

**MEDT 6463            TECHNICAL SERVICES**

Semester hours:        3 hrs.

Semester/Year:

Instructor:

Office Location/Hours:

Office Phone:

Fax:

E-mail:

Distance Support:    WebCT Vista Home Page: <http://WebCT.westga.edu>  
UWG Distance Education Helpline:  
(678) 839-6248. Monday – Friday 8:00 a.m. – 5:00 p.m  
WebCT Vista Help & Troubleshooting:  
<http://help.view.usg.edu>  
UWG Distance Learning:  
<http://www.westga.edu~distance/WebCT Vista/support/html>  
Distance Learning Library Services  
<http://www.westga.edu~library/depts/offcampus>  
Ingram Library Services  
<http://www.westga.edu/~library/info/library/shtml>

Communication:        The official communication method to students is through campus email (myUWG). Be sure to access this and your WebCt email several times a week to keep up-to-date on important information.

**COURSE DESCRIPTION**

Introduction to classification systems with emphasis on Dewey Classification System, Sears Subject Headings, MARC records, and current cataloging services.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual

framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. understand the vocabulary and basic concepts of technical services including catalog form and organization. Students will show application in actual practice. (Information power, 1998)  
(D3 Lifelong Learners, D8 Knowledgeable, D10 Reflective; INTASC 1, 7, 9; AASL 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3);
2. apply Sear's List of Subject Headings. Students will be expected to show application of these skills in an actual situation. (Information power, 1998)  
(D6 Culturally Sensitive, D8 Knowledgeable; INTASC 1, 7, 9; AASL 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3);
3. use the Dewey Decimal Classification. Students will be required to show application of these skills in an actual situation. (Information power, 1998)  
(D8 Knowledgeable, D10 Reflective; INTASC 1, 9; AASL 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3);
4. list the various sources for prepared cataloging. (Intner & Weihs, 2001)  
(D8 Knowledgeable; INTASC 1, 9; AASL 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3);
5. describe the basics of MARC records. (Intner & Weihs, 2001)  
(D8 Knowledgeable; INTASC 1, 9; AASL 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3); and
6. discuss how classification and cataloging impacts access to information to special groups. (Intner & Weihs, 2001)  
(D7 Empathetic, D6 Culturally Sensitive, D9 Proactive; INTASC 1, 3, 8, 7, 10B; AASL 1.4, 2.1, 3.2, 4.2, 5.1, 6.3, 6.5, 6.6, 8.3).

## **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

**Required Texts:**

- Davis, S. & New, G. R. (1997). *Abridged 13 Workbook for small libraries using Dewey Decimal Classification Abridged Edition 13*. Albany, NY: Forest Press.  
(updated and posted on WebCT Vista – no purchase necessary)
- Dewey, M. (2004). *Abridged Dewey decimal classification and relative index (14th ed.)*. Dublin, Ohio: OCLC Online Computer Library Center, Inc.  
(Available for check out at the TMC at UWG – no purchase necessary)
- Miller, J. & Goodsell, J. (2004). *Sears List of subject headings 18th Edition*. NY: H.W. Wilson.  
(Available for check out at the TMC at UWG – no purchase necessary)
- Furrie, B. (2000). *Understanding MARC bibliography: machine-readable cataloging. (6th ed.)*.  
(Available from the LOC as a .pdf download at: <http://www.loc.gov/marc/umb/> )

### References:

- Chan, L.M. (1994). *Cataloging and classification\_ (2nd ed.)*. New York: McGraw-Hill.
- Information power*. (1998). Chicago: American Library Association & Association for Educational Communications and Technology.
- Intner, S.S. & Weihs, J. (2001). *Standard cataloging for school and public libraries. (3rd ed.)*. Englewood, CO: Libraries Unlimited.
- Kaplan, A.G. & Riedling, A.M. (2002). *Catalog it! A guide to cataloging school library materials*. Worthington, OH: Linworth.
- McCorskey, M. (1994). *Cataloging nonbook materials with AACR2R and MARC*. Chicago: American Association of School Librarians.
- Miller, R. & Terwillegar, J. (1989) *Commonsense cataloging (4th ed.)*. NY: Wilson.
- Mitchell, J. S. et al. (Eds.). (1990). *Abridged Dewey decimal classification and relative index\_ (13th ed.)*. Albany, NY: Forrest Press.
- Piepenburg, S. (1996). *More easy MARC: Format integration*. Castle Rock, CO: F & W Associates.
- Rovera, C., & Reyes, C. (Eds.). (1986). *Sear's list of subject headings*. NY: Wilson.
- Taylor, Arlene G. (2000). *Wynar's introduction to cataloging and classification. (9th ed.)*. Englewood, CO: Libraries Unlimited.

## ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Links to Conceptual Framework

The focus of this course is to provide an introduction to the use of the Dewey Classification System, Sears Subject Headings, MARC records, and current cataloging services. Opportunities to develop skill in using these tools and services will be provided. As students participate in the course and complete the course requirements they will have demonstrated achievement in the following areas of lifelong learning: participation in class sessions both face to face and online, weekly exploration of appropriate cataloging web sites, completion of exams, locating information to be included in the technical services handbook, becoming familiar with the

Dewey Classification System and Sears Subject Headings in order to complete the Dewey and Sears assignments (course activities 1,2,3,4,5,6); culturally sensitive: completion of all assignments in becoming aware of and documenting the impact of cultural differences in the area of technical service (course activities 1,2,3,4,5,6); empathetic: being sensitive to the needs and opinions of class members as they work together to complete assignments and interact face to face and online (course activities 1,2,3,4,5,6); knowledge: participation in face to face and online discussions, PowerPoint preparation of Dewey area, completion of exams, development of technical services handbook, examination of current issue in cataloging, completion of assignments (course activities 1,2,3,4,5,6); proactive: recognizing the impact of using forward thinking and cataloging materials in ways that will allow for easy access to materials by all potential users (course activities 1,2,3,4,5,6); reflective: participation in face to face and online discussions, responses to current issues topic, reflective activity on final exam, format of technical services handbook, process used to complete Dewey and Sears assignments (course activities 1,2,3,4,5,6).

### **Activities and Assessments:**

#### **1. Class Attendance and Class Participation:**

##### **Face-to-face class requirements**

- Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities.
- Absence from on-campus sessions will lower a student's cumulative point total by **5 points**. For example if you have 98% in class and miss one face to face class your final grade would be 93%. If you miss two classes your final grade would be 88%.
- Failure to complete online assignments will also be counted as 'class' absences. Late assignments, for which there is no legitimate reason, will be assessed a **10% penalty per day**. This includes late online assignments.  
(Objectives # 1,2,3,4; disposition; teacher observation)

##### **On-line class requirements**

- **Poor writing, lack of proper APA citations, or instances of plagiarism can result in point reduction or a failing grade regardless of point spread listed on the syllabus.**
- Students are required to check WebCT Vista at least 3 times each week. If students post questions on WebCT Vista, responses will be sent within 48 hours of student posting.
- Students must participate in scheduled online chats (if any are scheduled).
- Students will complete the assigned online activities by the specified timelines. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this plan fails, call the Distance Learning Office and then the instructor for assistance.
- Do not wait to ask for help with WebCT Vista. Seek assistance immediately. Failure to complete online assignments and accesses will be counted as 'class' absences.
- Students will attend class and be prepared with materials and readings according to the schedule indicated in the Tentative Class Outline, participate in WebCT Vista discussion

board discussions, and respond to topics presented. Internet and WebCT Vista access are required.

- Free MS software is available to UWG students. For details, go to <http://www.westga.edu/~mcastu/>.
- Students are expected to keep up with the SCOOP and registration deadlines so they do not miss registration dates.

(Course Objectives 1, 2, 3, 4, 5, 6; Teacher Observation, WebCT Vista DB postings, Online chats)

## 2. Student Work

All projects must be completed to be graded. The official communication method will be through WebCT Vista and campus email (MyUWG). **Students entering the program this semester or Summer, 2006 are required to post assignments and field experience to Foliotek by April 30.**

Questions should be posted to the DB under Questions topic area. It is each student's responsibility to read these questions on a regular basis (at least 3 times per week) because they may pertain to students' common questions.

The following are general descriptions of the projects required for the course. These projects are described in separate documents for each project under the [ASSIGNMENTS Tab](#) as well as specific [class backpacks](#) on WebCT Vista. The Tentative Class Schedule lists specific due dates for each project.

