



**THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

LSC 615(715) Organization of Internet Resources
Spring, 2010

Credit Hours: 3 credits
Prerequisites: LSC 551
Classroom: Marist #208
Class meetings: Thursday 5:10 PM - 7:40 PM

Instructor contact information:

Youngok Choi, Assistant Professor
Office: #245 Marist Hall
Phone: (202)319-6275
E-mail: choiy@cua.edu
Office Hours: Tuesday 2 pm -4 pm, and by appointment

Course Description

Applies principles of information organization to organize digitized and born-digital resources for access. Discusses strengths and limitations of current access tools such as subject guides and directories, search engines, OPACs, databases, and digital libraries. Compares selected metadata standards and examines how libraries, archives, government agencies, and museums apply metadata schemas and manage projects to make digital resources available to users.

Required Text: No required textbook

- Required readings and bibliography are available below the course schedule.

Course Goals

- The purposes or goals of the course are to
- introduce concepts and challenges specific to organization of Internet resources,
 - expose student to the varieties of metadata schemas for networked resources.
 - promote reasoned thinking and problem solving skills related to information organization, and
 - acquaint the student with current trends in metadata management and control.

Goals for Student Learning

At the conclusion of the course, the student will be able to:

- understand the complex characteristics of online digital resources and the major issues involved in organizing, describing, and providing access to them,

- articulate ways in which diverse metadata schemas and standards are used to organize different kinds of online resources in different communities and contexts,
- become familiar with current metadata terminology and encoding schemas, and
- create metadata for digital resources.

Technological requirements

- Skills with MS office suite
- Basic understanding of HTML

Expectations and policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

Assessment

Grades for this course will be based upon the following:

Requirement	Contribution to Grade
Reading summary	5 %
Exercise	30%
Metadata standard presentation	10%

Metadata creation	15%
Metadata schema development (group work)	25%
Literature review and summary on a metadata related topic	10%
Class attendance (one miss is allowed. Additional class miss will be penalized 2% out of 5%)	5%
Total	100%

Notes:

1. A detailed description of requirements will be distributed in class or posted on Course BlackBoard (<http://bb8.cua.edu>).
2. All assignments must be submitted via digital dropbox in the course Blackboard site by 6 pm on a stated due date.
3. Please consult below in the “Participation & conduct” section for late work policy and others.

Point totals converted to letter grades:

A: 94 – 100 A-: 90 -93.99
 B+: 86-89.99 B: 82-85.99 B-: 78-81.99
 C: 70-77.99 F: Below 70

Course Schedule

(Note: This calendar is subject to change depending on class needs. Additional required readings may be added in class if necessary)

Date	Topic	Assignment
Week 1 (1/14)	Introduction: Metadata Overview No class (ALISE conference) Readings: * Gill. “Metadata and the World Wide Web”. In Baca’s online book http://www.getty.edu/research/conducting_research/standards/intrometadata/metadata.html *Ch 7 & 8 from Chowdhury & Chowdhury, Organizing information from the shelf to the web. Facet Publishing 2007. pp. 131-155. (a pdf is available on a course BB site) * Metadata for all: Descriptive standards and metadata sharing across libraries, archives and museums http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/issue/view/225	Read articles Reading summary
Week 2 (1/21)	Metadata for general purposes- Dublin Core * Hillman, D. (2005). “Using Dublin Core,” http://www.dublincore.org/documents/usageguide	Exercise
Week 3 (1/28)	Introduction to XML	

