

Your Name: Aimee Norris

LIS 703 -- Final Exam

Instructions for Completing and Submitting Your Exam - PLEASE READ CAREFULLY!

The Final Exam for this course is divided into two parts. In the first part, you will answer three (3) questions that require you to reflect upon and write coherently about course content from throughout the semester. In the second part of the exam, you will create three (3) MARC records for items I will give you (do not catalog any other items!). Use the variable and fixed fields templates provided for each item to transcribe your answers. There are further instructions under each part of the exam - please read these instructions carefully.

You may use the following to complete the exam:

- RDA Toolkit (RDA)
- Classification Web (LCSH and LCC)
- OCLC Connexion Browser and/or LC Authorities website
- OCLC Bibliographic Formats & Standards website
- LIS 703 Course Lessons, Power Points, Discussion Postings, & Assessments
- Course textbooks and handouts

The course instructor has the following expectations for each question in **Part 1**:

- Answer each question fully using course content and resources
- Cite sources that you use, whether you quote directly or paraphrase
- For all questions except for #3, keep your answers between 200-300 words per answer. For question #3, your answer should be around 300-400 words

The course instructor has the following expectations for each record in **Part 2**:

- Use the templates provided
- Create each record using MARC coding
- Create each record using RDA & ISBD punctuation
- Fill-in all applicable fixed & variable fields
- Consult authority records to determine the preferred form of name and series access points
- Consult LCSH to construct valid subject headings/subject strings (as many as you deem appropriate for the item, but there needs to be at least one (1) subject heading/subject string per record)
- Consult LCC to construct one, full call number per record

You are encouraged to consult the course Lessons and Assessments, as well as resources such as RDA Toolkit and OCLC Bibliographic Formats & Standards website. If you have any questions about the exam (about the logistics of completing the exam or if you need clarification on one or more of the items), you must contact the professor via email. You MAY NOT consult another person about exam content (such as other students, librarians, etc.) nor may you post questions about the exam in the Canvas discussion forum or outside email or discussion lists. Any postings made about the exam in the discussion forum for the duration of the exam period will be deleted.

Complete the Final Exam within this Word document. Put your name after "Your Name" at the top of the first page and change the file name of this document to: YourLastName_FinalExam.doc (e.g., Snow_FinalExam.doc). The file extension can be either .doc or .docx.

Upload the completed document to the Final Exam assignment area within Canvas by 11:55pm CST on the due date noted within the Weekly Schedule. Please do not wait until the last minute to upload your exam.

If you have any technical difficulties that prevent you from uploading your completed document to Canvas, email the document to the professor's outside email address: ksnow@dom.edu. It will not be counted as late as long as the exam is received in the professor's inbox by 11:55pm CST the day it is due. However, please email your exam to me only if you cannot submit it within Canvas.

Part 1

Answer the following questions within this exam. With the exception of question 3, each answer should be around 200-300 words (if you are a little above or a little below that amount, that's fine). I expect an answer of around 300-400 words for question #3. Cite your sources if you directly quote or paraphrase a source. Use in-text citations and list your sources at the end of your answer.

1) Review Charles Cutter's *Objects and Means* for a library catalog. Now consider RDA as a manual for achieving those objectives. Identify two specific RDA rules (meaning: include the RDA rule number) that help make Cutter's objectives an achievable reality. Briefly discuss your choices and how each will make Cutter happy.

In Cutter's *Objects and Means* he emphasizes the importance of enabling the user to find a material, showing what is in the library's collection, and assisting the choice of a material through: author entry, title entry, subject entry, form and language entry, as well as edition and imprint information as well as notes. Under RDA's objectives (RDA 0.4.2) the writer's state, in Responsiveness to User Needs, as well as their general Purpose and Scope (RDA 0.0) that RDA is a resource designed to assist users in finding, identifying, selecting, and obtaining data, and the data created using RDA is designed to help users find, identify, clarify, and understand the data. These attributes dovetail well with Cutter's *Objects and Means* as well as improve upon them. Like Cutter, RDA intends to help the user find a material, obtain the material through showing what's in the catalog, and assisting with choice through "clarifying" and "understanding" the data. FRBR's entities also work well with Cutter: Group 1 being the "book," Group 2 being the "author," and Group 3 being the "subject."

