LIBR 509: Foundations of Bibliographic Control (3)

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

Program: Master of Library and Information Studies  
Year: 2017-2018 Winter Session, Term 1  
Course Schedule: Wednesdays, 2:00 to 4:50 PM  
Location: IKBLC, Room 155  
Instructor: Julia Bullard  
Office location: SLAIS, Room 480  
Office phone: 604-822-2843  
Office hours: Mondays 2-3pm, Thursdays 3-4pm, and by appointment  
E-mail address: julia.bullard@ubc.ca  
Connect: http://connect.ubc.ca

Course Goal: Serves as an introduction to issues in organization of information and documents including: analysis of intellectual and physical characteristics of documents; principles and practice in surrogate creation, including standards and selection of metadata elements; theory of classification, including semantic relationships and facet analysis; creation of controlled vocabularies; and display and arrangement. Provides the student with the analytical tools to assess how information is organized in an information system.

Course Objectives: Upon completion of this course students will be able to:

- Describe the basic nature and characteristics of documents [1.2]
- Describe the basic purposes and processes of authority control [1.1]
- Explain core issues in the selection, arrangement, and formation of metadata elements in surrogates [1.2]
- Analyze and classify subjects on a conceptual level [1.2, 2.1, 3.1]
- Compare different types of classification schemes and controlled vocabularies [1.2, 2.1]
- Describe the purposes of bibliographic control and resource discovery [1.2, 2.1]
- Describe the general role of resource description and access in the information transfer process, and its particular role in information systems design and operation [1.1, 1.2]

Course Topics:

- Purpose and foundations of cataloguing  
- Description principles, practices and standards  
- 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: LIBR 506, LIBR 508  
MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

Format of the course: Multiple formats will be used including; lectures, demonstrations, discussions, and small group work. There may be guest speakers for certain topics. Non-graded homework may be assigned in some of the classes.
**Required and Recommended Reading**: To be provided online, via UBC Libraries, or via Connect

**Required Readings**:

- RDA Toolkit. URL: http://www.rdatoolkit.org/ (login instructions will be provided in class)
Optional Readings:

  - See also the letters in response: http://www.economist.com/blogs/theinbox/2007/05/hail_linnaeus_may_17th

Course Assignments, due dates and weight in relation to final course mark.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Cataloguing Assignment</td>
<td>October 11</td>
<td>25%</td>
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<tr>
<td>Subject Headings Assignment</td>
<td>November 1</td>
<td>45%</td>
</tr>
<tr>
<td>Faceted Classification Assignment</td>
<td>November 29</td>
<td>20%</td>
</tr>
<tr>
<td>In-class, Out-of-class exercises, (group &amp; individual), attendance</td>
<td>Throughout the semester</td>
<td>10%</td>
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Cataloguing Assignment

For this assignment, you will work individually to cite the appropriate AACR2 and RDA rules in the creation of the following bibliographic catalogue records. This assignment will reinforce knowledge of these standards and the perspectives of the institutions that created them.

Subject Headings Assignment

For this assignment, you will work in small groups to design a subject heading system that provides access to a collection of books. You will become familiar with intellectual contents of the collection, identify a user community that is likely to benefit from access to these contents, and create subject headings that are relevant to the needs of this community. The subject headings will be organized in a
syndetic structure that reinforces their meaning. Finally, you will write an essay that reflects on the strengths and limitations of subject heading systems in general, particularly their ability to provide users with access to desired content. This assignment is a group project, in which you will practice teamwork and consensus building.

Faceted Classification Assignment

For this assignment, you will work individually to design a faceted classification system that provides access to a collection of fictional and historical characters (people). You will become familiar with characteristics of the collection, identify a user community that is likely to benefit from access to the collection, and create a faceted scheme that is relevant to the needs of this community. The faceted scheme will facilitate the creation of meaningful classes that are suitable for the organization of the characters. Finally, you will write an essay that reflects on the strengths and limitations of faceted classification systems in general, particularly their ability to provide users with access to desired content.

Course Schedule [week-by-week]:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
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<tr>
<td>Sept 6</td>
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<td>Week 2</td>
<td>Information and Representation</td>
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<td>Sept 13</td>
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<td>Buckland (1991) (online), McCloud (1993) (Connect)</td>
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<td>Week 3</td>
<td>Principles of catalogues and cataloguing: objectives, access points, authority control (Part 1)</td>
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<td>Sept 20</td>
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<td></td>
<td>Taylor &amp; Joudrey, Chapter 8 (Connect) (pp. 245-249 ONLY), RDA Toolkit: AACR2, Chapter 1 (skim only) (online via RDA Toolkit)</td>
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<td>Optional Readings:</td>
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<tr>
<td>Week 4</td>
<td>Principles of catalogues and cataloguing: objectives, access points, authority control (Part 2)</td>
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<td>Sept 27</td>
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<tr>
<td></td>
<td>Taylor &amp; Joudrey, Chapter 8 (Connect) (pp. 249-281)</td>
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<td>Optional Readings:</td>
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<td>Theimer (2012) (UBC Libraries)</td>
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<td>Week 5</td>
<td>Bibliographic relationships and document models</td>
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<td>Oct 4</td>
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<td></td>
<td>Taylor &amp; Joudrey, Chapter 8 (Connect) (pp. 281-285), Welsh &amp; Batley (2012) (Connect)</td>
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<td>Optional Readings:</td>
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| Week 6  | Oct 11 | Subject heading systems and thesauri (Part 1)  
|--------|--------|------------------------------------------------|
|        |        | Aitchison et al. (2000). Section F (Connect)  
|        |        | Optional Reading:  
|        |        | Doyle et al. (2015) (UBC Libraries)  
| Week 7  | Oct 18 | Subject heading systems and thesauri (Part 2)  
|        |        | Dykstra (1988) “LC subject headings disguised as a thesaurus” (UBC Libraries)  
|        |        | Optional Readings:  
| Week 8  | Oct 25 | Mental models and categorization  
|        |        | Zerubavel (1991) (Connect)  
|        |        | One of the two readings  
|        |        | • Fox (2011) (Connect)  
|        |        | • Jacob (2004) (UBC Libraries)  
| Week 9  | Nov 1  | No class (ASIS&T Annual Meeting)  
| Week 10 | Nov 8  | Faceted Classification  
|        |        | Denton (2009) (online)  
|        |        | Wild et al. (2009) (UBC Libraries)  
| Week 11 | Nov 15 | Enumerative Classification  
|        |        | Optional Reading:  
|        |        | The Economist (2007) (online)  
| Week 12 | Nov 22 | Resource description and access on the Web: Metadata (Part 1)  
|        |        | Taylor & Joudrey, Chapter 8 (Connect) (pp. 285-294), Ealings & Waibel (2007) (online)  
| Week 13 | Nov 29 | Resource description and access on the Web: Ontologies and tagging systems (Part 2)  
|        |        | Optional Readings:  

**Attendance:** The calendar states: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.”

**Evaluation:** All assignments will be marked using the evaluative criteria given on the SLAIS web site.

**Written & Spoken English Requirement:** Written and spoken work may receive a lower mark if it is, in the opinion of the instructor, deficient in English.

**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 varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: [http://www.universitycounsel.ubc.ca/policies/policy65.pdf](http://www.universitycounsel.ubc.ca/policies/policy65.pdf).

**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. Below is the university's definition of plagiarism from the 2017/2018 Academic Calendar ([http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959)).

“Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else’s work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.”

Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: Academic Integrity & Plagiarism [http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/](http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/). Additional information is available on the Connect site [http://connect.ubc.ca](http://connect.ubc.ca).

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

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a
source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.