Form CO **COURSE OUTLINE**

Materials Selection, Cataloging and Indexing	LS202
Title	Dept. & Course No.
I. DESCRIPTION:	
Upon completion of this course, students will have a various procedures, the practical applications of a range of cat indexing. Students will demonstrate a good understant the principles of collection management. Students will of an index of Palauan newspapers, and will learn to undecimal classification system, and subject headings (Students will be compared to the compared to th	taloging standards, and a basic understanding of adding of library technical services, and knowledge of all develop a basic understanding of the construction use AACR2 cataloging standards, the Dewey
II. SEMESTER CREDITS: 3	
III. CONTACT HOURS PER WEEK: 3 Lecture	Lab Total
IV. PREREQUISITE: LS102 and LS105	
V. STUDENT LEARNING OUTCOMES VI.	COURSE CONTENT:
Upon completion of this course, the student will be ab	ele to, with 65% accuracy:
1. Identify and describe different components of technical services, and consider its relationship to wider library operations.	 A. Technical Services Overview: 1. Acquisitions/Ordering 2. Processing 3. Cataloging and classification
2. Provide clear explanations of processes for building a library collection, demonstrating an understanding of current issues in collection development and management.	B. Collection management 1. Selection a. Vendors b. Donations c. Replacements d. Approval plans e. Serials f. Libraries compared 2. Collection maintenance 3. Appraisal/Evaluation 4. Retention and disposal 5. Policies
3. Develop an understanding of indexing, including the use of descriptors and non-preferred terms. Apply that knowledge to compile an index of Palauan newspapers.	C. Indexing a. 'Back of the book' index b. Palau newspaper index
4. Compare and contrast different types of catalogs, and develop a good understanding of cataloging	D. Catalog types 1. Cataloging

standards suitable for local libraries. Apply that

knowledge to produce descriptive catalog records conforming to standards set down by AACR2.

a. Cataloging tools

b. Descriptive cataloging

- 5. Explain the basic theory behind classification and controlled vocabulary, using Dewey Decimal Classification and Sears List. Apply that knowledge to provide subject access within catalog records for printed materials.
- 6. Explain the role of MARC Records in library automation and utilize an automated conversion tool to produce cataloging for print materials.

- E. Classification & Controlled Vocabulary
 - 1. Dewey Decimal Classification
 - 2. Library of Congress Classification
 - 3. Subject access
 - a. SEARS subject list
 - b. LCSH for the Pacific Islands, LCSH,

F. Library Automation

- 1. Automated conversion tools
- 2. MARC tags
- 3. Follet (Destiny) system
- 4. OCLC
- 5. Future developments

VII. MATERIALS AND EQUIPMENT:

- A. Digital projector
- B. Computer lab with Internet access
- C. Access to library automation system (i.e., PCC library's Follet system)
- D. Standard classroom materials

VIII. TEXTS:

Instructor-created course material

IX. METHOD OF INSTRUCTION:

- A. Lecture
- B. Discussion
- C. Routine classroom materials

X. METHOD OF EVALUATION:

A. Grading Scheme

Class participation	10%
Assignments	35%
Quizzes	15%
Midterm	20%
Final	20%

B. Transmutation of percent to letter grade

90 - 100%	A
80 - 89%	В
70 – 79%	C
65 - 69%	D
0 - 64%	F

PALAU COMMUNITY COLLEGE LS202 Materials Selection, Cataloging & Indexing COURSE LEARNING OUTCOMES

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

Rating Scale:

4 Outstanding

2 Developing

3 Proficient

1 Emerging

CLO 1: Students will be able to use professional standards for classification and controlled vocabulary to communicate key information about library resources to the patrons in a way that makes information organization and retrieval possible.

4	Uses professional standards for classification and controlled vocabulary without assistance to communicate key information about library resources to the patrons
3	Uses professional standards for classification and controlled vocabulary to communicate key information about library resources to the patrons with minimal assistance
2	Uses professional standards for classification and controlled vocabulary to communicate key information about library resources to the patrons with significant assistance
1	Unable to use professional standards for classification and controlled vocabulary to communicate key information about library resources to the patrons even with assistance

CLO 2: Students will be able to utilize critical thinking skills to obtain information about a resource and uses this information to properly classify the material in a way that makes it possible for patrons to easily locate the information.

4	Utilizes critical thinking skills without assistance to obtain information about a resource and uses this information to
	properly classify the material
3	Utilizes critical thinking skills to obtain information about a resource and uses this information to properly classify the
	material with minimal assistance
2	Utilizes critical thinking skills to obtain information about a resource and uses this information to properly classify the
	material with significant assistance
1	Unable to utilize critical thinking skills to obtain information about a resource and to use this information to properly
	classify the material even with assistance

CLO 3: Students will be able to identify the steps to using the library system software and MARC records to enter library resource records into an OPAC.

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4	Identifies without assistance the steps to using the library system software and MARC records to enter library resource records into an OPAC
3	Identifies the steps to using the library system software and MARC records to enter library resource records into an OPAC with minimal assistance
2	Identifies the steps to using the library system software and MARC records to enter library resource records into an OPAC with significant assistance
1	Unable to identify the steps to using the library system software and MARC records to enter library resource records into an OPAC even with assistance