Through the use of a preferred name of the author (RDA 9.2.2) and as well as variant names (RDA 9.2.3.10) within the library catalog, the user will have a much easier time locating that author's books, regardless of which version of the name they use. Here RDA like with Cutter's *Object and Means*, the library is able to accomplish "enabling a person to find a book" by which the "author" is known. This is similarly done with preferred titles of the materials (RDA 6.2.2) and their variants and attributes.

2) Choose one item from your personal collection or your local library (do not choose an item that has been used as a FRBR example in this course). Think about the item as it relates to the FRBR Group 1 Entities (Work, Expression, Manifestation, and Item). Discuss attributes of your item at the Work, Expression, Manifestation, and Item level. Describe how a library user will benefit from describing the item in this way within a library catalog.

Work: *The Wrenchies* by Farel Delrymple

Expression: Graphic novel in pen and watercolor, written and illustrated by Farel Delrymple

Manifestation: the 2014 publication by First Second

Item: 2014 first edition copy at Wrightwood-Ashburn Branch

Making it so that library users can search for materials using the FRBR concept would be great for users as well as staff. For the librarian who is hunting down a very particular edition of a book (for instance, a specific "lost" book that has a unique barcode), having the catalog set up so that the

information is brought to item-level is perfect. For a teen who just needs to read/research “Titus Andronicus” by Shakespeare for class, they may be interested in knowing that there is a movie version called *Titus* starring Anthony Hopkins. If the catalog is arranged by FRBR with the results geared first towards “work,” then “expression” and so on, they’ll be able to find out this information quickly. Same applies to someone who is doing a research project on every film incarnation of Jane Austen’s *Pride and Prejudice*. The “work” would be *Pride and Prejudice* and the “expressions” listed would be each individual film incarnation, as they are each “translations” of the original work. So, as an example: Focus Features 2005 film directed by Joe Wright. The user would then find the manifestation: DVD recording of Focus Features 2005 film directed by Joe Wright, followed by the item: DVD on shelf at Sulzer Regional Library.

3) You just graduated from library school and you were fortunate to be hired as a cataloging librarian at your neighborhood library - the Bliss Public Library. Your immediate supervisor thinks you have done a great job so far, but there have been major rumblings about lack of funding from the Library Board. Your job is on the line, due in large part to the Board's continuing conviction that cataloging just isn't worth it. In a rare moment of mercy, the Board has given you a chance to talk to them directly. You have the opportunity to convince them that the work of the cataloger is critical to the success of the library.

In the space below, discuss your presentation to the Board. Choose two things you feel make the best case for the role of cataloging. Reflect upon the work you have done this semester and consider everything we discussed. When choosing your points to argue, keep in mind the benefits for the catalog user. Support your case with specific examples and cite at least two of the course readings (articles and/or textbooks) in your answer.

My presentation to the Board about the importance of a catalog in a library, as well as the importance of an in-house cataloging librarian, would be focused on how libraries differ from bookstores and search engines and how important it is for the users to be able to locate the materials (as opposed to a less rigidly organized, browse-friendly library).

Firstly, I would use an example or two: a library user wishes to find the graphic novel children’s book, *The Great American Dust Bowl* by Don Brown in our collection. The user knows that it’s nonfiction but isn’t sure if the book is in the “graphic novel” section or in the “children’s nonfiction” or where to find it in the nonfiction. If the book was properly cataloged, the user and/or the reference librarian should be able to locate the book immediately using the online catalog. If there was no cataloging system in place, the user and the reference librarian may spend an extensive amount of time darting between sections and subjects hoping to find the book. One librarian may say it’s a comic, while another may say it is historical nonfiction and both of them, when shelving, put it wherever they want. This kind of unreliability is unacceptable. In today’s advanced technological climate, the users want to find information and materials fast.

Another example is interlibrary loan. Let's say a nearby university discovers that we have a rare volume of an old literary journal in our collection. Without a proper catalog system, finding this particular item may be incredibly difficult (Did we put it in Fiction or Poetry or is it with the regular serials?) and our difficulty in locating the volume would make our library's system look inferior and useless to the university.

