

**MASTER SYLLABUS  
School Library Media**

**MARSHALL UNIVERSITY  
College of Education and Professional Development**

**COURSE:** **ITL 627 Cataloging and Reference for the School Librarian**

**CREDIT HOURS:** **3**

**COURSE/CATALOG  
DESCRIPTION:**

This course is a study of cataloging for the school library professional and the basic reference services for school libraries. Emphasis is on MARC records, circulation software, materials evaluation, the reference interview, and research strategies.

**COURSE  
CONTENT/RATIONALE:**

The objective of this course is to introduce cataloging skills and strategies along with reference material selection guidelines to professionals preparing to enter the school library based on the standards provided by the American Association of School Librarians (AASL).

**MAJOR TOPICS:** MARC Records, Integrated Circulation Software, Reference material selection process, research databases for K-12

**LEARNER  
OUTCOMES:**

- After completing this course, the student should be able to:
- Identify and understand significant parts of a MARC record
  - Catalogue items for a school library media center
  - Understand the difference in available integrated circulation systems and how to manipulate records, reports and data
  - Select appropriate reference items for library patrons

**COURSE OBJECTIVES:**

ITL 627 aligns with AASL Standard 3

Standard 3	Assessed
<p><b>3.1 Efficient and ethical information-seeking behavior</b></p> <ul style="list-style-type: none"> <li>• Identify and provide support for diverse student information needs</li> <li>• Model multiple strategies for students, teachers, and administrators to locate, evaluate and ethically use information for specific purposes</li> <li>• Collaborate with students, teachers and administrators to efficiently access, interpret and communicate information</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Interview</li> <li>• Self-Reflection</li> <li>• Discussion Board</li> </ul>
<p><b>3.2 Access to information</b></p> <ul style="list-style-type: none"> <li>• Support flexible, open access for library services</li> <li>• Demonstrate ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services</li> <li>• Facilitate access to information in print, non-print, and digital formats</li> <li>• Model and communicate the legal and ethical codes of the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Material Lists</li> <li>• MARC records practice</li> <li>• Reference Interview Video</li> <li>• Evaluation of Destiny Software</li> <li>• Discussion Board</li> </ul>
<p><b>3.3 Information Technology</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources</li> <li>• Model and facilitate the effect use of current resources and emerging digital tools to locate, analyze, evaluate, and</li> </ul>	<ul style="list-style-type: none"> <li>• Dewey Decimal System Lesson Plan</li> <li>• Comparison of Integrated Library Management systems</li> <li>• Discussion Board</li> </ul>

use information resources to support research, learning, creating, and communicating in a digital society	
<b>3.4 Research and knowledge creation</b> <ul style="list-style-type: none"> <li>• Use evidence-based, action research to collect data</li> <li>• Interpret and use data to create and share new knowledge to improve practice in school libraries</li> </ul>	<ul style="list-style-type: none"> <li>• Circulation Reports</li> <li>• School Board Presentation</li> </ul>

**FIELD/CLINICAL EXPERIENCES or ASSIGNMENTS:**

<b><i>Dates</i></b>	<b><i>Topics and Activities</i></b>	<b><i>Readings</i></b>	<b><i>Module Assignments</i></b>
Module 1:	Evolution of Cataloging	Houston, Chapters 1 & 2	Class Bio Discussion Investigation of current school's library management system Online Discussion
Module 2:	What is a MARC record? (part 1)	Houston, Chapters 3 & 7	MARC record practice: print
Module 3:	What is a MARC record? (part 2)	Houston, Chapters 8 & 9	MARC record practice: non-print, reference
Module 4:	Sears Subject Headings	Houston, Chapter 4	View webcast Discussion board; MARC record practice
Module 5:	Dewey Decimal Classification (DDC)	Houston, Chapter 5	Create library classification system for your current classroom; Lesson Plan and Presentation of introduction of DDC for students MARC record practice
Module 6:	Inside Library	Student	Evaluation of Destiny

	<b>Management Systems (LMS)</b>	<b>accounts provided by Follett</b>	<b>Management; discussion board</b>
<b>Module 7:</b>	<b>Inside Library Management Systems</b>	<b>Other LMS Non-Destiny platforms</b>	<b>Comparison of Integrated library systems; Creating circulation reports for data support of program</b>
<b>Module 8:</b>	<b>Circulation systems and diverse learners</b>	<b>Barack article (2014)</b> <b>Boyer article</b>	<b>Set up titlewave and bound to stay bound (BTSB) accounts</b>
<b>Module 9:</b>	<b>Reference selection material for students (part 1)</b>	<b>Become familiar with reviews of current reference materials in print and non-print</b> <b>Fredrick article</b> <b>Stroud article</b>	<b>Create &amp; submit lists (\$500 cap) of reference materials within titlewave and BTSB; with documentation of order supports diverse learners</b>
<b>Module 10:</b>	<b>Reference selection material for students (part 2)</b> <b>Ethical Use</b>	<b>Barack article (2012)</b> <b>Fontichiaro article</b> <b>Kirk article</b> <b>Monahan article</b>	<b>Reference interview video</b> <b>Discussion Board</b>
<b>Module 11:</b>	<b>Advocacy (part 1)</b>	<b>Advocating for your stakeholders</b>	<b>School Board presentation on selected Library Automation System</b>
<b>Module 12:</b>	<b>Advocacy (part 2)</b>	<b>Advocating for your Library</b>	<b>Self-Reflection</b>

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