

East Carolina University
Master of Library and Information Science
LIBS 6026 Organization of Information
Summer 2023, 3 credits

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Course Description and Objectives

Organization of information resources, including classification, cataloging (MARC), and subject headings.
Prerequisites: LIBS 6010 and LIBS 6014

Upon completion of this course, students will be able to:

1. Identify and apply the principles of cataloging: description, authority control, subject analysis, and classification.
2. Explain how the organization of materials impacts patrons and the discoverability of resources.
3. Examine the ways in which the principles of information organization are applied in integrated library systems and content management systems.

Textbooks and Reading Materials

The reading for each module will be listed on the course Canvas site. The required text is **Gretchen L. Hoffman, *Organizing Library Collections: Theory and Practice* (Rowman & Littlefield, 2019)**. The ebook is freely available through Joyner Libraries at

<https://go.exlibris.link/5ZsJV17H>. Additional reading and viewing materials will be linked on Canvas.

Course Requirements and Grading

Expectations

During a **typical 15 semester**, you would plan on dedicating between six and nine hours a week completing your work for this class. **During the summer semester, the work is completed at an accelerated pace, meaning that you should be spending a minimum of 24 hours a week on this course.** This includes the time spent on reviewing the lecture, working through the required reading/viewing materials, completing the assignments, and participating on the discussion boards.

Grading Scale

Your assignments and final grade will be assessed according to the following grading scale:

Grade / Quality Point / %

A / 4.0 / 93-100 %

B / 3.0 / 85-92 %

C / 2.0 / 77-84 %

F / 0 / 00-76 %

Course Assignments and Assessment

During the semester, you will complete a variety of assignments that will ask you to apply what we have learned from the course readings and lecture materials. All assignment descriptions and expectations are available through the course Canvas site. **Please do not hesitate to ask questions if you are unsure about the assignment expectations or if the instructions are unclear.** You may post your questions to the Course Chat discussion board, reach out via email, or schedule a meeting with the professor.

Discussion Board Posts – 70% of final grade

The course discussion boards will serve as our forum for interaction as we move through the course together. There are six different discussion boards throughout the semester, each with a different prompt. Each discussion board will be weighted as follows:

Discussion board	Due date	% of final grade
Introduction	5/17	5%
Module 1	5/17	10%
Module 2	5/24	15%
Module 3	5/31	15%
Module 4	6/7	15%
Module 5	6/14	10%

Your initial post on each discussion board will be graded according to the following criteria:

	A	B	C
Responds to prompt 20%	The post responds directly to each of the questions in the assignment prompt, staying on topic, and addressing the prompt fully and completely	The post responds to each question in the prompt, but lacks detail in one or two areas	The post fails to respond to every question in the prompt and/or lacks significant detail for more than two areas
Accuracy 30%	The post accurately responds to the prompt, providing a correct and appropriate answer for each (where applicable).	The response contains a few minor errors, but include appropriate answers	The response contains significant errors, failing to provide accurate or appropriate answers
Synthesis and analysis 40%	Your response draws on your personal reflections from the prompt activities and makes direct connections between your observations and the assigned reading, weekly course materials, or other authoritative references.	The post reflects on personal observation and the weekly course materials and makes a weak connection between the assigned materials and/or may contain lengthy	The post fails to draw connections between the prompt activities and the weekly course materials.

		quotes.	
Proofing, Citations, and Clarity 10%	The post lacks grammatical errors and includes proper citation of any works referenced. (References to assigned readings only require parenthetical citation in the body of the post, materials outside of the syllabus require a full citation at the end of the post.)	The post contains few proofing errors and includes proper citation of any works referenced.	The post contains many proofing errors and/or improper citation.

Course Participation/Discussion Board Replies – 10% of final grade

As our main forum for course interaction, you are expected to actively participate on the course discussion boards. This virtual conversation takes the place of synchronous classroom discussion. **Each discussion board will remain open for comments, questions, and responses for one week past the due date for the initial post.** You should plan to read your classmates' posts and respond throughout the week. Your replies will be assessed at the end of the semester and graded according to the following criteria:

	A	B	C
Frequency of participation 25%	Posted frequently to the discussion boards, averaging more than one reply in each module, your initial post and replies were always posted on different dates	Posted a single response to the discussion in each module and/or your initial post and replies were timestamped on the same date	Less than one reply was posted to each discussion board
Substance 75%	Responses were substantive in length and content, synthesized the ideas and themes from the discussion board, and offered additional evidence from the course materials, and questions or comments that continued to build the conversation, responses were respectful and followed	Responses were substantive in length and offered additional context, but did not consistently offer an analysis of the unfolding discussion	Responses were brief, offering no additional context or insight and/or strayed off topic and/or failed to meet the cultural norms of the classroom

	the cultural norms of the classroom		
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**Final Paper - Cataloging in Practice – 20% of final grade
due Monday, June 19**

For your final paper, you will explore information organization in a LIS setting. You will analyze local cataloging practices in a setting of your choosing by exploring the access points for collections and interviewing a professional who generates or manages metadata. You may choose a library, archives, or special collections as the subject of your paper. You are highly encouraged to explore a setting that is relevant to your professional work.