For the case of the catalog vs. search engines and bookstores, I would point to Thomas Mann's article, "The Peloponnesian War and the Future of Reference, Cataloging, and Scholarship in Research Libraries" and "Discord Over Dewey" by Andrew Lavalley. In Lavalley's article, he addresses the common complaint about libraries: "a growing number of patrons, used to Google and Yahoo, simply don't look for books and information the way they used to." Sure, Dewey and the Library of Congress can seem archaic and outdated, but there are great changes happening to the catalog system which I, being the cataloger at this library, will be able to address. As Mann states in his article, there is a "difference between quick information seeking and scholarship" (29). While Google is great for quick information, the point of a library is to foster learning and scholarship which is best provided by a subject-based catalog, as old-fashioned as it seems. By using the RDA design, I can make sure that our online catalog is more up to date, able to provide more information and more quality information to the users, and correctly and instantly lead the users to the location of their materials whether online or physical.

Part 2

In this section, you must create a bibliographic record for each of the items represented here. Use the information provided for you to create your records. You will be provided with a title page, title page verso, cover, and/or a table of contents, as well as further information about each item (such as page numbers and dimensions). Assume that each item below is an actual book written in English and written by actual people. Make sure you find the preferred forms of names, series titles, and subject headings. Use the templates (variable and fixed field) provided to transcribe your answers. Use MARC coding for all answers!

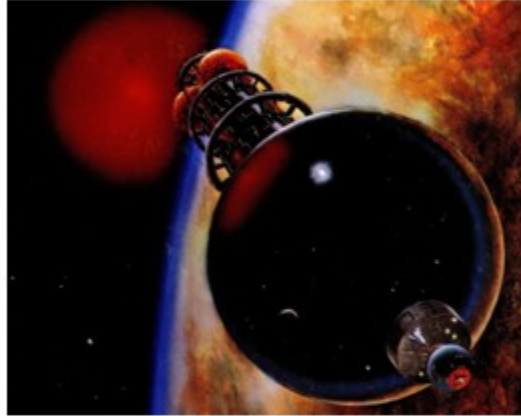
You will not need to use every field for every record. Leave the MARC field blank if you do not use it. You do not need to delete it. Please feel free to add fields as needed (e.g., add an additional 246 for multiple variant title fields.) In MARC field codes, replace the x's in with the appropriate MARC field code (e.g., change 5xx to 504 for a note on the inclusion of a bibliography). The underscores (_) represent the first (1st) and second (2nd) indicators. Replace the underscore with the appropriate indicator value where needed.

Please transcribe your answers using [blue font](#).

Item #1 (Book)

