

LSSL 5332

Organization of
Collections I



LSSL 5332 Organization of Collections I Fall Term A 2017

LSSL 5332 is a required course for MLS degree and Library Science Certification.

**College of Education, Department of Library Science
Academic Building 4, Room 431, Huntsville, TX 77341**

Instructor: Dr. Buffy Edwards 405.642.3316 bas076@shsu.edu

Office hours: Available ONLINE and by appointment.
E-mail: Normally students can expect a response within 24 hours

Day and time the class meets: ONLINE Class Meeting by appointment

Location of class: Online only

Course Description: Introduces the principles of descriptive cataloging, classification, and subject analysis using the latest editions of the Anglo-American Cataloging Rules, the Dewey Decimal Classification, and Library of Congress subject headings. Focuses on the broad-based use of the MARC format. Provides an overview of the various types of bibliographic control, technical services in libraries and processing centers, and commercial and shared cataloging utilities. Required for certification and MLS.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Learning fundamental principles, generalizations, or theories.

Important:

Gaining factual knowledge (terminology, classification, methods, trends).

Required Textbooks:

Intner, S., Fountain, J., & Weihs, J. (2011). *Cataloging correctly for kid: an introduction to the tools*. (5 ed.). Chicago: American Library Association.

Course Format:

This is an online course.

Course Content and Course Assignment Requirements:

NOTE: Refer to detailed guidelines in Blackboard course site.

ASSIGNMENTS		
9 Weekly Discussion Boards and Responses	90 points	Post and Response Due weekly
Children's Online Catalog Evaluation (OPAC Eval)	50 points	Due August 29
Subject Heading Quiz	50 points	Due September 5
Assigning Subject Headings	100 points	Due September 5
Dewey Decimal Quiz	50 points	Due September 12
Dewey Decimal Exploration	50 points	Due September 12
Assigning Dewey Decimal Numbers	100 points	Due September 19
Locate and Copy MARC Records	100 points	Due September 19
TEExES Scenario 1	10 points	Due October 3
TEExES Scenario 2	10 points	Due October 3
Original Cataloging	100 points	Due October 3
Assigning Copies to MARC Records in Destiny	100 points	Due October 10
TOTAL POINTS POSSIBLE	810 points	

A = 729 –810

B = 648 – 728

C = 567 - 647

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students ○ [Procedures in Cases of Academic Dishonesty #810213](#) ○ [Disabled Student Policy #811006](#) *Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.* ○ [Student Absences on Religious Holy Days #861001](#) ○ [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction ○ [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse

learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performancebased)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
Demonstrates effective use of current and relevant information processes and resources, including emerging technology	Units 1 - 6	Textbook Readings Discussion Boards Automation Tutorials Cataloging Activities	S-1.1b TS-I.001, II.002, II.003, II.007, II.008 CF-1,2, 3 N-1e

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Program specific URL address for *Specialty Program Association (SPA) standards*:

Course Evaluation:

A = 770 - 870 points

B = 710 - 789 points

C = 630 - 709 points

F = Anything below 70%

Expectations:

- **Late Assignment Policy**

Late work is not accepted. It is the responsibility of the student to make sure work arrives at the eCollege site by midnight on the assigned due dates. Hardware and/or software failure is not a reason for late work. At the Instructor's discretion, an assignment may be submitted after the deadline under extenuating circumstances. The Instructor will be the sole determinant as to what is extenuating. Illness the day of the assignment is not extenuating as due dates are posted weeks and months in advance. However, a student should check with the Instructor if he or she knows an assignment will be late. A penalty will be exacted for any late work accepted. Late work during the final 3 weeks of class, will not, under any circumstances, be accepted. Midnight means Midnight – not several hours later. Please be aware that scheduled downtime is posted at the portal for eCollege and at the SHSU home page most of the time. Unscheduled downtime might be an issue. If that is the case, I will communicate an extension of deadline to students. However, it is good to plan to submit work ahead of schedule.

- **Academic Dishonesty Statement**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. The department chair is informed of any academic dishonesty. Most violations of the policy result in suspension and dismissal from the program. □ **Time Requirements**

This is a graduate class, and students need to set aside time each week for the assignments. It is suggested that the student devote time each day for reading the assigned texts as well.

- **Professionalism Policy**

It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work will be completed in a timely and professional manner according to the posted class schedule. Communication with the professor should demonstrate an understanding of professionalism as well. Points are lost if these expectations are not fulfilled.

- **Cell Phone Policy**

[Sam Houston State University Academic Policy Statement 100728](#)

- **Technology Requirements**

It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting online searches. Microsoft Word is the word processing program that is necessary to complete all assignments. It is necessary that students have **access to a PC computer** to complete all the assignments. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to begin on the first official day of classes for the university. This is NOT a place to begin learning technology skills.

- **LIB_SCI**

It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your university email EVERY DAY.

- **Style sheet**

As a librarian you are expected to be familiar with a variety of research and publishing styles. For this course you will use APA 6th Edition. You may get further assistance on the Newton Gresham Library site: <http://shsulibraryguides.org/APA>.

- **Assignment completion**

All assignments must be completed on time in order to pass this course. Due to the complexity of this course, the Instructor may request for an assignment to be corrected and will assign a new due date for its completion.

Bibliography:

Intner, S., Fountain, J., & Weihs, J. (2011). *Cataloging correctly for kid: An introduction to the tools*. (5 ed.). Chicago: American Library Association.