



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

ETEC 540 Organization of Resources Spring 2021 ASEC/ TL Services Credential Program

Course Information

Instructor: Dr. Lesley S. J. Farmer	Email: Lesley.Farmer@csulb.edu
Virtual Office Hours Days/Times: 3-5pm Mondays and other times by appointment	Office Hours Zoom Link: http://csulb.zoom.us/j/5629854509
Class Days/Times: 1/30, 2/13, 2/27, 3/13, 3/27, 4/24 (optional) at 8:30am-noon	Class Zoom Link: http://csulb.zoom.us/j/5629854509

Catalog Course Description

Rationale and use of library catalogs; principles and practice in classification and cataloging applied to school library media centers; processing/organization of information, current issues.

Course Student Learning Outcomes and Goals

(Note: TL Standards are listed in parentheses after each objective)

Each student will demonstrate the knowledge and skill to:

1. Develop and implement policies and procedures that assure efficient and effective acquisition, cataloging, processing, circulation, storage, maintenance and retrieval of print and nonprint materials and equipment. (TLS #2: Leadership)
2. Define the purpose of a library catalog and delineate approaches to organizing all materials in a school library media center using library catalogs. (TLS #8: Organization)
3. Assign the Dewey Decimal Classification and Sears (or Library of Congress Children's Subject Headings) most definitive of the subject of the specific print and nonprint materials. (TLS #8: Organization)
4. Identify the correct form of main and added entries, produce descriptive cataloging for specific print and nonprint materials, including non-English materials. (TLS #1: Diversity; TLS #8: Organization)
5. Understand the issues related to cataloging, classification and shelving multicultural and multilingual materials. (TLS #1: Diversity)
6. Access and utilize machine readable cataloging (MARC) formats. (TLS #5: Communication)
7. Prepare complete records for specific print and nonprint materials. (TLS #5: Communication)
8. Explore and evaluate options for commercial, district and school-site cataloging and processing of print and nonprint materials used in a school library media center. (TLS #8: Organization)
9. Investigate and compare integrated library management systems. (TLS #8: Organization)

10. Assess and adapt curriculum-based lessons for instructing students in locating print and nonprint materials, and the use of computers for information retrieval. (TLS #6: Learning Experiences)

Required Texts/Course Materials:

* required

Abridged DDC 15. Dublin, OH: OCLC, 2012. (available free online in class)

**Concise AACR2*. (2004). Chicago: American Library Association. Available online free at <https://docs.zoho.com/embed/mb9urb015be3827ec4e4abab5b136aeca52f6>

*Kelsey, M. (2018). *Cataloging for school librarians* (2d ed.). Lanham, MD: Rowman & Littlefield. ISBN 978-1538106082 Also available in CSULB bookstore

Miller, J. (2018). *Sears List of Subject Headings* (22d ed.). Bronx, NY: Wilson. ISBN 978-1682172346 (available free online in class) Also available in CSULB bookstore

Cataloging glossary: https://lib.ou.edu/documents/cat_Glossary%20of%20Cataloging%20Terms.pdf

Beachboard online readings; Library ereserves for ETEC540 (which is also the password)

Mode of Delivery and Technical Requirements

To be admitted into the ETEC and Teacher Librarian program, the catalog text states that accepted students: “are expected to have a working knowledge of word processing, databases, spreadsheets, desktop publishing, presentation software, Internet searching, and e-mail usage.” For this course, you will learn how to create a library record/entry using BestMarc/MitiNet; therefore, you should know how to access and input into a web-based application. As a student, you have free access to Lynda.com (a rich collection of online education and technology tutorials) and Office 365 (which includes Word, Excel, PowerPoint, etc.). Other software tools that you will use in this course have been licensed for you, and links to them are provided in the relevant module.

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student’s responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB

email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Tools:

- Syllabus
- Student profile tool
- Discussion forum for submitting work
- Zoom tool for interactive discussion online
- Q/A discussion forum to ask about course details (e.g., to clarify assignments)
- "Water cooler" discussion forum for students (and instructor) to share resources, job openings, etc.

Processes:

- The instructor expects weekly participation, including civility. In turn, the instructor will also comment on discussion boards.
- The instructor will host Zoom Office Hours Mondays 3-5pm, and other times by appointment.
- Students may post queries via the Q/A discussion forum or email the instructor via the BeachBoard Classlist page. The instructor will reply within 24 hours, except on Sundays.
- As a workaround for work submission in case of technology problems, students may fax in work at 562-985-4534 (Attn: Farmer).
- Feedback for assignments. Summative feedback, including grade points, will be posted within four days of the end of the module. Students may also request formative feedback on work submitted up to 48 hours before an assignment is due; feedback will be provided within 24 hours, except on Sundays.
- Students who receive less than 70% of points on an assignment worth more than 25 points may resubmit within one week to be regraded for possible additional points up to 90% (review and possible regrading will be done within 5 days).
- Communications information is available in the syllabus, in the course home page (including welcome video), with details in each module.