Title Page

Orphans of the Sky

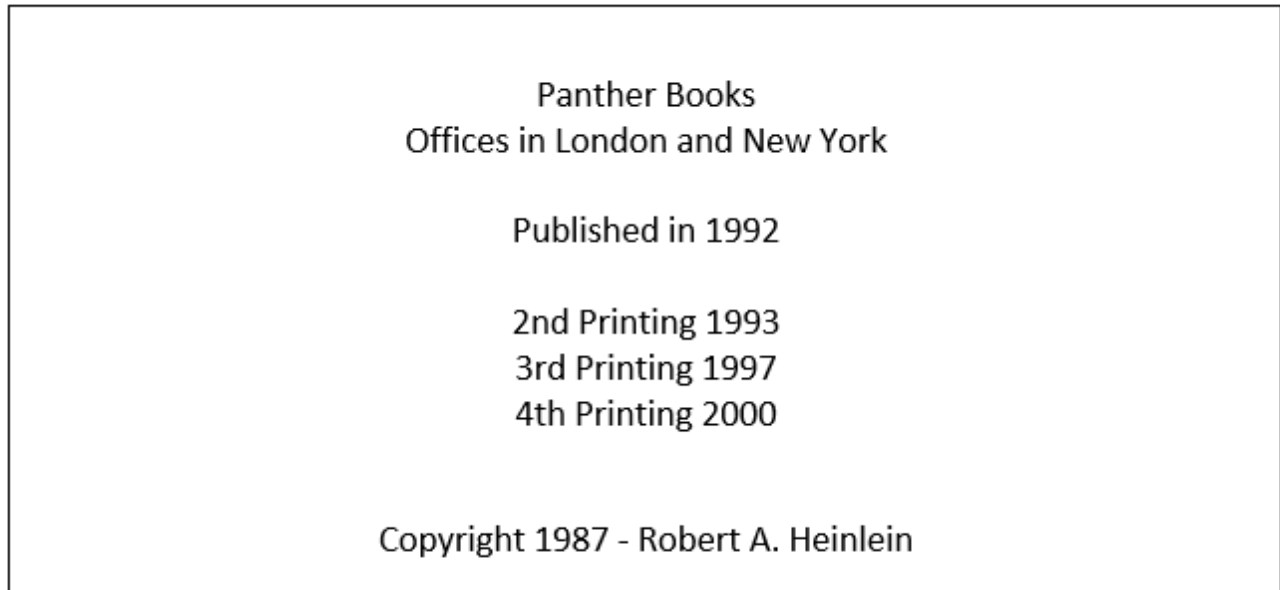


A Novel by Robert A. Heinlein
Foreword by Stephen W. Hawking

Panther Books
An Imprint of HarperCollins Publishers

Panther Science Fiction Series

Title Page Verso

**Additional Information:**

- This is a work of science fiction
- Item's pages are numbered 1 through 187
- Item does not include any illustrations
- Item is 18.1 centimeters in height
- Item is 13 centimeters in width
- Summary (from back cover of item): The gigantic, cylindrical generation ship Vanguard, originally destined for Proxima Centauri, is cruising pilotless through the interstellar medium as a result of a failed mutiny that killed all of the piloting officers. The descendants of the surviving crew have forgotten the purpose and nature of their ship over time and lapsed into a pre-technological culture infested with superstition.
- ISBN: 1563081768

010 __	
020 __	\$a 1563081768
050 _4	\$a PS3515.E288 \$b O77 1992
100 1 _	\$a Heinlein, Robert A. \$q (Robert Anson), \$d 1907-1988
245 10	\$a Orphans of the sky / \$c a novel by Robert A. Heinlein ; foreword by Stephen W. Hawking.
246 __	
250 __	
264 _1	\$a London : \$b Panther Books, \$c 1992.
264 _4	\$c ©1987
300 __	\$a 187 pages ; \$c 19 cm.
336 __	\$a text \$2 rdacontent
337 __	\$a unmediated \$rdamedia
338 __	\$a volume \$2 rdacarrier
490 1 _	\$a Science fiction (Panther Books (Firm))
520 __	\$a "The gigantic, cylindrical generation ship Vanguard, originally destined for Proxima Centauri, is cruising pilotless through the interstellar medium as a result of a failed mutiny that killed all of the piloting officers. The descendants of the surviving crew have forgotten the purpose and nature of their ship over time and lapsed into a pre-technological culture infested with superstition." –Back cover.
5xx __	
650 _0	\$a Interstellar travel \$v Fiction
655 _0	\$a Science fiction
7xx __	
7xx __	
830 _0	\$a Panther science fiction.

Type:	a	ELvl:	l	Srce:	d	Audn:	g	Ctrl:		Lang:	eng	Cont:				
BLvl:	m	Form:		Conf:	0	Biog:		MRec:		Ctry:	xxk	Ills:				
GPub:		LitF:	1	Indx:	0	Desc:	i	Fest:	0	DtSt:	t	Dates:	1992	1987		

Item #2 (Book)

Title Page

20 DELCIOUS WAYS YOU CAN COOK WITH CHOCOLATE



by Lora Brody,
Tracey Mann,
& Jean-Pierre Wybauw

London -- San Francisco -- New York -- Sydney

Hyperion
©2006

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Additional Information:

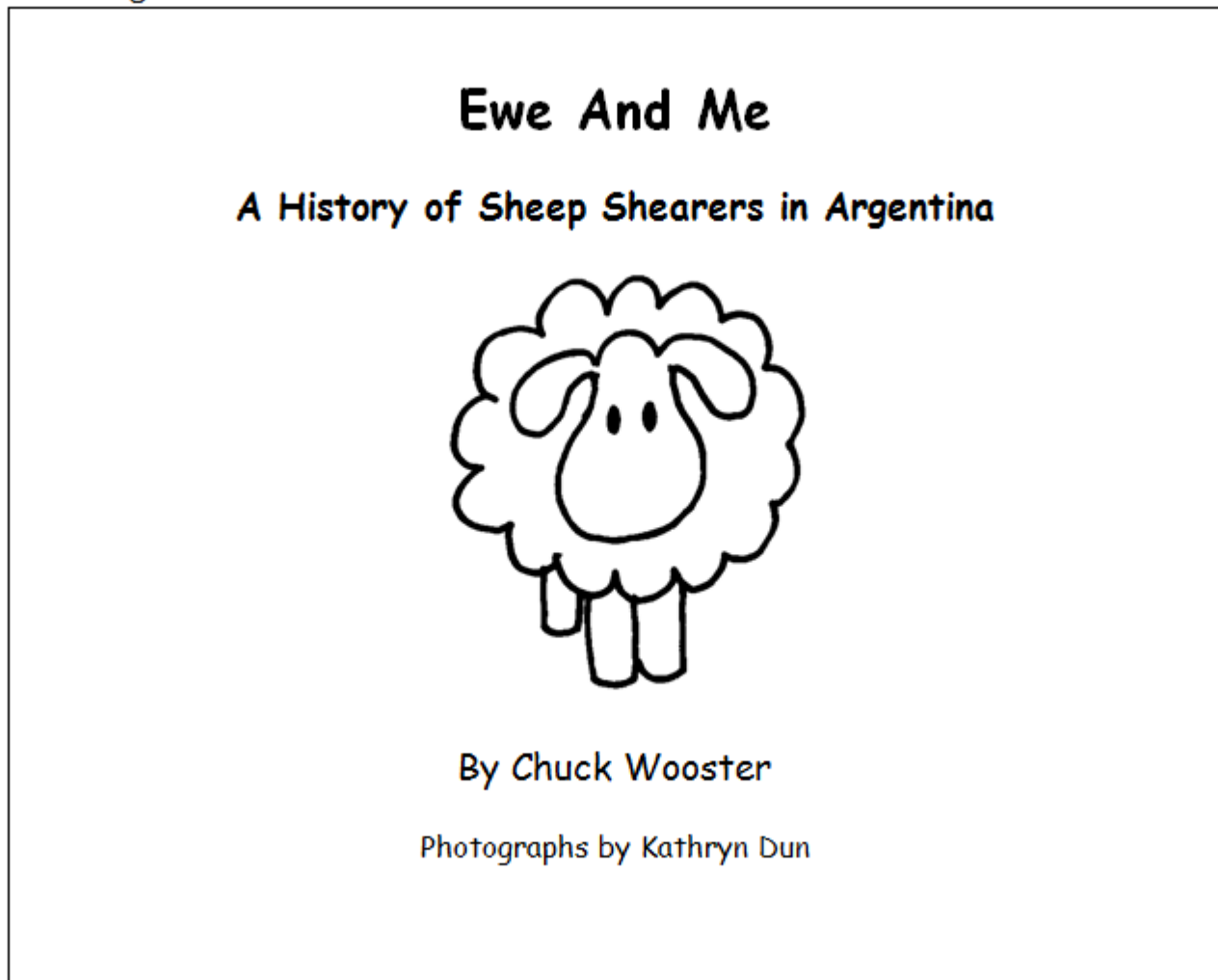
- This is a non-fiction work about cooking with chocolate
- Contains preliminary pages numbered i through x
- The rest of the item contains pages numbered 2 through 204
- Contains mostly color illustrations, but there are a few black and white illustrations throughout the item
- Item is 20.5 centimeters in height
- Item is 17 centimeters in width
- ISBN: 9781580958061
- LCCN: 2006151687