Week 3 (2/4)	Metadata for general purposes -MARC family	
Week 4 (2/11)	Metadata for cultural objects and visual resources (1) *Baca, Murtha (2007). CCO and CDWA Lite: Complementary data content and data format standards for Art and material culture information. <i>VRA Bulletin</i> , Vol. 34, Number 1. 69-75	Presentation Exercise
Week 5 (2/18)	Metadata for cultural objects and visual resources (2)	Presentation Exercise
Week 6 (2/25)	Archival and Preservation Metadata - EAD	Presentation Exercise
Week 7 (3/4)	Metadata for Educational Resources	Presentation Exercise
Week 8 (3/11)	Spring Break	
Week 9 (3/18)	Metadata for multimedia objects and other standards	Presentation
Week 10 (3/25)	Metadata project planning Metadata schemas; Application profiles *Duval, E., et al. <i>Metadata Principles and Practicalities</i> , D-Lib Magazine, April 2002, http://www.dlib.org/dlib/april02/weibel/04weibel.html *Rachel Heery and Manjula Patel, “Application profiles: mixing and matching metadata schemas” <i>Ariadne</i> 25 (2000). http://www.ariadne.ac.uk/issue25/app-profiles/	Metadata Creation Due
Week 11 (4/1)	Holy Thursday (No class)	
Week 12 (4/8)	Metadata management - Quality - Evaluation * Beall, Jeffrey (2005) Metadata and Data Quality Problems in the Digital Library. <i>Journal of Digital Information</i> . 6(3). Available at http://jodi.tamu.edu/Articles/v06/i03/Beall/ *Park (2009). Metadata Quality in Digital Repositories: A Survey of the Current State of the art. <i>Cataloging & Classification Quarterly</i> . 47:3,213 — 228 *Jackson, et al (2008). Dublin Core metadata harvested through OAI-PMH. <i>Journal of Library Metadata</i> . 8(1). 5-21 https://www.ideals.uiuc.edu/bitstream/handle/2142/9091/JLM.pdf?sequence=2	Instruction on metadata schema project
Week 13 (4/15)	Metadata interoperability, crosswalks, metadata integration	Topic selection for literature review

	<p>* Metadata: Mapping between metadata formats / by Michael Day, UKOLN http://www.ukoln.ac.uk/metadata/interoperability/</p> <p>* Shreeves et al (2006). Moving towards shareable metadata. First Monday 11(8). Available at http://www.firstmonday.org/issues/issue11_8/shreeves/index.html</p> <p>Riley, Chapman, Shreeves, Akerman, and Landis (2008). "Promoting shareability: Metadata activities of the DLF Aquifer Initiative." Journal of Library Metadata, 8 (3). 221-248. https://www.ideals.uiuc.edu/bitstream/handle/2142/9153/RileyEtAl_JLM.pdf?sequence=2)</p>	
Week 14 (4/22)	Metadata Services	
Week 15 (4/29)	Group presentation on metadata schema development; Summary	
Week 16 (5/6)	Topic Summary submission (final exam week – no class)	Assignment Due

Bibliography: Reading materials, supplementary readings, references

Required readings

- *Understanding Metadata*. National Information Standards Organization, 2004. ISBN: 1-880124-62-9. PDF online:
<http://www.niso.org/standards/resources/UnderstandingMetadata.pdf> [NISO]
- Coyle, Karen. Understanding Metadata and its Purpose. *Journal of Academic Librarianship* 31:2 (March 2005) 160-163. Preprint available online:
http://www.kcoyle.net/jal2_Metadata.html
- Baca, Murtha, editor. *Introduction to Metadata: Pathways to Digital Information*. Online Version 3.0 Getty Research Institute, [2008]. Online:
http://www.getty.edu/research/conducting_research/standards/intrometadata/index.html PDF version
http://www.getty.edu/research/conducting_research/standards/intrometadata/pdf.html
- Duval, et al (2002). Metadata principles and practicalities. D-Lib Magazine 8(94).
<http://www.dlib.org/dlib/april02/weibel/04weibel.html>
- Metadata Basics by LC cataloging workshop
<http://www.loc.gov/catworkshop/readings/metadatabasics/overview.html>

Supplementary Readings (Additional readings will be added.)