Course Schedule

The following schedule is tentative, and may change to reflect class needs and interests:

Week 1 Synchronous 1/30: Course Overview (SLO #1, 2)

Organization and retrieval of materials, Processing. Access points, Descriptive cataloging (AACR2/RDA)

Readings: Kelsey p. 1-7; Rubin p. 346-349; consult AACR2; online

Tasks: Process Assessment parts 1-2 due 2/12; bring descriptive cataloging effort (and sources) to week 3 discussion

Week 2 Asynchronous 2/6: History (SLO #2)

Readings: Kelsey p. 7-16; Gorman etc. online

Task: History discussion (5 pts.) due 2/12

Week 3 Synch 2/13: Descriptive Cataloging: RDA and MARC (SLO# 1, 2, 4, 6, 7)

Readings: Kelsey chp. 2, 5-8; Rubin p. 355-357; Farmer article; online

Task: Use www.best-marc.com (and/or your own library's ILMS) to catalog; Bring descriptive cataloging effort to week 5 discussion

Week 4 Asynch 2/20: Metadata and Standards (SLO# 1)

Readings: Rubin 349-353, 358-378; online

Task: Metadata / Standards discussion (5 pts.) due 2/26

Week 5 Synch 2/27: MARC and Formats (SLO# 1, 4, 5, 6))

Readings: Kelsey chp. 7; Rubin 355-357; online

MitiNet (MARC Magician)

Task: Bring MARC effort to week 7 discussion

Week 6 Asynch 3/6: Authority Files and Copy Cataloging (SLO# 8)

Readings: Kelsey chp. 3,4; online

Task: Authority discussion (5 pts.) due 3/12

Week 7 Synch 3/13: Subject analysis: Subject headings (Sears/LC) (SLO# 1, 3, 5, 6)

Readings: Kelsey chp. 11; Sears Preface/Principles

Tasks: Subject Headings quiz (5 pts.) due 3/19; bring subject headings to week 9 discussion

Week 8 Asynch 3/20: Retrieval tools, Indexing (SLO# 2, 7, 9, 10)

Readings: Rubin 353-355; online

Task: Indexing discussion (5 pts.) due 3/26

Week 9 Synch 3/27: Dewey Decimal Classification System; call numbers (SLO# 1, 3, 6)

Readings: DDC introduction, Kelsey chp. 12, 13; Manley, Kaplan, Justice League article, online

Tasks: DDC quiz (5 pts.) due 4/2; Culminating cataloging and classification (130 pts.) due 4/9; Process Assessment pt. 3 (processing profile; 5 pts.) due 4/16

Week 10 Spring break

Week 11 Asynch 4/10: LC headings and classification ((SLO# 1, 2, 3)

Readings: online

Task: LC discussion (5 pts.) due 4/16

Week 12 Asynch 4/17: Instruction (SLO# 5, 10)

Readings: Kelsey chp. 14; online

Task: Lesson (20 pts.) due 4/30; last chance classification efforts due 4/23

Week 13 Synch 4/24 (optional): Organizational Issues (ILMS) (SLO# 1, 8, 9)

Issues: technology, format, multicultural

Policies and procedures: circulation, shelflists, inventory

Related Reading: online

Tasks: ILMS comparison (30 pts.) due 5/8, Process assessment pts. 4-6 due 5/15

Week 14 Asynch 5/1: Resource handling and maintenance (SLO#, 1, 8)

Book repair demo

Readings: online

Task: Process assessment pts. 7-8 due 5/15

Course Evaluation Components and Grading

Evaluation Components

[Provide detailed information on the requirements for each evaluation component (e.g., assignment, paper, exam), how each evaluation component will be assigned, due dates and/or exam dates, mode of submission, if the assignment is a group or individual assignment, extra credit assignments etc.]

Course Grading

Points are determined based on accuracy, thoroughness, clarity and insight. A and B work should be of graduate study quality. Students are expected to attend and participate in class and online.

A reminder: Successful coursework should be considered for inclusion in your program portfolio (aligned to Program standards), which is due at the end of your field experience. (See Field Experience guidelines at <http://www.csulb.edu/lmt>)

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Process Assignment	50	17%
Cataloging	100	33%
Classification	30	10%
System comparison	30	10%
Library Instruction Assignment	20	7%
Class/Equivalent Participation	30	10%
Online Discussions	30	10%
Online Quizzes	10	3%
Total	300	100%

Assignment Details: (300 points total)

Process Assessment (50 points total); SLO #1-5, 8-10

Visit a library (not your own) staffed by a credentialed/master's degree librarian, and report on how technical processing is handled at the site.

Cataloging: (100 points) (SLO# 3-7)

Using AACR2R rules, catalog 10 items representative of problems addressed in this course. Each print item must represent one of the following: (fiction, nonfiction, paperback, reference, series, periodical). Each

nonprint item must represent a different format (DVD, equipment, sound, website). One of the items must be bilingual or in a language other than English.

1. Prepare a main entry for each item including: call number, body of the record, all added entries (tracings); this would look like with the patron would see
3. Records may be done using an automated cataloging system, or in card format.
4. For ALL items, create an accompanying MARC record. These may be generated using an automated system. Each item is worth 10 points, and is graded based on accuracy on: the form of the entry; punctuation and spacing; accuracy of main entry added entries.

Classification: (30 points) (SLO# 3-7)

For the 10 items catalogued (in the same forms), assign the correct:

1. Dewey Decimal Classification (1 point per item)
2. Sears Subject Headings (2 points per item)

System Comparison: (30 points) (SLO# 9)

Compare two integrated library management systems. Describe your experience using one system.

Library Instruction: (20 points) (SLO# 10)

Assess a lesson to aid students or adults (teachers, parents) in locating library materials. Improve on it, adapting it to your setting. Make specific provisions for diverse students.

Class (or equivalent Participation) (30 points: 5 pts./class) (SLO# 1-10)

Online discussion (30 pts. total) History, Metadata, Authority, LC, Indexes

Online quizzes (10 points total): Subject headings, DDC

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 10% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

All assignments are due on the date scheduled. Late work may be submitted for grading (up to 90% of the total points of that assignment, if submitted within a week).

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

[Use statement below.]

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.