a web-based application.

For this course, you are expected to have dependable access to an Internet-connected computer (Mac or Windows platform). Internet access is available to students at CSULB (Student Union). The course is delivered through the BeachBoard-branded Brightspace learning management system (LMS) at (http://beachboard.csulb.edu). BeachBoard also include a webinar feature: Zoom, which will be used for communication Technical help is available through the links on the LMS home page; you can also contact the help desk at 562-985-4959 and http://helpdesk.csulb.edu. Often you will receive/send email messages via Beachboard. Verify that the Beachboard email address is your preferred email address. To change your primary address, log in to http://my.csulb.edu and select the Personal Portfolio option. If you change your preferred email address, also notify your instructors. Ethical Use: careful and ethical use of computing resources is the responsibility of every user. As such, you agree to be subject to the guidelines of the Policy Governing Access to and Use of CSULB Computing Resources.

As a student, you have free access to Lynda.com (a rich collection of online education and technology tutorials) and Office 365 (which includes Word, Excel, PowerPoint, etc.). Other software tools that you will use in this course have been licensed for you, and links to them are provided in the relevant module.

Course Schedule:
The following schedule is tentative, and may change to reflect class needs and interests:

Week 1 Synchronous 1/30: Course Overview (SLO #1, 2)
Organization and retrieval of materials, Processing. Access points, Descriptive cataloging (AACR2/RDA)
Readings: Kelsey p. 1-7; Rubin p. 346-349; consult AACR2; online
Tasks: Process Assessment parts 1-2 due 2/12; bring descriptive cataloging effort (and sources) to week 3 discussion

Commented [A1]: 6dIP, 6eIP

Week 2 Asynchronous 2/6: History (SLO #2)
Readings: Kelsey p. 7-16; Gorman etc. online
Task: History discussion (5 pts.) due 2/12

Commented [A2]: 3eIP

Week 3 Synch 2/13: Descriptive Cataloging: RDA and MARC (SLO# 1, 2, 4, 6, 7)
Readings: Kelsey chp. 2, 5-8; Rubin p. 355-357; Farmer article; online
Task: Use www.best-marc.com (and/or your own library's ILMS) to catalog; Bring descriptive cataloging effort to week 5 discussion

Commented [A3]: 4aIP, 6dIP, 6eIP

Week 4 Asynch 2/20: Metadata and Standards (SLO# 1)
Readings: Rubin 349-353, 358-378; online
Task: Metadata / Standards discussion (5 pts.) due 2/26

Commented [A4]: 3eIP, 6aIP

Week 5 Synch 2/27: MARC and Formats (SLO# 1, 4, 5, 6))
Readings: Kelsey chp. 7; Rubin 355-357; online
MitiNet (MARC Magician)
Task: Bring MARC effort to week 7 discussion

Commented [A5]: 4aIP, 6dIP, 6eIP

Week 6 Asynch 3/6: Authority Files and Copy Cataloging (SLO# 8)
Readings: Kelsey chp. 3,4; online
Task: Authority discussion (5 pts.) due 3/12

Commented [A6]: 4bIP, 6aIP

Week 7 Synch 3/13: Subject analysis: Subject headings (Sears/LC) (SLO# 1, 3, 5, 6)
Readings: Kelsey chp. 11; Sears Preface/Principles
Tasks: Subject Headings quiz (5 pts.) due 3/19; bring subject headings to week 9 discussion

Commented [A7]: 4aIP, 6dIP, 6eIP, 7cIP

Week 8 Asynch 3/20: Retrieval tools, Indexing (SLO# 2, 7, 9, 10)
Readings: Rubin 353-355; online
Task: Indexing discussion (5 pts.) due 3/26

Commented [A8]: 4aIP

Week 9 Synch 3/27: Dewey Decimal Classification System; call numbers (SLO# 1, 3, 6)

Readings: DDC introduction, Kelsey chp. 12, 13; Manley, Kaplan, Justice League article, online
Tasks: DDC quiz (5 pts.) due 4/2; Culminating cataloging and classification (130 pts.) due 4/9; Process Assessment pt. 3 (processing profile; 5 pts.) due 4/16

Week 10 Spring break

Week 11 Asynch 4/10: LC headings and classification ((SLO# 1, 2, 3)
Readings: online
Task: LC discussion (5 pts.) due 4/16

Week 12 Asynch 4/17: Instruction (SLO# 5, 10)
Readings: Kelsey chp. 14; online
Task: Lesson (20 pts.) due 4/30; last chance classification efforts due 4/23

Week 13 Synch 4/24 (optional): Organizational Issues (ILMS) (SLO# 1, 8, 9)
Issues: technology, format, multicultural
Policies and procedures: circulation, shelflists, inventory
Related Reading: online
Tasks: ILMS comparison (30 pts.) due 5/8, Process assessment pts. 4-6 due 5/15

Week 14 Asynch 5/1: Resource handling and maintenance (SLO#, 1, 8)
Book repair demo
Readings: online
Task: Process assessment pts. 7-8 due 5/15

Evaluation:
Grades: A (90%+), B (80-89%), C (70-89%), D (60-69%), F (less than 60%)
Points are determined based on accuracy, thoroughness, clarity and insight. A and B work should be of graduate study quality. Students are expected to attend and participate in class and online.
All assignments are due on the date scheduled.
A reminder: Successful coursework should be considered for inclusion in your program portfolio (aligned to Program standards), which is due at the end of your field experience. (See Field Experience guidelines at http://www.csulb.edu/lmt)