### **Project 2.1: Class Attendance and Participation....5%**

Students will attend and participate in class thorough face-to-face instruction and WebCT Vista; they will complete class exercises and homework as outlined in the syllabus. Some exercises will allow for sharing resources; most will be independent. The *Abridged Dewey 14<sup>th</sup>* and *Sears List of Subject Headings 18<sup>th</sup> Edition* are available in the Teaching Materials Center (Education Building) for checkout. These books must be returned no later than December 5<sup>th</sup> in order to receive a grade for the class.

(Objective 1, 2, 3, 4, 5, 6; knowledge, skill, disposition; teacher observation.)

### **Project 2.2: Dewey Decimal Classification PowerPoint Presentation....15%**

You will create an introduction to the Dewey Decimal Classification System. This presentation will be focused toward either an elementary, middle, or high school audience. The QCCs/GPSs and book titles you present should be appropriate for your chosen grade level. The purpose of this project is to have you prepare a PPT presentation of the Dewey Decimal Classification System using titles from your own LMC. (Presentations are to be posted to the DB by April 2 OR April 9.)

(Objective 1, 2, 3, 4, 5, 6; knowledge, skill, disposition; rubric)

**Rubric for PowerPoint Presentation**

Topic explained—scope	10
12 topic slides – minimum	10
Title slide	10
Final slide with appropriate copyright information (include c. on all pictures used)	20
Appropriate graphics on each slide – representing the materials	20
Scans/photos of at least 10 ‘real’ books	10
UN-obtrusive transitions between slides	10
Notes about the slides are placed in the Notes area of the presentation.	20
QCC / GPS connections (can be hyperlinked) for at least 2 of the titles/topics displayed	10
Good design guidelines for PPT followed	10
Link for at least 3 titles to reviews of the books	20
	<b>150</b>

**Project 2.3: Technical Services Handbook....15%**

The handbook should cover all the cataloging procedures that are necessary from the time the material is selected until it is ready for use. Be sure to include all frequently collected media formats in your procedures. You will sign up as a group to complete the Handbook. You will compile your handbook and submit as an electronic file to the ASSIGNMENT Tab. You may have already completed the sections of the Handbook in *italics* as assignments in other classes; if so, you may use any of your earlier sections for this portion of the Policies and Procedures Handbook. (Due April 16 OR April 23)

**I. Purpose Statements**

1. Name and demographics of school and system
2. Mission statement
3. Philosophy statement / Goals

**II. Technical Services Procedures**

1. Definition and Scope of Technical Services
2. *Consideration File*
3. *Ordering Procedures-Websites, Companies, Jobbers*
4. *Receiving Procedures-Bar code placement, Physical process for materials*
5. *Cataloging Procedures-Standards (Format indicators/Ref or R/Fic or F, etc.)*
6. Cataloging Procedures-Tools necessary for cataloging
7. *Cataloging Procedures-Periodicals/Serials/Newspaper control*

**III. Direction Sheet for Paraprofessional**

- IV. Sample Forms and Resources (Such as sample MARC records in various formats, overdue notice, weeding form, order form, video request form, etc.) ON-GOING throughout program

## V. Vendor Information

The handbook will be broken down into several areas for grading. These areas are on the rubric below:

	15	20	25	30
<i>COVERAGE OF TABLE OF CONTENTS</i>	Few areas covered	Most areas covered 2-3 sample forms included	All areas covered. 4-5 sample forms included	Every area in the Table of Contents is covered with extra information in Appendices. 6-8 sample forms included
<i>COVERAGE OF TOPICS</i>	Weak coverage of topic	Most information presented, but not thoroughly	Good coverage of basic information	Exhaustive coverage, possibly include graphics
<i>OVERALL APPEARANCE / CREATIVITY</i>	Plain text with no graphics or no continuous document	Plain text with minimal graphics; no flow in electronic document	Neat with proper use of tabs (for print); some sections not positioned at beginning of page for electronic format	Excellent use of principles of design with tabs inserted properly for print; one document for electronic format Sections beginning at top of page (for electronic) Pages numbered (for print)
<i>GRAMMATICAL ACCURACY</i>	Many typographical errors and grammatical errors	Two errors	One error	No typographical errors or grammatical errors
<i>ORGANIZATION</i>	Most items covered but not in the proper order with tabs	All topic requirements met but not in logical sequence	All topics covered but tabs not arranged properly with page numbers	All requirements met with proper labeling; easy to use and in proper order

(Objective 1, 2, 3, 4, 5, 6; knowledge, skill, disposition, rubric.)

