

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7330
Metadata and Advanced Cataloging
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. **Technological Knowledge and Skills:** The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. **Reference and User Services:** The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. **Research:** The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. **Professionalism:** The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. **Administration and Management:** The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services,

administration and management, and organization of recorded knowledge and information. [ALA CORE COMPETENCES 1,2,3,5,8]

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA CORE COMPETENCES 4]

PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA CORE COMPETENCES 6]

PO 4. Demonstrate professionalism as librarians or information specialists. [ALA CORE COMPETENCES 7]

INSTRUCTOR

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COURSE DESCRIPTION

Advanced study of the theory and practice of bibliographic descriptive cataloging, including the principles and theories of metadata development; application of current and emerging cataloging and metadata standards, methodologies, and practices; and issues in metadata interoperability, quality control, and evaluation. Course Prerequisite MLIS 7300 or consent of instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Textbooks

Van Hooland, S. & Verborgh, R. (2014). *Linked data for libraries, archives and museums: How to clean, link and publish your metadata*. Chicago, IL : ALA Editions, ISBN-13: 978-0-8389-1251-5

Weber, M. B., & Austin, F. A. (2011). *Describing electronic, digital, and other media using AACR2 and RDA: A how-to-do-it manual and CD-ROM for librarians*. New York: Neal-Schuman Publishers. ISBN-13: 9781555706685 (alk. paper).

Online Textbook

Baca, M. (2008). *Introduction to Metadata*, 2nd Ed. Los Angeles, CA : Getty Research Institute. ISBN-13: 978-0-89236-896-9 (pbk.). Online version available from www.getty.edu/research/conducting_research/standards/intrometadata.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>

Journal Articles

Journal article readings will be listed in the Unit agenda page.

Online Resource Materials

Online resource materials will be listed in the Unit agenda page.

ShareStream Video Pick and Play

These are short PowerPoint videos that parallel the subject matter in the modules or provide background and instruction for the assignments. PDFs of the PowerPoints are available.

Headset



A headset with attached microphone or other microphone and speakers that work with Blackboard Collaborate software. Noise-canceling properties are recommended.

COURSE OBJECTIVES *(With alignment to MLIS Program Objectives (PO)).*

“MLIS 7330 Metadata and Advanced Cataloging” Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to:

- SLO 1. Describe the nature, attributes, and varieties of metadata formats and the various materials they are used with; (PO 1, PO 3)
- SLO 2. Catalog electronic, digital, Internet (Web) resources, and other media using RDA cataloging code. (PO 1, PO 2, PO 4)
- SLO 3. Code electronic, digital, Internet (Web) resources, and other media using a variety of metadata formats. (PO 1, PO 2, PO 4)
- SLO 4. Illustrate how organizational concepts affect the manner in which metadata is prepared and linked; (PO 1, PO 3)
- SLO 5. Apply methods, techniques, tools, and standards to metadata to prepare linked data. (PO 1, PO 2)
- SLO 6. Discuss the impact of rights management metadata on patron access to library electronic, digital, Internet (Web) resources, and other media materials. (PO 3, PO 4)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

General Course Outline:

UNIT I Fundamentals of Metadata

Module 1 Introduction

Module 2 Current Standards

Sub-unit 2.1a MARC, MODS, MARCXML (Bibliographic)

Sub-unit 2.1b Dublin Core (Web & Electronic integrating resources)

Sub-unit 2.2a CDWA, CDWA Lite (Cultural objects, museums)

Sub-unit 2.2b VRA Core, MPEG 7, MPEG 4 (Cultural objects, visual resources)

Sub-unit 2.3 LOM (Educational resources)

Sub-unit 2.4 EAD, PREMIS (Finding aids, archives)

Sub-unit 2.5 RIGHTS, e-COMMERCE, (INDECS, ONIX) (Rights management, copyright)

Sub-unit 2.6 SCIENTIFIC (Digital geospatial metadata CSDGM; cartographic)

Sub-unit 2.7 PB Core (Multimedia objects & kits)

Sub-unit 2.8 AGENTS (V-cards & FOAF)

UNIT II Metadata Building Blocks

Module 3 Schemas - Structure and Semantics

Module 4 Schemas - Syntax

Module 5 Metadata Records

UNIT III Linked Data

Module 6 Modelling
Module 7 Cleaning
Module 8 Reconciling
Module 9 Enriching
Module 10 Publishing
UNIT IV Practical Principles
Module 11 Practical Principles

As a general rule, assignments are due before midnight (11:59 p.m.) on the due date.

