

**Cataloging and Classification (Elective)**  
**Portfolio Development Suggestions**  
**October, 2012**

Library Support Staff who work in cataloging and classification support library users' access to resources. They do this by assisting with the processes that enable multiple ways of searching to identify what is in a library; to identify particular items; and to locate these items in the library or in other libraries. Cataloging and classification work requires knowledge of standard systems of classification, cataloging, and subject headings. This work also requires the ability to apply these standards to diverse types of materials.

**1. Library Support Staff (LSS) apply and manage the appropriate processes, computer technology, and equipment for cataloging and classification.**

Portfolio Development Suggestions

- 1.1 List the cataloging functions of the integrated library system (ILS). Explain how the cataloging component relates to other functions, such as circulation, reference public access, and/or acquisitions.
- 1.2 List the advantages and disadvantages of an ILS' cataloging functions and explain what improvements and changes you would recommend to the vendor. Research the cataloging functions of one ILS that is not familiar to you. Compare and contrast it to the ILS that is most familiar to you.
- 1.3 Describe the steps in the cataloging functions of a library's ILS. Explain how records are imported and from where, how and if records are edited, and how original cataloging records are created. Include a flowchart to illustrate these functions.

**2. LSS know and can use the basic cataloging and classification tools, both print and online, including bibliographic utilities and format standards.**

Portfolio Development Suggestions

- 2.1 Choose at least three cataloging tools, either print or online (for example, AACR2R, RDA, OCLC, Dublin Core, Cataloger's Desktop, Web Dewey, Sears, LCSH, or the Dewey Decimal System). Discuss why and how each tool you chose is important to cataloging functions in two different types of libraries.
- 2.2 Describe how library support staff can use a bibliographic utility, such as OCLC. Discuss how libraries use and search the utility for original or copy cataloging, why and how records are edited, and how records are imported or downloaded.
- 2.3 Research other ways to purchase or legally obtain free cataloging information, including MARC records, from bibliographic sources other than OCLC. Identify the advantages and disadvantages of using free cataloging information.

**3. LSS know the basics of standard metadata formats and cataloging rules to select, review, and edit catalog records, and to generate metadata in various formats.**

Portfolio Development Suggestions

- 3.1 Select a MARC record from a library catalog. Provide a copy of the entire MARC record. Explain the coding for at least 15 major fields. Explain how you would find information about other fields, indicators, or subfields.
- 3.2 Briefly discuss the organization and purpose of the current rules for descriptive cataloging, such as AACR2R or RDA. Explain in general how these rules are used to help prepare a cataloging record.
- 3.3 Discuss the use of at least two other types of cataloging schemes in a library. What are the advantages and disadvantages of these schemes? Do these advantages and disadvantages vary for different types of libraries?

**4. LSS know and can apply the basics of classification and organization schemes for collections.**

Portfolio Development Suggestions

- 4.1 Compare and contrast the classification and organization systems used by a library and a bookstore. Find at least five articles that discuss libraries abandoning classification systems. List the pros and cons that you find in these articles and give your own opinion.
- 4.2 Choose one standard classification scheme, such as the Dewey Decimal or Library of Congress classification. Select ten materials (any format) and explain how a classification number is created using the scheme you have chosen.
- 4.3 Describe the differences between copy cataloging and full cataloging. Describe the steps involved in copy cataloging. Explain how you search for and determine if a record is the correct one and what editing to do. To help explain this process, include a flowchart of the steps.

**5. LSS understand the value of authority control and its basic principles, and can identify and apply appropriate access points for personal names, corporate bodies, series, and subjects.**

Portfolio Development Suggestions

- 5.1 Choose one standard source for subject headings, such as LCSH (Library of Congress Subject Headings) or Sears. Explain how subject headings are created using this source.

Provide three examples of subject headings for three different items. Explain how these headings were chosen for these items. Include the full MARC record for these items.

- 5.2 Discuss the importance of authority control. Compare and contrast two resources a library uses to ensure authority control.

**6. LSS are able to explain the value and advantages of cooperative or collaborative cataloging practices to enhance services.**

Portfolio Development Suggestions

- 6.1 Describe at least two cooperative cataloging or bibliographic network arrangements between public and/or academic libraries. These arrangements may be statewide, national, or local networks or cooperatives. What are the arrangements' advantages and disadvantages for their members and for the library user? How do the libraries promote these services?
- 6.2 Write a statement that answers a community member who suggests that a library pull out of cooperative arrangements and perform all cataloging and classification in-house.

**7. LSS know and can explain the value and purpose of cataloging and classification to help users find the resources that they seek.**

Portfolio Development Suggestions

- 7.1 Create a guide to teach the various classification methods to library users.
- 7.2 Identify ten library terms or jargon that library users might find confusing in library catalogs. Create a guide to explain these terms. Write a brief accompanying explanation of why you chose those particular terms to define.
- 7.3 Create a guide for conducting a basic and advanced library catalog search and for finding items in a library's collection. How would you tailor this guide for two different age groups?

**8. LSS know the role of technology in creating, identifying, retrieving, and accessing information resources and demonstrate facility with appropriate metadata storage and retrieval tools.**

Portfolio Development Suggestions

- 8.1 Detail the evolution of technology as it has impacted cataloging and classification services. Use at least two specific examples as to how computers significantly changed technical services operations in the library setting.

- 8.2 Find five authoritative resources (books, periodicals, Internet sites) that detail the current role technology plays in cataloging and classification. Focus on how these changes have impacted the role of the library technician/assistant. List at least two positive and two negative aspects of the changes.
- 8.3 Identify one product that could be used to organize, catalog, and store digital photographs or multimedia items. Describe the product in detail and discuss two reasons why your library (or any library) would choose to use it and two reasons why not.