Course Syllabus

LI884XI

Advanced Metadata Applications

Spring Semester 2015

Faculty: Melissa Messina
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Primary Phone: (816) 785-3013
Online Course Login: canvas.emporia.edu
Credit Hours: 2
Meetings: Internet, begins 3/23

Important Dates for Fall 2014 (Block 2)

3/23 First Day of Class
5/8 Last Day of Classes
3/30 Last Day to Add/Drop
5/16 Commencement
4/24 Last Day to Withdraw
5/19 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

An examination of the theory, practice, and current issues in the application of metadata in information agencies. Course topics include approaches to creating metadata schemas and application profiles, designing and documenting metadata and encoding schemas, and learning associated metadata tools and technologies. Students will explore current issues in metadata application. **Prerequisite: LI883 or concurrent enrollment.** (Approved 2/13/2013)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Analyze issues related to metadata interoperability, standardization, encoding, and assessment of metadata schemes.</td>
<td>3, 8</td>
<td>2C, 3C, 8C</td>
<td></td>
</tr>
<tr>
<td>2 Design and document metadata and encoding schemes and application profiles to meet the functional requirements of specific collections, projects, organizations, and communities.</td>
<td>3, 8</td>
<td>1</td>
<td>2C, 3C, 8C</td>
</tr>
<tr>
<td>3 Use one or more metadata creation tools and associated technologies.</td>
<td>3, 4, 8</td>
<td>3C</td>
<td></td>
</tr>
<tr>
<td>4 Create and implement controlled vocabularies for metadata value spaces.</td>
<td>3, 4</td>
<td>3C</td>
<td></td>
</tr>
<tr>
<td>5 Apply basic metadata quality metrics to evaluate the quality, interoperability, and shareability of different types of metadata.</td>
<td>3, 6, 8</td>
<td>1</td>
<td>3C, 8C</td>
</tr>
</tbody>
</table>

*Approved 5/7/14*

Course Overview

Advanced Metadata Applications examines the theory and practice of metadata as it relates to resource description and management in organizing systems and more specifically the digital collections of LAM (libraries, archives, museums) institutions. Coverage includes metadata terminology, schemas, vocabularies, and modeling as well as different approaches to metadata creation, storage, management, and publication. Students will acquire hands-on experience in descriptive metadata creation using specific structure, content, value, and encoding standards through the creation of custom metadata schemes.
Instructor Contact Information

My contact information is provided in the syllabus header. For topical questions, please post to the appropriate Canvas forum so your classmates can benefit from your curiosity. For personal issues or to schedule a time to talk with me, Canvas email is best and I will respond promptly. Phone calls (no texts, please) and weekend messages typically will be returned during business hours (M-F, 9am-4pm).

Required Readings


Additional course readings and other learning resources will be available on Canvas.

Learning Activities

Assignments

As indicated in the syllabus header, this is a 2-hour graduate level course. However, the doubled pace of the block format demands effective time management to complete the coursework by the due date. Each week we will tackle a new topic and set of readings, technical documents, and lectures – the equivalent of two weeks’ worth of material in a standard course – and so you will need to plan for approximately 4-8 hours each week to digest and synthesize this material in order to produce quality projects and discussion posts.

The course is structured around three multi-part assignments for which students will apply knowledge and skills gained from the readings, other learning materials, and discussion. Detailed assignment instructions are available on Canvas.

Assignment 1: Local Metadata Scheme for Educational Portfolio (individual)

Students create a custom metadata scheme and records for digital artifacts in their graduate educational portfolios, map the local scheme to the Dublin Core standard, and critically evaluate the process.

Assignment 2: Original MODS Record in XML (individual)

Students create an original MODS record in XML and a mapping between MODS and Dublin Core, and critically evaluate the process.

Assignment 3: Metadata Application Profile Design (group)

Students are randomly grouped into teams of 3-4 members. Each team develops an original metadata application profile that addresses the schema’s functional requirements, documentation, and implementation.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Local Metadata Scheme for Educational Portfolio</td>
<td>1, 2, 3, 5</td>
<td>4/12</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2: Original MODS Record in XML</td>
<td>1, 2, 3, 4, 5</td>
<td>4/19</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 3: Metadata Application Profile</td>
<td>1, 2, 3, 5</td>
<td>4/26 – Draft 1 due</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/1 – Draft 2 due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/8 – Final Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Files due</td>
<td></td>
</tr>
<tr>
<td>Online Discussion</td>
<td>1</td>
<td>Throughout</td>
<td>20</td>
</tr>
</tbody>
</table>

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 3/23-3/29</td>
<td>New Directions for Library Data</td>
<td>A complete list of required readings and other learning resources will be available on Canvas.</td>
<td>3/29 Brief Introductions 3/29 Post: Semantic Web Exploration</td>
</tr>
<tr>
<td>Week 2: 3/30-4/5</td>
<td>Metadata for Digital Collections; Resource Description and Dublin Core</td>
<td></td>
<td>4/5 Post: 1:1 Principle</td>
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<tr>
<td>Week 3: 4/6-4/12</td>
<td>Resource Identification and Responsibility Elements; Resource Content and Relationship Elements</td>
<td></td>
<td>4/12 Post: Miller Chapter Organization 4/12 Assignment 1: Local scheme</td>
</tr>
<tr>
<td>Week 4: 4/13-4/19</td>
<td>Authorities and Encoding; MODS and VRA Core</td>
<td></td>
<td>4/19 Post: Controlled Vocabularies 4/19 Assignment 2: Original MODS record</td>
</tr>
<tr>
<td>Week 5: 4/20-4/26</td>
<td>Metadata Interoperability, Shareability, and Quality</td>
<td></td>
<td>4/26 Post: Metadata Viability 4/26 MAP Draft 1 due</td>
</tr>
<tr>
<td>Week 6: 4/27-5/8</td>
<td>Designing and Documenting a</td>
<td></td>
<td>5/1 MAP Draft 2 due</td>
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</table>
Grading Criteria

I will use a rubric to grade each assignment. Each rubric is customized for a specific assignment. The instructions for each assignment (available in Canvas) contain a description of the criteria upon which my evaluation of your work (your grade) will be based. My specific expectations for each criterion are contained in the rubric for each assignment. I strongly recommend that you review the rubric for each assignment before you begin the assignment.

My goal is to post the grades you earn for each assignment in Canvas within two weeks of the date upon which the assignment is due. I will provide grades and feedback on each assignment in the rubric in Canvas. By using the Canvas grade center I can keep you up to date on your progress in the class.

Writing
A note about writing: I have high expectations for your writing. It is hugely important in our profession that you are able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J). I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, be presented in the correct format (e.g. report, essay, discussion post, and so on), and use the appropriate level of formality in its language. I expect you to be familiar with and apply all sections of the APA Publications Manual.

Formatting for written assignments will depend to some extent on the type of writing you are asked to do. All assignment files should include your last name and the assignment name; for example, messina_local_metadata_scheme.docx.

Late Assignments
Assignments must be completed on time. Late assignments will incur a penalty of 0.5 (1/2, one half) point per day for work turned in after the due date unless you have contacted me before the due date to request an extension. Please be sure to start early and leave enough time to complete the readings and other research in preparation for the coursework.

SLIM Grading Scale

| 96 -100 | A | 77 - 79 | C+ |
| 90 - 95 | A- | 74 - 76 | C  |
| 87 - 89 | B+ | 70 - 73 | D  |
| 84 - 86 | B  | 0 - 69  | F  |
SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnscpt/grades.html).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.
SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]
Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu