

**Spring 2023**

**LIS506 Cataloging Multimedia Objects**

### January 18 – May 12

### Tuesday 6:30-7:59pm Central

**Contacting your professor**

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Office hours: Monday & Wednesday 10-3pm; virtual conference by request.

**See the SLIS Graduate Handbook for student responsibilities, university and school policies. SLIS Mission, Values, Goals: www.usm.edu/library-information-science/about**

Interactive Discussions (Weekly Class Meeting at Zoom Classroom in Canvas):

Tuesdays 6:30-7:59pm Central Time; To access the course from Canvas: https://usm.instructure.com/login/canvas

These times are Central Time – if you live in another time zone, adjust accordingly. Interactive discussions are held each week unless otherwise notified.

\*\*The first live session, an introductory class, will be held in Zoom room on January 24 Tuesday at 6:30pm Central time. To access (classroom is scheduled weekly): Join URL: <https://usm-edu.zoom.us/j/88043728377>

**Drop Dates**: Last day to add/drop full term classes without academic or financial penalty and Last day to drop full term classes without grade of W is Wednesday January 25, 2023. Last day to withdraw from full term classes with grade of W is Thursday April 6, 2023. Please also check USM’s academic calendar(https://www.usm.edu/registrar/spring-2023-full-academic-calendar.php)

**Credit**: 3 hours

**Catalog Description**: A study of the principles and methods of cataloging and classifying multimedia objects. Provides practice in bibliographical description and subject analysis.

**Prerequisites**: LIS 505 or equivalent

**Learning outcomes:** This course assumes that the student has completed the requisite course in introductory cataloging and classification and is confident in the use of basic cataloging tools and standards, primarily with Resource Description and Access (RDA), Functional Requirements for Bibliographic Records (FRBR). It is equally assumed that the principles of bibliographic organization and control of materials are understood.

**Method of Instruction**: This course will be taught using online lecture, synchronous (chat and live classroom) and asynchronous discussion, and independent exercises and other assignments.

**Required text**:

Oliver, C.(2021). Introducing RDA: A guide to the basics after 3R. Chicago, IL: ALA. ISBN: 978-08389-1908-8.

Course materials: (Supplementary readings are also listed in the course) readings, tutorials, discussion board posts, assignments, virtual interactive class lectures are the learning strategies for the course.

* Reliable connection required:
  + [*Microsoft Office 365*](http://www.usm.edu/itech/microsoft-office-365) –free for students, includes 2016 Word, Excel, PowerPoint, Outlook, OneNote, Access, Publisher
  + [iSouthernMS](http://www.usm.edu/isouthernmsmobile) app for smart phones.
* Course materials online: [https://usm.instructure.com](https://usm.instructure.com/) – login with SOAR ID and password
  + *canvas* [support](http://www.usm.edu/canvas/student-support)
* For live classroom sessions, go to Zoom classroom – the link will be in the course calendar.

**Library Services**

The USM library provides services for distance education students. Please consult the information available at the following link: <http://www.lib.usm.edu/services/stude>ntserv\_mu.html

**Goals:**

Students will become familiar with more advanced techniques of cataloging and classification, including authority control and LC Classification.

Students will become familiar with techniques for cataloging and classifying serials and electronic materials.

Students will be introduced to various electronic organizational formats, including

EAD, Dublin Core, etc.

Students will explore new catalog interfaces and RDA.

**Objectives**: At the conclusion of the course students should be able to:

1. Perform second level descriptive cataloging for selected print and non-print materials in OCLC MARC formats using RDA.

2. Perform subject analysis and provide subject heading access points to materials utilizing the Library of Congress Subject Headings and related tools.

3. Perform subject classification for materials utilizing the Library of Congress

Classification system.

4. Locate authority records for name and subject control utilizing Library of Congress authority records and interpret them correctly.

5. Create and retrieve cataloging records using OCLC’s Connexion and other tools.

6. Be able to describe at an introductory level of various electronic organizational formats.

7. Perform research on topics in cataloging and classification relevant to current issues and trends.

8. Have a basic understanding of contemporary issues in vendor-created electronic resources management and licensing.

**Major Topics:**

I. Descriptive cataloging

LRM(FRBR), RDA, and MARC

Serials and Integrating resources

Cultural objects

Archival materials

E-resources

Movies, 3D objects, video games

Graphic novels, comic strips

Cartographic materials

II. Library of Congress Subject Headings

Headings and subdivisions

Free-floating subdivisions and Subject Cataloging Manual

Patterns and form: topical and literary

Local subject headings

III. Authority Control: Names and subjects

USMARC authority records

Name

Subject

IV. Library of Congress Classification Systems

LC Schedule characteristics

Structure of class number

V. Electronic organizational formats/metadata standards

Dublin Core

EAD

Other formats and catalog interfaces

CDWA

VRA etc.

VI. Systems and structures

MARC

FRBR/LRM

RDA

**Assignments**

1. Read and complete reading assignments, participate in required chats and discussion boards. (20%)

2. Independent exercises: You will perform original second level cataloging for items in each format covered. Accuracy, attention to detail, and neatness do count! (20%)

3. Comparative MARC analysis: Select a work that has been published in several

formats. I suggest that you find a novel (monograph) that was made into a movie (digital recording) and a talking/audio book (sound recording/spoken text) or the soundtrack to the movie (sound recording/music). You may find a journal (serial) that has published

a short story by your author or an article about the movie or is devoted to criticism and analysis of the work. Sometimes a work is used in a kit (multimedia) for educational purposes in the classroom. Then search for a web site related to the author, the movie, etc. (electronic resource). Find MARC records for the different formats (5-7) of the

**'same**' work in an OPAC or other resources. By November you will be able to illustrate the similarities and differences in describing the same work in different formats. You will post your analysis to your blog in Blackboard. Make your report visually appealing by adding images of the different objects you are analyzing. (30%)

4. FINAL PROJECT: Breaking New Ground (Narrated online presentation):

15-minute class presentation on a topic/ medium we do not cover that you want to learn about, in which you share your new knowledge with the class! You may work independently or in groups. This assignment gives you a lot of latitude and your presentation may take a variety of formats. For example, you may want to present a workshop on cataloging audio/video, music, cartographic or digital objects. Or perhaps rare books and special collection items like teapots and regalia strike your fancy. Conversely you may want to showcase new technologies used in organizing information resources, such as a Digital Resources Management Systems (DRM), or maybe you want to interview two or three catalogers/archivists about their jobs and share how they see the future of cataloging and information organization. (30%)

**Course Requirements :** All assignments are due by the date indicated. Work not received on time will be graded as late. (See policy on documentation below) Late assignments will not be accepted more than 3 days after due date without prior approval from the instructor and will be subject

to grade reductions. Students requesting extensions on due dates will not receive an A

unless proper documentation procedures are followed (see below).

One interactive discussion (chat) absence is allowed without penalty. One additional chat may be made up by writing a summary of the chat and turning it into the instructor without any requirement for documentation. Prior arrangements should be made with the instructor for missing an interactive discussion if at all possible. Additional absences will result in a lower course grade.

A student with a legitimate serious reason for missing multiple chats or submitting work more than a few days late should contact instructor in a timely manner. Arrangements may be made with the instructor to make up work but a grade penalty will apply.

A final course grade of Incomplete (I) is given only if extraordinary circumstances beyond the control of the student prevented completion of coursework. Documentation must be provided as per the above paragraph. A grade of incomplete must be removed by completion of required coursework by the end of the following semester (excluding summer) or the grade automatically changes to F. A grade of I will not be given unless

the majority of work for the semester has been completed.

Written coursework may be submitted to turnitin.com by the instructor. If a student is found to have plagiarized parts of an assignment, a failing grade on the assignment may be given. If an entire assignment is found to be plagiarized the student will be given a failing grade in the course. Students may not submit work done for other courses without instructor approval – this is self-plagiarism. Please see the University’s policy on plagiarism given below. Failure to put quoted material in quotation marks is plagiarism, even if the source of the material is cited.

The calendar is a part of the syllabus, but may be revised by the instructor as

needed. Additional instructions for assignments and grading rubrics are also considered a

part of the syllabus.

All written assignments are to be deposited in the electronic drop box unless otherwise indicated. All written assignments should have a header with the student's name and date

of submission. Assignments missing this information will be marked down. File names should include the student’s last name and assignment title. Written work should be double-spaced unless otherwise directed. Assignments should be in Word format. Please check your file extension before submitting an assignment.

Comments and reactions that are posted online, while presented honestly, should be carefully phrased to avoid sounding negative or rude to fellow classmates. An online environment, with its lack of visual feedback, requires particular attention to courtesy and phrasing.

Writing skills: All work must be in standard English; inappropriate grammar, punctuation, and/or spelling will result in lower grades. Students are strongly encouraged to use the grammar and spelling checking functions of their word processing software (look under tools in the menus) and to have their work proofread by someone knowledgeable in grammar and writing skills.

**Grading:** A grade of A is awarded for work that goes beyond what is adequate and acceptable for graduate work.

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| --- | --- |
| A | 95-100 |
| A- | 90-94 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 65-69 |
| D | 60-64 |
| F | 0-59 |

**Communication**: Communication between the professor and the students will be facilitated by way of e-mail, chat room, and/or bulletin board. E-mail is used

when private discussions are needed between the student and professor or between students. The bulletin board will be an open format for all students at the same

time. Group bulletin boards and chats may also be used. Open discussions and forums will be facilitated.

**Academic Integrity Statement**

Academic misconduct involves deception to improve a grade, earn course credit, complete a degree, or create an unfair academic advantage for oneself or disadvantage to another in the academic community. All students at the University of Southern Mississippi should familiarize themselves with the Student Academic Integrity Policy to become familiar with what actions constitute academic misconduct, a violation of that policy. Southern Miss values “an approach to academics, research, and personal conduct based on integrity and civility” and the Student Academic Integrity Policy supports that University value. Forms of academic misconduct may include, but are not limited to:

· Cheating - Cheating is a broad category of academic misconduct characterized by an attempt to gain academic advantage through inappropriate means or impede the academic achievement of others.

· Plagiarism - The use of another person's or source’s words, creative works, or ideas without appropriate quotation or attribution; claiming or submitting for academic credit the work of another.

· Lying - The misrepresentation of one’s academic work, lying to an instructor to increase a grade, or lying to an instructor regarding an academic integrity violation.

· Acquiring or Distributing Information Inappropriately - The act of distributing or obtaining course assignments or examination questions or answers from sources not approved by the instructor or proctor (includes, but is not limited to, unauthorized use of the Internet, test banks associated with course text and previous student work).

· Fabrication or Falsification of Data - Any statement of untruth in any matters related to the academic experience, including but not limited to forgery; false claims of authorship; falsification of information, data, or results derived from or related to research or to laboratory experiments.

· Stealing or Defacing - The act of intentionally taking, transferring, defacing, or destroying, without right or permission, any property related to the academic mission of the University, including an attempt to impede others.

· Multiple Submissions - The submission, more than once, without authorization by any instructors involved, of substantial portions of the same work, including oral reports or work submitted for retaken courses.

· Conspiracy - The act of agreeing or planning with any person to commit any violation of the Student Academic Integrity Policy.

If you commit an act of academic misconduct, sanctions ranging from resubmission of work to course failure may occur to the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” Should you be accused of academic misconduct, please visit the Academic Integrity Website or email integrity@usm.edu for any questions you may have about your rights and about the academic integrity process. Southern Miss provides many campus resources that are detailed in this syllabus and will be discussed by your professors; please utilize those to help you learn. At Southern Miss, we care about your personal work and learning journey.

**Resources for Students with Disabilities**

If a student believes that they have a disability which is covered by the Americans with Disabilities Act (ADA) and makes them eligible to receive classroom or housing accommodations, they should contact the Office for Disability Accommodations (ODA) for information regarding the registration process. Disabilities covered by the ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary illnesses or injuries and pregnancies. Students should contact ODA if they are not certain whether their documented medical condition qualifies for ODA services. Students are only required to disclose their disability to the Office for Disability Accommodations. All information submitted to ODA by the student is held with strict confidentiality.

Address:

The University of Southern Mississippi

Office for Disability Accommodations

118 College Drive # 8586

Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3302 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email ODA at [oda@usm.edu](mailto:oda@usm.edu) .

**COVID-19 Protocol, Spring 2023**

In spring 2023, Southern Miss is operating under normal procedures on all campuses, teaching, and research sites. Face masks are no longer required in public spaces unless you have COVID-19 symptoms, a positive COVID-19 test, or close contact exposure to someone with COVID-19. You may choose to wear a mask at any time, based on your personal health circumstances, and healthcare settings may require face masks during times of high community transmission. The CDC recommendation for mask use is fluid, depending on the level of community transmission and a person’s risk for serious illness. Please refer to our COVID health protocols site for the most up-to-date information. All eligible students, faculty, and staff are strongly urged to get a COVID-19 vaccination and all applicable boosters, which are now widely available: · Schedule an Appointment – Hattiesburg Campus · Schedule an Appointment – Gulf Park Campus · Schedule an Appointment in Your Current Area

For everyone in the Southern Miss community, staying physically and mentally healthy is important. Moffitt Health Center provides health care services through online resources and appointments with care providers. Students who become ill with fever or other symptoms should contact Moffitt for information or to see a care provider. If a student is required to isolate during the semester due to a diagnosed illness, we ask that faculty give that student consideration for make-up work.

In addition to physical health care, students may also access a variety of resources to support mental well-being, from online resources to in-person counseling for students through Student Counseling Services. If you have concerns about your well-being, please contact one of these resources for support.

Mental Well-Being Statement

USM recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601-266-4829. More information is also available at <https://www.usm.edu/student-counseling-services> . *SCS offers currently enrolled students free, confidential counseling services and can provide referrals to campus and community resources. In the event of emergency, please call 911 or if there is a mental health crisis after business hours, contact the counselor-on-call at 601-606-HELP (4357), or call the National Suicide Hotline at 1-800-273-TALK (8255).*

**Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM’s campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. The sharing of information to the Title IX Office does not initiate a Title IX investigation or the criminal investigation process. Reporting to the Title IX Office initiates office outreach to those impacted by the alleged behavior to discuss available resolution options and supportive measures. You do not have to file a formal complaint with the Title IX Office in order to access on and off campus supportive measures. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at [www.usm.edu/title-ix](http://www.usm.edu/title-ix).

**Rubric for Writing Assignments**

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|  | | Consistent  performance e of all criteria | | Consistent performance of most criteria | |  | | Fails to meet more than 3 criteria |
| **Criteria/Levels** | | **Excellent:** | | **Satisfactory:** | | **Requires** | | **Criteria/Levels** |
| Assignment  parameters/requirements  Length, required number of sources, formatting, due date, any other assignment requirements – 15% | | Assignment  meets all parameters | |  | | Assignment  fails to meet at least one parameter | | Assignment  fails to meet more than one parameter |
| 1. Assignment shows judicious and applicable use of quotes and  paraphrases.  No more than 15% of text is direct quotes.  2. In-text citations are present and in correct format.  3. Sources cited match with the reference list | Assignment meets all criteria for use of quotes, paraphrases  and citations. | Assignment has no more than one  error in using  quotes, paraphrases and citations. | | Assignment has 2 or 3 errors in using quotes, paraphrases and citations. | | Assignment has more than  3 errors in using quotes,  paraphrases and citations | |

