Preliminary Syllabus

SLIS S603: Workshop for Librarians and Information Professionals

Topic: Rare Book Cataloging

Summer Session II, 2008
June 19 - July 24, Thursdays, 1-4

Instructor: Lori Dekydtspotter, Rare Books Cataloger, Lilly Library
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Office hours: Office hours are by appointment.

Prerequisite: S504 Cataloging or permission of instructor

Course overview: In this workshop, students will be introduced to the unique nature of cataloging rare books (through Descriptive Cataloging of Rare Materials (Books)), its place in the larger context of library cataloging (AACR2, MARC21), as well as learning the type of information that patrons such as scholars, appraisers, book historians, and historical bibliographers are seeking from a cataloged record. The goal of the course is to provide practice in each of the primary elements of the rare book catalog record. We will study the basic theory and practice of rare book cataloging through lectures, guest speakers, readings, discussions and practical exercises.

Course Objectives: By the end of the course, students will be able to:

- perform basic cataloging of rare books and be able to identify the kinds of information that will need to be included in copy specific notes and the application of codes and standards, especially DCRM (B);
- properly handle a rare book;
- provide a basic binding description;
- distinguish between different illustration techniques (i.e., woodcuts, wood engravings, copperplate engravings, copperplate etchings, and lithographic illustrations);
- use genre and form headings and use relator terms in name added entries;
- provide a collation and format (i.e., folio, quarto, octavo);
- distinguish between the concepts of edition, impression, issue, state;
- understand the setting of cataloging policy within an institutional context

Workshop sessions will be held at the Lilly Library, assignments will require use of its collections, and most required readings and books for the cataloging assignments will be on reserve in the Lilly Library Reading Room. Students should acquaint themselves with the Lilly Library’s hours and use policies.
Since we meet only six times, attendance will be mandatory and will be figured into the final grade. If you are unable to attend a class, please inform the instructor prior to the class period so arrangements for the missed assignments can be made.

Required text and workshop materials:


Assigned articles will be available on e-reserve and/or on reserve in the Lilly Library Reading Room; the assigned books for class exercises will be available on reserve at the Lilly Library.

Assignments and grading:

**Attendance and participation:** 10%
Students will be expected to participate in class by contributing to the discussion based on the assigned readings and by actively taking part in class exercises.

**Cataloging assignments:** 50%
There will be five short cataloging assignments (each worth 10%). The first assignment will be due on June 26th. Because each assignment will be reviewed at the beginning of each class, please make a copy of your work before turning it in. This will facilitate note taking and discussion during the in-class review. If you know beforehand that you will have to miss a class, please turn in your assignment before the scheduled due date.

**Final cataloging project:** 40%
Due August 1st (by 5:00 p.m.)
The final project will ask students to catalog (in MARC21 format) 10 books, using DCRM (B) and the various cataloging aids discussed in class. Five of the books will be from previous class assignments and the remaining five will be new. Students will use a separate work form, provided by the instructor, for each book. The volumes will be on reserve in the Lilly Library Reading Room. Although not required, extra credit will be given for correct subject authority headings.

Late Submissions: Late assignments will not be accepted. If you foresee any problems with turning in an assignment by the due date, please contact the instructor previous to the due date to discuss options.

Session I (June 19th): Introduction & Binding Descriptions

- First part of the session:
  - Overview of syllabus
  - Discussion: What is a rare book? How does rare book cataloging differ from regular cataloging?
  - General review of MARC Format (please refer to attached sample record)
* General introduction to DCRM (B) and RBMS (Rare Books and Manuscripts Section) Thesauri
* Definitions for selected terms from John Carter's ABC for Book Collectors
* Review first cataloging assignment (due at the beginning of class on June 26th)

Second part of the session:
* Guest speaker: Jim Canary, Conservator, Lilly Library
  Discussion of the proper handling and care of rare materials
  Brief overview of different kinds of bindings and binding descriptions in cataloged records.

