

**LIBS 6026: Organization of Information  
Section 601**

East Carolina University  
College of Education  
Department of Interdisciplinary Professions  
Master of Library Science Program  
<http://www.ecu.edu/educ/libr/>

Fall 2022

**About the Course:** This course provides an overview of guidelines for the description, coding, classification, and subject analysis for materials in a library collection.

**Professional and Academic Standards**

This course relates to the following standards, competences and objectives:

*MLS Program Objective:*

5. Understand and apply appropriate concepts and guidelines for the organization and discoverability of library materials and resources.

*ALA Core Competences of Librarianship:*

3. Organization of Recorded Knowledge and Information

*ALA/AASL Standards for Initial Preparation of School Librarians:*

5. Program Management and Administration

5.1 Collections: ... Candidates organize school library collections according to current library cataloging and classification principles and standards.

*North Carolina School Library Media Coordinators Standards:*

2. School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students

Promote and facilitate open, equitable access and appropriate use of all information and technology resources.

*ALA/ACRL Standards for Libraries in Higher Education:*

4. Discovery: Libraries enable users to discover information in all formats through effective of technology and organization of knowledge.

**Prerequisites:** Completed or finishing Tier 1 courses.

**Instructor Contact Info:**

Patricia Dragon  
1204 Joyner Library  
East Carolina University  
[dragonp@ecu.edu](mailto:dragonp@ecu.edu)

Office Phone: (252) 328-0296  
Microsoft Teams: dragonp@ecu.edu

### Office Hours

Webex: <https://ecu.webex.com/meet/dragonp>  
Wed, Fri 12:00-1:00 p.m. or by appointment.  
Appointments are always preferable.

Face-to-face: By appointment

### Contacting me

The best way to contact me is to send an email or Teams chat message. I monitor my email consistently during business hours (8:30-5:00 M-F) and check it regularly outside of that. I will make every attempt to respond to messages within a two-hour window, however I will be delayed in responding if I have work obligations, or if you contact me outside of business hours. Between 10:00 p.m. and 6:00 a.m. my computer is off. Please plan ahead and don't leave assignments until the last minute!

### Suggested Serials for Browsing

Cataloging and Classification Quarterly  
Library Resources and Technical Services  
Technical Services Quarterly

A number of required-reading documents are identified or provided within the Canvas course site. Periodically I may send out additional resources for students. I will post these resources in the course Canvas site and/or email them to students.

### Course Learning Objectives

1. To understand the principles of cataloging: description, authority control, subject analysis, and classification.
2. To demonstrate use of these principles through cataloging materials.
3. To gain knowledge of how the organization of materials impacts patrons and the discoverability of resources.
3. To demonstrate knowledge of integrated library systems and their functionality.

### Required Text

Organizing Library Collections: Theory and Practice by Gretchen L. Hoffman. Rowman & Littlefield, 2019.

ISBN: 9781538108529 (Electronic)

ISBN: 9781538108505 (cloth: alk. paper)

ISBN: 9781538108512 (pbk. : alk. paper)

Textbook available as an e-text through the Joyner Library catalog.

### Course Assignments

There are 6 modules in the course and a final paper. Complete information about them is contained in separate folders under the “Assignments” link on the Canvas site. Due dates are provided in the assignment instructions. I may schedule several live WebEx sessions. These are not required, but students usually find them helpful.

### Assignment Due Dates

- 9/6: Module 1:** Introduction and History: 12 points
- 9/19: Module 2:** Description and Access Points: 17 points
- 10/12: Module 3:** Encoding: 20 points
- 10/19:** Module 3 discussion board: 2 points
- 11/7: Module 4:** Subject Access and Classification: 17 points
- 11/14: Module 5:** In-Practice: 12 points
- 11/28:** Paper Draft (not graded, however failure to submit a draft results in a loss of 4 points out of 20 from the final paper)
- 12/9: Module 6:** Final paper posted to Taskstream: 20 points

Total points equal 100

The College of Education and the library science program have chosen the American Psychological Association publication style using the in-text and reference list options as the required style. This requirement went into effect in fall 2008. A quick guide is available at <http://www.apastyle.org/> If you have taken LIBS 6012, you should own a copy. For online guides to APA style, including the *APA Style Guide to Electronic References*, see <http://www.ecu.edu/cs-lib/Reference/refdesk/style.cfm> I also highly recommend the Purdue OWL Writing and Citation site at <https://owl.english.purdue.edu/owl/resource/560/01/>

### How to Complete and Submit Assignments

Written submissions are due by midnight of the date due. Anything received after that is considered late. Assignments submitted late will be subject to a late point deduction. My late penalty is usually one point per day late. There are no exceptions to the late penalty based on technical problems (such as computer failures, loss of Internet or email, etc.), so please plan alternatives ahead of due dates, e.g., back up all your work, identify another computer you might use to submit assignments if your primary workstation crashes, and delete unnecessary items from your Pirate Mail box regularly so that you can send and receive mail, etc.

Submit all assignments in a 12-point font for readability, double-space format unless otherwise noted. References, charts, tables, etc. within an assignment or that accompany assignment can be single-spaced, but still need to use a 12 point font. All resources consulted for an assignment should be provided at the end of the written assignment as “Works Consulted,”

and resources actually used (quoted, noted, or used as an example, etc.) should be noted by in-text references.

Like most of the MLS program, this is a writing-intensive course. For students who recognize that writing may be a barrier to their success, I highly recommend the University Writing Center's Online Writing Lab. Lab personnel will review papers submitted online and return them with diagnostic suggestions for improvement. Complete information on how to submit is available at: <http://www.ecu.edu/cs-acad/writing/writingcenter/submit.cfm>

### Review and Grading of Assignments

I will send each student comments on assignments and the point score after each assignment has been reviewed, and assignments have been graded for all students.