### **Project 2.4: Sears, Dewey, CIP/MARC Activities....40%**

- 3 Sears Activities (Due as assigned in syllabus)
- 5 Dewey, plus Dewey Workbook Chapters & Activities (Due as assigned in syllabus)
- 2 MARC Reaction Papers (Due Feb. 5 and Feb. 26)
- 5 CIP/MARC Activities (Due as assigned in syllabus)

(Objective 1,2,3,4,5,6; knowledge, skill, grade sheet)

### **Project 2.5: Current Topic Research / Interview...5%**

Students will sign up for a current topic in the area of cataloging and through an interview, survey, or search of Listserv archives, prepare a 1-2 page reflection/application on how that topic is treated within school library media centers. (Due Feb. 26)

Topics:           Biography / Story Collection / Fiction cataloging  
                       AR / RC book cataloging and shelving  
                       How are changes in Sears headings addressed within existing collection

Web site cataloging  
 How are indicators for format of materials determined  
 What is the main source used for cataloging  
 How are oversized materials shelved  
 Video and audio material cataloging and shelving  
 Professional material cataloging  
 Consistency in cataloging

The current topic research / interview will be graded using the following rubric:

	4	6	8	10
<i>Content</i>	Aspects not covered	Limited coverage	Adequate coverage	Exhaustive coverage
<i>Currency</i>	Outdated	Some aspects current	Most aspects current	All current
<i>Valid sources</i>	None	One	Two	Three (can include LM_NET)
<i>Concise</i>	Needs total clarification	Areas need clarification	Concise in most areas	Stated clearly and succinctly
<i>Reflection/ Application</i>	Not evident	Extremely brief	Good, but portions of findings not addressed	All areas of findings addressed in reflection

(Objective 1, 2, 3, 4, 5, 6; D3: knowledge, skill, written report.)

### **Project 2.6: Examinations....15%** (Midterm 5%, Final 10%)

There will be 2 exams based on the textbooks, class discussion, and application of cataloging and classification procedures. (Midterm: March 5, Final: April 30)

(Objective 1, 2, 3, 4, 5, 6; knowledge, skill, disposition; written exam.)

### **Project 2.7: Field Experience: Cataloging / Processing Materials and Presentation of Dewey PowerPoint...5%**

#### **I. Description of field assignment**

Catalog and process materials in the school library media center. A variety of formats of materials should be cataloged. Some materials should receive original cataloging while other items may be cataloged through copy cataloging. Familiarity with the OPAC is essential and students should be assisted in accessing and locating materials through OPAC searches. Teaching use of the OPAC to select students and/or faculty should be a part of the field experience. The Dewey PowerPoint presentation should be presented to at least one class for instruction on the organization of materials and location of items in the media center.

#### **II. Procedures and time allocation – 10 hours**

- Locate a variety of materials in the media center that need to be cataloged.

- Catalog the items through original means or copy cataloging
- Process the items so that they are shelf-ready
- Assist students in location and access of materials
- Present the Dewey PowerPoint to at least one class
- MEDT Field Experience Checklist:
  - Cataloging/Processing new materials
  - Performing searches
  - Checking serials
  - Teaching information access skills (Dewey, orientation to LMC, etc.)
  - Assisting students with research needs and location of materials

### **III. Check list of additional activities to be completed in the field – 5 hours**

- 1 – Examine the LMC collection in-depth / Shelf reading
- 2 – Plan/collaborate with teachers
- 3 – Teach information literacy skills
- 4 – Assist students with multimedia productions
- 5 – Shelve books
- 6 – Check books in and out
- 7 – Collect fines and issue overdue notices
- 8 – Download MARC records from Internet
- 9 – Input MARC records into OPAC

### **IV. Suggestions of how to prepare for activities:**

- Work closely with the SLMS to identify specific materials that need to be processed.
- Collaborate with a teacher to schedule a time for your Dewey PowerPoint presentation.
- Identify individual students or groups of students who need help in using the OPAC to locate materials for assignments.

### **V. Required assignment documentation to be submitted for course**

Brief description of what was done in narrative form OR an annotated outline (check sheet and other artifacts should be attached). Include the job titles of the person(s) involved in the activity such as SLMS, media coordinator, teacher, etc.

Brief description of two or three most significant learnings with statements of future applicability of what has been learned (reflection).