Assignment Details: (300 points total)
Process Assessment: (50 points) (SLO# 1- 5, 8-10)

Visit a library (preferably not your own if you're working in a library) staffed by a credentialed/master's librarian (if none available, interview a public librarian), and report on how technical processing is handled at the site. Include in your report the following information:
1) Name of site, system (e.g., school district), librarian title, list of other staff positions (3 pts.)
2) Note how the collection is organized; look for possible arrangement by format or specialty, handling of electronic resources, and other unique issues (5 pts.)
3) Identify processing profile (5 pts)
4) Flowchart how materials are processed for this library: receipt, cataloging, classifying, shelflist, labelling, covering, shelving, inventory, withdrawal (note where process is done: site, district, other); consider both print and nonprint materials (15 pts.)
5) List written policies/procedures for processing (you may want to collect these for your practice (5 pts.)
6) Describe what librarian perceives are the benefits and drawbacks of processing practices and policies (5 pts.)
7) Describe how library resources (all formats, including equipment) are maintained and repaired (5 pts.)
8) Reflect on your findings and determine what practices you would follow or change (and how) (7 pts.)

Cataloging: (100 points) (SLO# 3-7)

Using AACR2R rules, catalog 10 items representative of problems addressed in this course. Each print item must

represent one of the following: (fiction, nonfiction, paperback, reference, series, periodical). Each nonprint item must represent a different format (DVD, equipment, sound, website). One of the items must be bilingual or in a language other than English.

1. Prepare a main entry for each item including: call number, body of the record, all added entries (tracings); this would look like with the patron would see
3. Records may be done using an automated cataloging system, or in card format.
4. For ALL items, create an accompanying MARC record. These may be generated using an automated system.
Each item is worth 10 points, and is graded based on accuracy on: the form of the entry; punctuation and spacing; accuracy of main entry added entries.

Classification: (30 points) (SLO# 3-7)

Commented [A16]: 4aIPA, 6dIPA, 6eIPA, 7cIPA

For the 10 items catalogued (in the same forms), assign the correct:
1. Dewey Decimal Classification (1 point per item)
2. Sears Subject Headings (2 points per item)

System Comparison: (30 points) (SLO# 9)

Commented [A17]: 4bIPA, 6cIPA

Compare two integrated library management systems. Describe your experience using one system.

Library Instruction: (20 points) (SLO# 10)

Commented [A18]: 2aP, 2bPA, 4aP

Assess a lesson to aid students or adults (teachers, parents) in locating library materials. Improve on it, adapting it to your setting. Make specific provisions for diverse students.

Class (or equivalent Participation) (30 points: 5 pts./class) (SLO# 1-10)
Online discussion (30 pts. total) History, Metadata, Authority, LC, Indexes
Online quizzes (10 points total): Subject headings, DDC

Communications Plan

The course has several structures and processes for communication:
Instruction office hours and contact information
Tools:
- Syllabus
- Student profile tool
- Discussion forum for submitting work
- Zoom tool for interactive discussion online
- Q/A discussion forum to ask about course details (e.g., to clarify assignments)
- "Water cooler" discussion forum for students (and instructor) to share resources, job openings, etc.

Processes:
- The instructor expects weekly participation, including civility. In turn, the instructor will also comment on discussion boards.
- The instructor will host Zoom Office Hours Mondays 3-5pm, , and other times by appointment.
- Students may post queries via the Q/A discussion forum or email the instructor via the BeachBoard Classlist page. The instructor will reply within 24 hours, except on Sundays.
- As a workaround for work submission in case of technology problems, students may fax in work at 562-985-4534 (Attn: Farmer).
- Feedback for assignments. Summative feedback, including grade points, will be posted within four days of the end of the module. Students may also request formative feedback on work submitted up to 48 hours before an assignment is due; feedback will be provided within 24 hours.
- Students who receive less than 70% of points on an assignment worth more than 25 points may resubmit within one week to be regraded for possible additional points up to 90% (review and possible regrading will be done within 5 days).

Communications information is available in the syllabus, in the course home page (including welcome video), with details in each module.

Policies for Attendance, Withdrawal, Late Assignments

- *WITHDRAWAL POLICY*: The university policy on dropping/withdrawal from classes is set forth online and in the schedule of classes. Students must officially withdraw from their courses even though they have not attended.
- *I-GRADES:* Incompletes are available on a case-by-case basis is unforeseen circumstances prevent you from successfully completing course assignments. The I-Grade allows two additional terms to complete course work.
- *PLAGIARISM / ACADEMIC INTEGRITY:* Work that you submit is assumed to be original unless your source material is documented appropriately, such as by use of an APA Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on plagiarism in the CSULB catalog.
- *CODE OF CIVILITY.* The department values respect, responsibility, preparation, involvement, and work ethic. It expects the following:
  - Faculty and students will come to each module prepared to learn, teach and collaboratively engage with each other.
  - Students and faculty will display professional ethical behavior and academic honesty (e.g., no plagiarism).
  - Students will honor and adhere to deadlines by completing assigned readings and submitting assignments as listed in the course syllabus.
  - Faculty will honor deadlines by returning assignments with constructive feedback within four days of assignment submission.
  - Faculty, students, and staff will honor each other's perspectives, respect each other, and display common courtesy.
- *DISABILITIES*: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Bob Murphy Access Center on campus: http://www.csulb.edu/dss and 562-985-5401.
- General Refer to the current California State University Catalog of Undergraduate and Graduate Studies and to the Academic Senate website for campus guidelines and policy statements.