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| Content—60%:  1. Required subject content is present.  2. Content is  organized in a coherent, logical manner with an introduction, body, summary, and conclusion.  3. Content synthesizes information from various sources into  a smooth,  consistent whole.  35% | Assignment  meets all criteria for content. Content includes  insights, development of  thoughts and arguments, and  analysis that goes above and  beyond that which is normal  for a **graduate- level paper.** | Assignment  meets all criteria for content. Paper is a good graduate-level paper. | Assignment  does not meet at least one aspect of content  criteria. Paper is marginal in quality expected of a graduate-level paper. | Assignment  does not meet more than  one aspect of content  criteria. Paper is  unsatisfactory in terms of  graduate- level paper. |
| Writing style and presentation-25%:  Paper is free of typos, punctuation errors, spelling errors, and grammatical errors.  Writing flows smoothly with good transitions between major topics, paragraphs, etc. | Assignment meets all criteria for writing style. | Assignment meets most criteria for writing style with not more than 3 typos  or other  errors. | Assignment meets some criteria for writing style, but there are several instances of typos or other errors. | Assignment has a large number of writing style errors. (more than 10) |

Course Calendar (Subject to Change):

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| --- | --- | --- | --- |
| **Weeks/Dates** | **Activities** | **Topics** | **Titles of Online Readings** |
| Jan 18(Wed)-22  Jan 23-29 | * 1st class meets Jan 24 Tuesday(introduction) * Self- introduction due Jan 24 | 1. Course overview (first class) 2. MARC fixed and variable fields 3. RDA and FRBR on multimedia objects | 1. OCLC Bibformats(online): Chapter 1, 2, &3 2. Cataloging cheat sheets (Special Libraries Cataloging, Inc) 3. LC Cataloging & Acquisitions Directorate |
| Jan 30- Feb 5  Feb 6-12 | * 2nd class meets Feb 1 Tuesday * 3rd class meets Feb 8 Tuesday * Start Exercise 1 | 1. Electronic resources 2. Serials and integrating resources | 1. Serial cataloging( Special libraries, Inc) 2. Cataloging E-serials (Yale Library) 3. Integrating resources: A cataloging manual |
| Feb 13-19  Feb 20-26 | * 4th class meets Feb 17 Tuesday * No class(Mardi Gras Feb 21) | Cultural objects (photos, sculpture, architecture, seeds)  Three-dimensional objects and kits, | Cataloging art and architecture (Getty) |
| Feb 27-Mar 5  Mar 6-12 | * 5th class meets March 8 Tuesday * 6th class | Archival materials (print and web) | 1. Cataloging e-monographs (Yale Library) 2. Web archiving and cataloging(LC) |
| March 13-19  March 20-26 | No class on March 14(Spring break week)   * 7th class meets March 21 Tuesday * Assignment 1-MARC analysis due March 21 Tuesday noon | Comic strips/graphic novels | 1. Special cataloging guidelines (OCLC) |
| Mar 27-April 2  April 3-9 | 8th class meets March 29, Tuesday  9th class meet April 5th Tuesday | Music  Moving image | 1. Yale music cataloging 2. Music Library Association Best practice 3. Archival moving image materials: A cataloging manual (LC) |
| April 10-16  April 17-23  April 24-30  May 1- 7 | 10th class meets April 11Tuesday  11th class on April 18 Tuesday  12th class meets on April 25(Final class)  Final presentation due May 2 Tuesday noon | Video games  Cartographic materials | 1. Cataloging video games best practice using RDA 2. Geographic and cartographic materials (LC Collection overviews-Special formats/materials) 3. Map cataloger’s tool box(SUNY-Buffalo) |

Last modified 01/12/2023