010 __	\$a 2006151687
020 __	\$a 9781580958061
050 __	\$a TX767.C5 \$b B76 2006
100 1 _	\$a Brody, Lora, \$d 1945-.
245 10	\$a 20 delicious ways you can cook with chocolate / \$c by Lora Brody, Tracey Mann, & Jean-Pierre Wybauw.
246 3_	\$a Twenty delicious ways you cook with chocolate
250 __	
264 _ 1	\$a London : \$b Hyperion, \$c [2006?].
264 _ 4	\$a ©2006
300 __	\$a x, 204 pages : \$b illustrations (chiefly color) ; \$c 21 cm.
336 __	\$a text \$2 rdacontent
337 __	\$a unmediated \$2 rdamedia
338 __	\$a volume \$2 rdacarrier
490 __	
505 0 _	\$a Flavor of chocolate -- Chocolate bread -- Chocolate and streusel, chocolate and nuts -- Chocolate in big muffins, biscuits, and scones -- Chocolate memories -- Chocolate pancakes, chocolate waffles -- Deep, dark and bittersweet -- Chocolate tender, chocolate crunchy -- Chocolate birthday cakes -- Chips and chunks -- Chocolate coffee, Bundt, and pound cakes -- Brownie style.
5xx __	
650 _ 0	\$a Cooking (Chocolate).
6xx __	
700 1 _	\$a Mann, Tracey
700 1 _	\$a Wybauw, Jean-Pierre
8xx __	

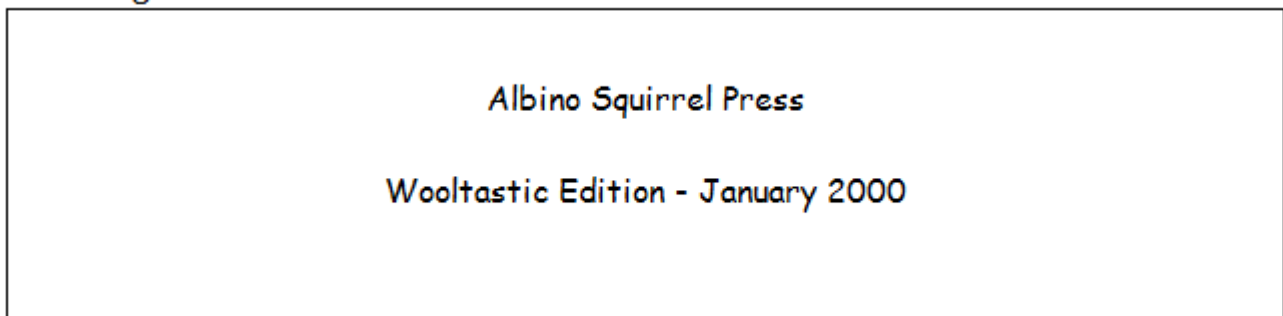
Item #3 (Book)

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GPub:		LitF:	0	Indx:	0	Desc:	i	Fest:	0	DtSt:	s	Dates:	2006			

Title Page



Title Page Verso



Additional Information:

- This is a work of non-fiction

- "Ewe" (pronounced "you") is another word for a female sheep
- Includes a bibliographical references throughout the work
- No place of publication given on item and you cannot find anything about the location of the publisher after performing outside research
- The item is unnumbered, but you count 64 pages in the item
- Includes illustrations - all in color
- 20 centimeters high
- 26.3 centimeters wide
- ISBN: 083890842X

010 __	
020 __	\$a 083890842X
050 __	\$a HD8039.S472 \$b A749 2000
100 1 _	\$a Wooster, Chuck. \$4 aut
245 10	\$a Ewe and me : \$b a history of sheep shearers in Argentina / \$c by Chuck Wooster ; photographs by Kathryn Dun.
246 30	\$a You and me
250 __	\$a Wooltastic edition.
264 _ 1	\$a [Place of publication not identified] : \$b Albino Squirrel Press, \$c 2000.
264 __	
300 __	\$a 64 unnumbered pages : \$b color illustrations ; \$c 20 x 27 cm.
336 __	\$a text \$2 rdacontent
337 __	\$a unmediated \$2 rdamedia
338 __	\$a volume \$2 rdacarrier
490 __	
504 __	\$a Includes bibliographic references.
5xx __	
650 _ 0	\$a Sheep shearers (Persons) \$z Argentina \$x History.
6xx __	
700 1 _	\$a Dun, Kathryn. \$4 pht

7xx _ _	
8xx _ _	

Type:	a	ELvl:	l	Srce:	d	Audn:	j	Ctrl:		Lang:	eng	Cont:	b			
BLvl:	m	Form:		Conf:	0	Biog:		MRec:		Ctry:	xx_	Ills:	a			
GPub:		LitF:	0	Indx:	0	Desc:	i	Fest:	0	DtSt:	s	Dates:	2000			