As part of your research for the paper, you will interview a professional who works with metadata and information organization. You should choose an interviewee who can comment knowledgeably on the policies and practices within your selected setting. You should plan to speak directly to an LIS professional, either in-person, by phone, or via videoconference. Follow up questions can be sent via email if necessary. Before conducting the interview, be sure to research the LIS setting and prepare a set of questions for your interviewee. During the interview, you should gather information about:

- the types of catalog records that are created
- the types of materials that are cataloged
- the metadata standards that are used
- the authority records that are utilized
- localized standards and policies that are applicable to cataloging/info organization
- when original cataloging is completed and when copy cataloging may be utilized
- details of the ILS/CMS used to house and provide access to catalog records, including how long the platform has been used
- any challenges or issues related to cataloging and access

In addition to the interview, you will also examine the ILS/CMS from the user interface. You should explore the records available to the public by performing multiple searches and examine:

- the search options available
- the types of materials that are accessible
- how users can limit or narrow searches
- if digital resources (ebooks or digitized materials) are available
- the overall user interface

You may wish to complete your analysis of the search interface first so that you can incorporate questions about the ILS/CMS in the interview.

Your paper will evaluate the cataloging practices and procedures in relation to the best practices for setting that you have selected. Your paper should be written in an academic style with a clear introduction and conclusion and references to the appropriate literature (i.e. do NOT write in Q and A format and minimize the use of first-person pronouns). Please, avoid using phrases such as “During the interview...” or “When asked...”. Simply state the information that you discovered – “The library obtains all of its records from vendors” (citation to interview) or “Smith stated that...” (citation). The paper should be 8-10 pages in length and adhere to the assignment submission and formatting guidelines.

Your final paper will be assessed according to the following rubric for your course grade:

Criteria	A	B	C
Introduction to the Setting 10%	The paper provides a detailed introduction to the selected LIS setting and the interviewee, including the type of LIS organization, the patrons served, the mission, the extent of the collections, and the role of the interviewee	The paper provides a brief introduction to the selected setting and interviewee, but lack a few key details	The paper fails to introduce the setting and interviewee, providing only the names of each
Standards, policies and procedures 25%	The paper provides a thorough and detailed discussion of the standards, policies, and procedures that relate to information organization in the selected setting, addressing all of the bulleted items in the assignment description	The paper addresses all the bulleted items in the assignment description, but lacks detail in a few areas and/or a few of the details are inaccurately reported	The paper fails to address all the bulleted items in the assignment description, and/or lacks significant details in multiple areas and/or consistently reports inaccurate details
Analysis of ILS/CMS 25%	The paper provides a thorough and detailed discussion ILS/CMS, addressing all of the bulleted items in the assignment description	The paper addresses all the bulleted items in the assignment description, but lacks detail in a few areas and/or a few of the details are inaccurately reported	The paper fails to address all the bulleted items in the assignment description and/or lacks significant details in multiple areas and/or consistently reports inaccurate details
References to literature and professional best practices 20%	The paper includes references to the research and professional best practices directly connecting the observed practices to the concepts and theories from the weekly modules	The paper draws a weak connection to the authoritative sources and concepts and theories introduced throughout the course and/or may contain lengthy quotes	The paper fails to draw a connection to research, theories, and concepts introduced throughout the course, focusing only on the interview and the student's observations
Grammar, proofing, citation 10%	The paper lacks grammatical errors and includes proper citation to works referenced, meets the page length requirements, and	The paper contains minimal proofing errors, meets the page length requirements, and includes proper citation to all references	The paper is written in a Q/A format and/or contains substantial proofing errors and/or improper citation

	follows the assignment submission and formatting guidelines	and/or the paper frequently references the interview in the narrative rather than stating the discovered information and providing a citation to the interview	
Artifact and reflection uploaded to Taskstream 10%	Graded as pass/fail; your paper and required reflection must be uploaded to Taskstream by the assignment due date	N/A	N/A