Required reading:
DCRM (B): Sections: Introduction (p. 11-27) and General Rules (p. 29-45)


Session II (June 26th): Bibliographic Issues, RBMS Thesauri & Relator Terms

* Discuss first cataloging assignment
* Discussion of assigned readings
* Transcription of early letters (v, u) and early contractions and their transcription
* Discussion of issue and state, edition statements, impressions
* Applying the RBMS Thesauri and relator terms
* Overview of several RBMS Thesauri:
  Genre Terms: A Thesaurus for Use in Rare Book and Special Collections Cataloging
  Paper Terms: A Thesaurus for Use in Rare Book and Special Collections Cataloging
  Printing and Publishing Evidence: Thesaurus for Use in Rare Book & Special Collections Cataloging
  Type Evidence: A Thesaurus for Use in Rare Book and Special Collections Cataloging
* Review second cataloging assignment (due at the beginning of class on July 3rd)

Bookmark and review these websites:
RBMS Controlled Vocabularies: Relator Terms (http://www.rbms.info/committees/bibliographic_standards/controlled_vocabularies/relators/alphabetical_list.htm)
RBMS Thesauri (http://www.rbms.info/committees/bibliographic_standards/controlled_vocabularies/index.shtml)
AL A-LC Romanization Tables (http://www.loc.gov/catdir/cpso/roman.html)
**Required readings:**

**D CRM (B):** Title and Statement of Responsibility Area (p. 47-63); Edition Area (p. 65-73); Publication, Distribution, Etc. Area (p. 77-100); Appendix E: Variations Requiring a New Record (p. 175-177); Appendix F: Title Access Points (p. 179-185); Appendix G: Early Letter Forms and Symbols (p. 187-193)


**Suggested reading:**

Leslie, Deborah J. and Benjamin Griffin. *Transcription of Early Letter Forms in Rare Materials Cataloging.* Prepared for the DCRM Conference, 10-13 March 2003 (http://www.rbms.info/committees/bibliographic_standards/dcrm/wg2LeslieGriffin.pdf)


**Session III (July 3rd): Collation, Signatures, and Watermarks**

- Discussion of second cataloging assignment
- Guest speaker: Joel Silver, Curator of Books, Lilly Library & Adjunct Assoc. Prof. & Dir. of Special Collections Specialization, SLIS
- Overview of signatures and collation and their place in a cataloged record
- Review third cataloging assignment (due at the beginning of class on July 10th)

**Required reading:**

**D CRM (B):** Physical Description Area (p. 101-118); Series (p. 119-125); Notes (p. 127-147)


**Session IV (July 10th): Physical Description & Identifying Different Types of Illustrations**

- Discuss third cataloging exercise
- Review bookbinding terms and list of resources for the cataloger (with examples of morocco, trade bindings, skive, marbled boards, vellum, parchment, paste paper); overview of RBM'S Binding Terms: A Thesaurus for Use in Rare Book and Special Collections Cataloging
Guest speaker: Mary Graham, Conservation Assistant, E. Lingle Craig Preservation Laboratory, IU

How to distinguish different illustration techniques for cataloging purposes

Review fourth cataloging assignment (due at the beginning of class on July 17th)

Required reading:


Session V (July 17th): Provenance & References

Discuss fourth cataloging assignment

Introduction to Provenance and overview of RBMS' Provenance Evidence: A Thesaurus for Use in Rare Book and Special Collections Cataloging

Introduction to the Standard Citation Forms for Published Bibliographies and Catalogs Used in Rare Books Cataloging, 2nd edition (1996)—this resource contains standard citation forms (contained in a 510 note) for references that help verify, identify, and describe rare books.

Review fifth cataloging assignment (due at the beginning of class on July 24th)

Required reading:

DCRM (B): Appendix B: Collection-Level Records (p. 153-165)


Session VI (July 24th): Management Issues, Local Practice, Review

Discuss fifth assignment

Review final project (Due August 1st)

Guest speaker: Elizabeth Johnson, Head of Technical Services, Lilly Library

Issues in setting local cataloging policy

Examine several "local practice cataloging policy" documents:
Rare Book and Special Collections Library, University of Illinois at Urbana-Champaign


North Carolina State University Libraries' Special Collections Research Center
http://www.lib.ncsu.edu/cataloging/dept/spec_front.htm

Required reading:


*Academic Dishonesty and Grades at SLIS: All SLIS instructors have been asked to include the following information in their syllabi. Please take note of it.

Grades:
The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science.

A 4.0 Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- 3.7 Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ 3.3 Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B 3.0 Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.

B- 2.7 Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ 2.3 Unsatisfactory work. Student performance demonstrates incomplete and C 2.0 inadequate understanding of course materials.

C- 1.7 Unacceptable work. Coursework performed at this level will not count toward the D+ 1.3 MLS or MIS degree. For the course to count toward the degree, the student D 1.0 must repeat the course with a passing grade.

D- 0.7
F 0.0 Failing. Student may continue in program only with permission of the Dean.

Academic Honesty:
This course will follow Indiana University and School of Library and Information Science policies on academic dishonesty. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the course. For further information, please see the Code of Student Ethics at