

COURSE IMPLEMENTATION DATE: September 1996  
 COURSE REVISED IMPLEMENTATION DATE: September 2007  
 COURSE TO BE REVIEWED: March 2011  
 (Four years after PAC final approval date) (MONTH YEAR)

**OFFICIAL COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department and the material will vary  
 - see course syllabus available from instructor

FACULTY/DEPARTMENT:	<b>Library and Information Technology Program</b>	
<b>LIBT 115</b>		<b>3</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	<b>Descriptive Cataloguing Techniques</b>	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course provides an introduction to resource description and access of library materials using current descriptive cataloguing techniques. Students examine the principles of bibliographic description, authority files, and access points. Students examine derived records and gain experience using various cataloguing tools for accessing library records. This course is the basis for subsequent LIBT courses.

PREREQUISITES: **Admission to the Library and Information Technology program**  
 COREQUISITES: **Pre- or Co-Requisites: LIBT 100**

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM: <b>39</b>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>	LENGTH OF COURSE: _____
Lectures: <b>19.5</b> Hrs	HOURS PER DAY: _____
Seminar: _____ Hrs	
Laboratory: <b>19.5</b> Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: _____ Hrs	
Other (Specify): _____ Hrs	

MAXIMUM ENROLLMENT:	<b>36</b>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	<b>1 section per year</b>
<b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): _____ Kim Isaac	Chairperson: _____ (Curriculum Committee)
Department Head: _____ Christina Neigel	Dean: _____ Karen Evans
PAC Approval in Principle Date: _____	PAC Final Approval Date: Mar. 30, 2007

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

Upon successful completion of LIBT 115, the student will:

1. Create bibliographic descriptions according to current standards.
2. Determine and format access points according to current standards.
3. Create original MARC records using current MARC standards.
4. Describe the purpose of authority control and identify resources used in preparing authority records.
5. Access, edit, and revise MARC records from a variety of sources.
6. Explain the history, purpose, and format of library catalogues.
7. Define library terminology specific to cataloguing.

**METHODS:**

Classes will consist mainly of lectures, in-class learning activities, and labs.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

**METHODS OF OBTAINING PLAR:**

The following approaches to PLAR may be considered (but not limited to): portfolio, demonstration, interview, examination, etc.

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Anglo American Cataloguing Rules, 2nd ed. 2003 revision. Ottawa: Canadian Library Association, 2003.

Haynes, Elizabeth and Joanna F. Fountain. Unlocking the Mysteries of Cataloging: A Workbook of Examples. Westport, CT.: Libraries Unlimited, 2005.

Fritz, Deborah A. and Richard A. Fritz. MARC 21 for Everyone: A Practical Guide. Chicago: American Library Association, 2003

**SUPPLIES / MATERIALS:**

Current secondary electronic media storage.

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Assignments 20%

Quizzes 50%

Final exam (theory and practice): 30%

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

Brief history of cataloguing principles

Organization and scope of current resource discovery and access tools and MARC

International Standard of Bibliographic Description and the 8 areas of bibliographic description

Creation of MARC records

Creation of access points and authorities