### Grades and Grading

Score points for written assignments will be based on the following criteria: Adherence to assignment requirements; the detailed, concise and logical presentation of information that addresses the assignment requirements and grading rubric components; use of resource materials to justify responses; compositional style and use of appropriate grammar and syntax. This is a graduate level course. Written work that demonstrates a lack of understanding of subject matter, is unclear or poorly organized, contains few or irrelevant details, does not follow directions, contains little or unsubstantiated evaluative commentary, or is otherwise poorly written, prepared (e.g. typos, grammatical errors) or documented will receive fewer score points. Please remember that while an electronic spell check of a document will note most misspellings, spell checkers do not recognize context and verb agreement. If grammar, syntax and spelling are not your strengths, I suggest you find a sympathetic editor to review your assignments prior to submission. I am not a proofreader, and will send materials requiring extensive copy edits back to the student without a grade.

The course grade is totaled from the score points earned on each of the assignments. The course assignments total 100 points in value. The point total constitutes your final grade for the course. The grade scale is as follows:

- 93 - 100 total points results in a final grade of "A"
- 85 - 92 total points results in a final grade of "B"
- 77 - 84 total points results in a final grade of "C"
- 00 - 76 total points results in a final grade of "F"

I will tell you your score points in the comment message sent after each assignment. You can follow your score points as they are earned and recorded in the Canvas grade book.

### Incompletes

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 with appropriate signatures

or other evidence. A letter grade will be deducted, so the best grade you can get from completing an I is a B. Incompletes must be made up promptly and by a deadline set by the instructor. 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 October 31, 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.

## **Additional Course Information and ECU Course Policies**

### **ADA Accommodation**

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services (DSS) <http://www.ecu.edu/cs-studentlife/dss/> and located in Slay 138 (252) 737-1016 (Voice/TTY).

Individuals in need of additional information or training should contact DSS at (252) 737-1016.

### Copyright

The intellectual property used or created in LIBS 6026 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 in electronic discourses, 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 LIBS 6026, 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.”

### The Course Final

There is no final exam for this course, but instruction and interaction continue until the last day of finals. The period of finals week should be considered the final exam period for this course, as we will be communicating individually about your draft and final versions of the course artifact. During this period, I will continue to respond to all emails, telephone calls and can arrange office hours by appointment if we need to meet individually.

### Privacy

While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome.

As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal finances, health information, gripes about supervisors or work situations) about themselves, their family members, or close friends.

### Academic Integrity

Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources consulted for the work should be provided at the end of the paper as “Works Consulted,” and resources actually used (quoted, noted, or used as an example, etc.) should be noted with in-text references.

Students shall avoid all forms of academic dishonesty, including but not limited to:

**Collusion** – students collaborating in the completion or production of course assignments submitted for credit. This does not preclude students from working together or assisting one another, but does not permit students to turn in duplicated or co-authored material unless collaboration is a requirement of the assignment.

**Plagiarism** – the use or nearly exact use of others’ intellectual property without attribution and without enclosing the property in quotation marks or other identifying notation. Multiple and extended quotes or paraphrasing of another’s intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work. Basically this means you cannot cabbage together an assignment from found documents.

**Submitting work prepared for another course** – do not submit in whole or part, assignments that have been prepared for another course. This defeats the learning objectives of the assignment, unfairly advantages you over other students, and would usually earn a poor grade anyway because it would not match elements on the grading rubric.

Any student suspected of violating ECU’s Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available at:  
[http://www.ecu.edu/cs-studentlife/policyhub/academic\\_integrity.cfm](http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm)

### How to respond to another student’s discussion board or blog posting:

Students are expected to read all the postings, not just the one immediately prior to his or her response. A quality discussion response includes: identification of a central issue, taking a position on the issue, providing some evidence for your position, and posing an open-ended question on the issue or topic. This follows an inquiry method, as opposed to simply commenting on what someone has said in an earlier post, e.g., “I liked what you said about ...,” “So true,” etc.

### Netiquette

Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:

- Beginning all communications with a salutation.
- Ending all communications with your name.
- Do not use all capital letters in a discussion board message; it is a short hand way of screaming at someone and is considered rude.
- The use of slang, IM lingo, etc. should be extremely limited, as not everyone may understand your references.
- When expressing a differing opinion, phrase your reply to focus on the message, not the messenger. In other words, discuss the message content, not the personalities involved.
- If you need to have a private discussion with someone about non-course information, activities, etc., take the discussion outside the course.
- Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized; you may need someone in this class to do you a favor someday, or you may find yourself working with or for someone who was in the class with you.

### Technology Related Information

The recommended browsers for using Canvas and other ECU applications are Mozilla Firefox and Google Chrome.

In order to successfully complete this course, you will be required to have access to and be able to effectively use personal computers, the Internet, Canvas functions, email, etc. While I can sometimes offer advice and counsel with the use of these technologies, I am not able to troubleshoot your computer. Information and assistance are available from the IT help desk at <http://www.ecu.edu/cs-itcs/help.cfm>

### Contingency Plan for Course Delivery in Case of Technical Challenges

I will use either the phone number or the non-ECU email address you provided on your application to deliver course information in the event that the ECU email or Internet system fails for an extended period of time. Extreme emergencies resulting in wide scale electrical, phone outages will be dealt with as appropriate to the situation and following procedures determined by the University.

Please back up all your documents for this course!

Please note: This syllabus may be subject to change before or during the CURRENT semester. Changes to the syllabus will be posted as Announcements.