This paper will also serve as the portfolio artifact for the course and must be uploaded to Taskstream by the due date for the assignment along with the required reflection. Your paper will be assessed according to the following rubric in Taskstream:

Criteria	Above Proficient	Proficient	Below Proficient
Examples of Cataloging Procedures	Thorough coverage of areas specified in assignment; no inaccuracies	Adequate coverage of areas specified in assignment; minimal inaccuracies	Omission of more than one area specified in assignment; several inaccuracies
Evaluation of Library's Organization	Thorough coverage of areas specified in assignment; no inaccuracies	Adequate coverage of areas specified in assignment; minimal inaccuracies	Omission of more than one area specified in assignment; several inaccuracies
Writing Style	Narrative content has no grammatical and spelling errors. Information is presented in a logical sequence. Minimum page length met. Citations are in correct APA format.	Narrative content has only minor grammatical and spelling errors. Information is presented in a logical sequence. Minimum page length met. Minor errors or errors in citations.	Narrative content has multiple grammatical and spelling errors and/or information is not presented in a logical sequence. Writing is not in academic style. Minimum page length not met. Errors in citations or citations are missing.

Assignment Submission and Formatting

All assignments must be submitted through the appropriate Canvas assignment link. Assignments should adhere to standard formatting where appropriate:

- 12-point font Times New Roman or equivalent
- Double-spaced without additional spaces between titles, headings, and paragraphs
- Charts, tables, etc. should be single spaced and use a smaller font when needed
- References also appear double-spaced 12-point font
- Page limits and word counts (if provided) do **not** include title pages, references, or attachments
- All references should follow APA 7th edition
 - The [APA Publication Manual](#) is available through Joyner Library
 - You may also reference the [Online Writing Laboratory of Purdue University](#)

Work Expectations, Due Dates, and Late Work

While the asynchronous delivery of this course allows some flexibility to work at your own pace, it is important to follow the course schedule so that you have adequate time to complete the coursework this semester. Submitting assignments in a timely matter also allows me to assess your work promptly. I will return grades and feedback within two weeks of assignment deadlines for major assignments and within one week for discussion boards.

All assignments are due on the date posted on the course Canvas site, except in cases of genuine emergency. **If you cannot meet an assignment deadline, contact Dr. Mattock as soon as possible.** No penalty extensions will only be granted in extenuating circumstances. Otherwise, assignments received after the deadline will be **docked 5% per day**.

About the Course Artifact and Reflection

As you know, the MLS program requires students to create, maintain and complete a student portfolio to meet the requirements for graduation. **For this course, the Final Paper – Cataloging in Practice is the portfolio artifact. The artifact for this class and the required reflection must be uploaded to Taskstream no later than June 19.**

Incomplete Grades

Incompletes may be considered, but only as a result of serious and unexpected health and life situations. Documentation for the request is required in writing, most commonly in the form of an email, with appropriate signatures or other evidence if necessary. Incompletes must be made up promptly and by a deadline set by the instructor and before the deadline set by the Registrar's Office which is indicated in the academic calendar for every semester. The Registrar's Office deadline is for actual grade input, whereas your instructor will need time to read and grade the works before assigning the final grade. Students who are unable to complete assignments when due are expected to withdraw from the course. The deadline for graduate students to drop a course without a grade is mid-semester (June 6, 2023 as indicated on the Summer 2023 Academic Calendar) so it would have to be an extreme case for the instructor to agree to an 'I' rather than suggesting the student drop the course.

Office Hours and Communication with the Professor

Office hours will be held by appointment. I will do my best to reserve 3-6pm on Tuesdays and 4-7pm on Thursdays each week. The [office hours scheduler \(https://bit.ly/MeetwithMattock\)](https://bit.ly/MeetwithMattock) links directly to my calendar, so that you may find a time that works best with your schedule. I'm available via Teams or

phone. If you cannot find a time that suits your schedule or wish to meet in a different modality (in-person), please feel free to email me to schedule an appointment.

I am always available via email to answer your questions or address your concerns during the semester. I will do my best to respond as quickly as I can but will respond within 24 hours during the week and 48 hours on the weekends. You may also post general questions to the Course Chat discussion board on Canvas.

Cultural Norms for the Classroom

Any successful learning experience requires mutual respect on the part of the student and the instructor. I believe that my role is to help facilitate your path through the course material as we learn together. Neither the instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. At a minimum, the expectations for the professor and student are as follows:

Instructor's responsibilities:

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that all students have an equal opportunity to participate in the course.
- Respond to student e-mail requests in a timely manner (please allow 24hrs during the week and 48hrs over the weekends for my response).
- Provide assignment feedback in a timely manner (within two weeks of due date).