Reflective critique that addresses specific technical services issues:

- Evidence of cataloged materials in the OPAC database
- Response to presentation of the Dewey PowerPoint to students
- Success of students in accessing and locating specific materials needed for assignments

### **VI. Required entry in electronic portfolio (Due by April 30)**

- Time Log listing location(s) and name of supervisor(s)

- Reflections from Section V

### Evaluation Procedures:

Activity	% Points	Type of Assessment	Due Date
2.1 Class attendance and participation on posted activities, formative assessment, reflective response	5% (50 points)	Teacher observation	Formative assess.: March 12 Reflective response: April 30 Other online assignments due as indicated on Tentative Schedule
2.2 Dewey Decimal PPT	15% (150 points)	Rubric	April 2 OR April 9
2.3 Technical Services Handbook	15% (150 points)	Rubric	April 16 OR April 23
2.4 Sears, Dewey, CIP/MARC activities	40% (400 points)	Grade sheet	Due as indicated on Tentative Schedule
2.5 Current Topic / Research	5% (50 points)	Rubric	Feb. 26
2.6 Examinations	15% (150 points)	Grade sheet	Midterm: March 5 Final Exam: April 30
2.7 Field Experience	5% (50 points)	FE guidelines	April 30

### Grading Policy:

Grades will be assigned according to State University of West Georgia standards:

A = 100-90%; B = 89-80%; C = 79-70%; F = below 70%

### CLASS POLICIES

#### 1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as DB postings will result in a loss of points. All assignments are due by midnight.

#### 2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time

- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones, beepers

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

## **DISABILITY POLICY**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

<http://www.westga.edu/~dserve> . Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

## **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the 2004-2005 Connection and Student Handbook and the Graduate Catalog

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

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## **TENTATIVE COURSE OUTLINE**

Date	Topics	Assignment Due
<b>Jan 8 (Class 1)</b> WebCT Vista	Getting to Know Sears Getting to Know MARC Getting to Know CIP Needs Assessment	Download and print <i>Understanding MARC</i> <a href="http://www.loc.gov/marc/umb/">http://www.loc.gov/marc/umb/</a> Work on the Needs Assessment Post Introduction form to Introduction DB Work on 10 books from your home (CIP) – bring to class session on January 24 Work on MARC Tutorial
<b>Jan 15 (2)</b>	MLK Holiday	Continue work on class 1 & 2 direction sheet
<b>Jan 22 (3)</b> <u><b>On Campus</b></u>	Discuss syllabus Review WebCT Vista Introduction PPT Cover: Glossary of terms AACR2R CIP / MARC <a href="http://lu.com/workbook/index.cfm">http://lu.com/workbook/index.cfm</a> Sample Dewey PPT project Sears Introduction Sign up for projects	Check out Dewey from TMC Complete In Class Activities Sign up: Technical Services Handbook, & Current Topic Sears Scavenger Hunt – Post BEFORE CLASS Needs Assessment – Post BEFORE CLASS MARC Tutorial – Post BEFORE CLASS <b>BRING “10 BOOKS (CIP)” ASSIGNMENT TO CLASS TONIGHT</b>
<b>Jan 29 (4)</b> WebCT Vista	CIP/MARC MARC Tutorial Sears	Post Sears Scavenger Hunt Post Sears Fun Sheet CIP/MARC Activity #1 due <a href="http://lu.com/workbook/index.cfm">http://lu.com/workbook/index.cfm</a> Sears Activity #1
<b>Feb 5 (5)</b> WebCT Vista	CIP/MARC MARC Reaction Paper	CIP/MARC Activity #2 due <a href="http://lu.com/workbook/index.cfm">http://lu.com/workbook/index.cfm</a> MARC Reaction Paper 1 due
<b>Feb 12 (6)</b> Optional On Campus	CIP/MARC Sears	CIP/MARC Activity #3 due <a href="http://lu.com/workbook/index.cfm">http://lu.com/workbook/index.cfm</a> Sears Activity #2 due
<b>Feb 19 (7)</b> WebCT Vista	CIP/MARC Sears	CIP/MARC Activity #4 due <a href="http://lu.com/workbook/index.cfm">http://lu.com/workbook/index.cfm</a> Sears Activity #3
<b>Feb 26 (8)</b> Optional On Campus	Current Issues MARC Reaction Paper	MARC Reaction Paper 2 due Current Topic Research/Interview due
<b>March 5 (9)</b> <u><b>On Campus</b></u>	<b>Midterm Exam</b> (Covering Sears, MARC, CIP) Dewey Discussion	Introduction to Dewey Read Intro. Section in Dewey Dewey Scavenger Hunt due
<b>March 12 (10)</b>	Anonymous Formative	Read Dewey Workbook:

WebCT Vista	Assessment “Walk through Dewey” “Notation / Relative Index”	Chapters 1-6 Complete Exercises 5 & 6 – due today Five for Fun 1 Anon. Formative Assessment due
<b>March 19 (11)</b> WebCT Vista	<b>UWG SPRING BREAK</b> “More than one subject” “Preference/citation order”	Read Dewey Wkbk & complete exercises: Chapters 7-8 Five for Fun 2
<b>March 26 (12)</b> <b><u>On Campus</u></b>	“Number building – Combining schedule numbers” “Table 1”	Read Dewey Wkbk & complete exercises: Chapters 9-10 Five for Fun 3
<b>April 2-9 (13-14)</b> WebCT Vista	“Number building – Table 2”	Read Dewey Wkbk & complete exercises: Chapter 11 DDC PowerPoint Presentation due to DB
<b>April 9-16 (14-15)</b> WebCT Vista	“Number building – Table 3” “Number building – Table 4”	Read Dewey Wkbk & complete exercises: Chapters 12 and 13 Five for Fun 4 and Five for Fun 5
<b>April 16-23 (15-16)</b> Optional On Campus	Review	Chapter 14 Review Exercises (Extra Credit Review option) Technical Services Handbook Due
<b>April 30 (17)</b> WebCT Vista	<b>Final Exam</b> (Dewey) Course Evaluations Final Formative Reflection	Submit Final Exam before midnight Course Evaluations Final Formative Reflection Field Experience Requirements due

Due Dates!!

Introduction form	due to Introduction DB by Jan. 22
Work on Needs Assessment	due to Assignment Tab by Jan. 22
Work on MARC Tutorial	due to Assignment Tab by Jan. 22
Work on 10 book CIP	due in first class January 22
Jan. 22	<b>On campus</b> Check out Abridged Dewey 14 and Sears from TMC Sign up for projects in class
Jan. 29	Sears Scavenger Hunt Sears Fun Sheet CIP/MARC Activity #1
	due to Assignment Tab due to Assignment Tab due to Assignment Tab

	MARC Tutorial Sears Activity #1	due to Assignment Tab due to Assignment Tab
Feb. 5	CIP/MARC Activity #2 MARC Reaction Paper 1	due to Assignment Tab due to Assignment Tab
Feb. 12	<i>Optional on campus meeting</i> CIP/MARC Activity #3 Sears Activity #2	due to Assignment Tab due to Assignment Tab
Feb. 19	CIP/MARC Activity #4 Sears Activity #3	due to Assignment Tab due to Assignment Tab
Feb. 26	<i>Optional on campus meeting</i> MARC Reaction Paper 2 Current Topic Research/Interview	due to Assignment Tab due to Assignment Tab and DB
March 5	<b><i>On campus Midterm Exam</i></b> Dewey Scavenger Hunt	due to Assignment Tab
March 12	Workbook Exercises 5 & 6 Five for Fun 1 Anonymous Formative Assessment	due to Assignment Tab due to Assignment Tab due to Survey on Home Page
March 19	Workbook Exercises 7 & 8 Five for Fun 2	due to Assignment Tab due to Assignment Tab
March 26	<b><i>On campus</i></b> Workbook Exercises 9 & 10 Five for Fun 3	due to Assignment Tab due to Assignment Tab
April 2 OR April 9	Workbook Exercise 11 DDC PowerPoint Presentation	due to Assignment Tab due to Assignment Tab and DB
April 9 OR April 16	Workbook Exercise 12 Five for Fun 4 Workbook Exercise 13 Five for Fun 5	due to Assignment Tab due to Assignment Tab due to Assignment Tab due to Assignment Tab
April 16 OR April 23	<i>Optional on campus meeting</i> Submit Technical Services Handbook Chapter 14 Review Exercises	due to Assignment Tab due to Assignment Tab
April 30	<b>Final Exam</b> Turn in Abridged Dewey 14 UWG Course Evaluation	