NOTE: The server that supports BlazeVIEW D2L does its maintenance on Friday nights beginning at 10pm Eastern Time. Maintenance will begin at 10:00 PM Eastern Time on Friday and will end at 7:00 AM Eastern Time on Saturday unless otherwise noted. The BlazeVIEW D2L site will not be available during this time.

Assignments: (80 points)

The following list is an overview of the assignments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date. The professor reserves the right to modify, add, or remove assignments as conditions warrant.

Advanced Cataloging Exercises (10 points)

- **Exercise 1 Cataloging Audio and Video Materials**
Value 5 points: Due date, Saturday, February 14, 2015
- **Exercise 2 Cataloging Kits and Cultural (Realia) materials**
Value 5 points: Due date, Saturday, April 25, 2015

Individual Assignments (20 points)

- **Assignment 01: Dublin Core**
Value 5 points. Due date Saturday, February 7, 2015
- **Assignment 02: Metadata Encoding in XML**
Value 5 points. Due date Saturday, February 28, 2015.
- **Assignment 03: Metadata Creation**
Value 5 points. Due date, Saturday, March 21, 2015.
- **Assignment 04: Metadata Harvesting**
Value 5 points. Due date, Saturday, April 11, 2015.

Group Projects: (50 points)

- **Project Digital Repository**
Value 35 points (3 parts)
Part 0 Group Members Assigned. Value 0 points. Due Date, Monday, January 19, 2015
Part 1 Abstract Value 5 points. Due date, Saturday, January 31, 2015

Part 2 Proposal Value 10 points. Due date, Saturday, March 7, 2015
Part 3 Digital Repository Value 20 points. Due date, Saturday, April 18, 2015

- **Project Schema Presentation**

Value 15 points.

Group Members Assigned: Due date, Monday, March 2, 2015

Schema Presentation Due date: Week of March 30, 2015

Graded Discussions: (20 points)

There will be four graded discussions, each worth 5 points. You will be required to post an initial substantive commentary to the discussion topic (worth 3 points), and then post focused and amplifying responses to two of your classmates' substantive commentaries to the discussion topic (each worth 1 point).

- **Graded Discussion 01 What is Metadata**

Value 5 points

Initial posting due Wednesday, January 28, 2015, Value 3 points

Commentary response due Friday, January 30, 2015, Value 2 points

- **Graded Discussion 02 Value Standards**

Value 5 points

Initial posting due Wednesday, February 18, 2015, Value 3 points

Commentary response due Friday, February 20, 2015, Value 2 points

- **Graded Discussion 03 Crosswalks**

Value 5 points

Initial posting due Wednesday, March 18, 2015, Value 3 points

Commentary response due Friday, March 20, 2015, Value 2 points

- **Graded Discussion 04 Conceptual Models**

Value 5 points

Initial posting due Wednesday, April 8, 2015, Value 3 points

Commentary response due Friday, April 10, Value 2 points

COURSE EVALUATION

The grading scale will be based on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

A = 90-100 % = exceptional work, exceeds expected graduate level work

B = 80-89 % = consistently good work, meets expected graduate level work

C = 70-79 % = consistently poor work, fails to meet expected graduate level work

D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work

F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

Standards for core courses:

No grade below a C will be credited toward a VSU graduate degree. To be **eligible** to receive an A in this course a student must complete every assignment.

Technical Requirements:

All assignments must be submitted using computer programs that are compatible with VSU supported products. MS Office 2010 is officially used by the VSU faculty and administration. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010 compatible format (.doc or .docx). **Work submitted in non-compatible formats will not be accepted and will not be graded.** You can obtain a copy of Microsoft Office 2013 at a reduced student price through [Microsoft store for students](#). Both Windows and Mac versions are available.

You are to use the underscore “_” instead of a space “ ” in your file names. Spaces in a file name translate as %20 code and a penalty will be applied.

Grammar, punctuation, and spelling count. Use spell check. The Publication Manual of the American Psychological Association, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

Communication:

For questions regarding the course, please communicate with me through the BlazeView D2L site for this course. If your question is personal, please use the BlazeView D2L course mail feature. If you have a general question whose answer may be of interest to your classmates, please post it to the “Questions” topic on the discussion boards.

ATTENDANCE POLICY

This is a Web-delivered course, with no required face-to-face meetings. One or more assignments may include a required online presentation within **Blackboard Collaborate**. If required, the presentations will be scheduled in consultation with class members. The may be regularly scheduled Live Classroom sessions using **Blackboard Collaborate**.

Withdrawal:

You may drop the course without academic penalty on or before the official withdrawal date, March 5th, 2015. As discussed on pages 19-21 of the VSU graduate catalog, "Students may petition for an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.