Student's responsibilities:

- Remain active on the course Canvas site, checking the announcements and discussion boards at least twice per week.
- Work through all the assigned reading and materials by the stated deadline in Canvas.
- When communicating with classmates, use courteous, respectful language and keep comments and questions relevant to the topic at hand.
- Operate in discussion with respect, accountability, and patience. This is an environment for learning and we will all be challenged by the course material at times.
- Take responsibility for your learning experience, submit your work on the agreed-upon deadlines, and be open to constructive criticism.

Acknowledgements and Policies

Land and People Acknowledgement

As we work together this semester, I would like to acknowledge the Tuscarora people, who are the traditional custodians of the land on which I work and live, and recognize their continuing connection to the land, water, and air that Greenville consumes. I pay respect to eight recognized tribes; Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of Saponi, Sappony, and Waccamaw-Siouan, all Nations, and their elders past, present, and emerging. I also want to acknowledge the enslaved peoples who worked and died on these lands and their descendants. Their pain and struggle also shaped this land and culture. ECU's Land Acknowledgement can be found at <https://wcc.ecu.edu/indigenous-land-acknowledgement/>.

ADA Accommodation

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the instructor immediately. East Carolina University seeks to comply

fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support. For more information on the department's ADA compliance see <http://www.ecu.edu/cs-educ/disted/ADA.cfm>

Copyright

The intellectual property used or created this course and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and email discourses, and the course instructor as expressed in the course syllabus, class assignments, course resources, and presentations of an audio/video nature. The copyright law does allow what is described as "fair use" of copyright materials. Under "fair use" of copyright protected materials used or generated within this course, students may only utilize protected intellectual property in support of their education pursuits in this class as long as fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and "fair use."

Academic Integrity

Students are expected to turn in original work and adhere to all "Academic Honesty" policies and procedures. All resources consulted for the work should be listed as "Consulted or Background Sources" and all resources actually used (quoted, cited, exemplified, etc.) should be listed in detail. When you quote a resource verbatim, you must enclose the text in quotation marks and identify the original resource in your citations following proper APA Manual of Style rules. Ideas that you paraphrase must be attributed, even if you are not quoting the original source verbatim. Any use of copyright protected materials in your assignments must follow all applicable copyright and intellectual property laws. Students shall avoid all forms of deliberate academic dishonesty, including but not limited to:

- Collusion – students concealing their collaborating in the completion or production of course assignments submitted for credit when specifically prohibited in advance by the instructor.
- Plagiarism – the use or nearly exact use of others intellectual property without attribution and without enclosing the property in quotation marks or other identifier notation. An extended quotation or paraphrase of another's intellectual property must be attributed to its source and will be considered plagiarism if not attributed to its source.

Course Schedule

This is an overview of the course topics, please refer to the course Canvas site for lectures, assigned reading, assignments, and other materials.

Module Title and Objectives	Complete by
Module 1: Setting the Stage <ul style="list-style-type: none"> • Introduce yourself to your classmates • Review the course syllabus, objectives, and expectations • Begin identifying a site and interviewee for your final paper • Identify metadata standards relevant to your LIS area of practice • Discuss how cataloging impacts access to LIS resources 	Wednesday, May 17

<p>Module 2: Bibliographic Records, Access Points, and Authority Control</p> <ul style="list-style-type: none"> • Define the core principles for the development of descriptive metadata for library resources • Identify the key access points for common library records • Describe the role of authority control in building bibliographic records 	Wednesday, May 24
<p>Module 3: Encoding Metadata</p> <ul style="list-style-type: none"> • Identify commonly used fields in a MARC record • Apply the Dublin Core metadata schema to a bibliographic record • Describe the principles of linked data and the role of linked open data in LIS • Compare and contrast the utility of different metadata standards in LIS practice 	Wednesday, May 31
<p>Module 4: Subject Analysis and Classification</p> <ul style="list-style-type: none"> • Apply subject authority and classification systems to library materials • Explain the ethical considerations related to subject headings and classification systems 	Wednesday, June 7
<p>Module 5: Cataloging In Context</p> <ul style="list-style-type: none"> • Compare and contrast cataloging policies and practices across LIS settings • Describe the role of institutional bodies and organizations in the development of cataloging standards and tools 	Wednesday, June 14
<p>Module 6: Final Paper</p> <ul style="list-style-type: none"> • Submit your final assignment to Canvas and Taskstream • Celebrate your accomplishments! 	Monday, June 19