- *CDP Dublin Core Metadata Best Practices*. Version 2.1, September 2005. PDF online: <http://www.cdpheritage.org/cdp/documents/CDPDCMBP.pdf> [CDP]
- Crystal, Abe and Jane Greenberg (2005). Usability of a metadata creation application for resource authors. *Library and Information Science Research* 27(2) Spring 2005, Pages 177-189
- Dempsey, Lorcan (2003). The recombinant library: Portals and people. *Journal of Library Administration*. 39 (4). 103-136. Available online at http://www.oclc.org/research/staff/Dempsey/recombinant_library
- Dushay, N. & Hillman, D. (2003). Analyzing Metadata for. Effective Use and Re-use. The International DCMI Metadata Conference and Workshop. Available at http://www.siderean.com/dc2003/501_Paper24.pdf
- Elings, M. W. & Waibel, Gunter (2007). Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives and Museums. *First Monday*, 12 (3), URL: http://firstmonday.org/issues/issue12_3/elings/index.html
- Godby et al (2004). A Repository of Metadata Crosswalks. D-Lib Magazine. 10(12). <http://www.dlib.org/dlib/december04/godby/12godby.html>
- Jiang, Y. & Mann, M. (2001). Using metadata within the library: Relevancy and practical applications. *The Serials Librarian*. 40(3/4). 253-259.
- Organizing intellectual access to digital information: From cataloging to metadata. in *A Digital Strategy for the Library of Congress*. Washington D. C. National Academy Press. 2000. Available at <http://www.nap.edu/html/lc21/ch5.html>
- Palmer et al (2007). Trends in metadata practices: a longitudinal study of collection federation. *Proceedings of the 2007 Joint Conference on Digital libraries*, Fulltext available via ACM Digital Library
- Robertson, John (2005). Metadata quality: Implications for library and information science professionals. *Library Review*, 54(5). 295-300. Preprint available at http://eprints.cdlr.strath.ac.uk/795/02/RobertsonLR54_5.pdf
- Thomas, Sarah E. (2000) The Catalog as Portal to the Internet . In *Proceedings Conference on Bibliographic Control for the New Millennium*, Washington http://dlist.sir.arizona.edu/569/01/thomas_paper.html or http://www.loc.gov/catdir/bibcontrol/thomas_paper.html
- Ward, Jewel (2004). "Unqualified Dublin Core usage in OAI-PMH data providers," OCLC Systems & Services. Vol. 20. No.1 pp. 40-47.

Special Issues of Journals

- *Metadata: A Cataloger's Primer*. Special issue of *Cataloging & Classification Quarterly* 40:3/4 (2005).
- *Organizing the Internet*. Special Issue of *Library Trends*. V. 52 (2), Fall 2003. Edited by Andrew G. Torok.

Recommended books

- Caplan, Priscilla. *Metadata Fundamentals for All Librarians*. Chicago, American Library Association. 2003. ISBN: 0-8389-0847-0

- Haynes, David. Metadata for Information Management and Retrieval. London: Facet, 2004. ISBN: 1-85604-489-0.
- Hillmann, Diane I., and Elaine L. Westbrooks. Metadata in Practice. Chicago: American Library Association, 2004. ISBN: 0-8389-0882-9.
- Hsieh-Yee, Ingrid. Organizing Audiovisual and Electronic Resources for Access: A cataloging guide. 2nd ed. Westport, Conn.: Libraries Unlimited, 2006.

Bibliography & online resources for metadata

i-DLR Subject area – Metadata

<http://www.coe.missouri.edu/~DL/iDLR/index.php?cid=15>

6.1. Library issues: Cataloging, identifiers, linking, and metadata. By Charles W. Bailey, Jr. <http://www.digital-scholarship.org/sepb/lbcats.htm>

Selected Web Resources for Organizing Audiovisual & Electronic Resources of Dr. Ingrid Hsieh-Yee <http://slis.cua.edu/ihy/aver.htm>

Cataloging and Metadata, Reference resources for Special Libraries
<http://units.sla.org/committee/catalog1/catalog1.html>

Metadata standards, crosswalks, and standard organizations
<http://staff.library.mun.ca/staff/toolbox/standards.htm>

Metadata Resources By Collaborative Digitization Program
<http://www.cdpheritage.org/digital/metadata/metadataResources.cfm?macategoryID=1>

Metadata Standard Websites

- **CCO:** Cataloging Cultural Objects
<http://www.vrafoundation.org/ccoweb/index.htm>
- **CDWA & CDWA Lite:** Categories for the Description of Works of Art
http://www.getty.edu/research/conducting_research/standards/cdwa/index.html
- **DCMI:** Dublin Core Metadata Initiative: <http://dublincore.org/>
- **EAD:** Encoded Archival Description: <http://www.loc.gov/ead/>
- **FGDC CSDGM:** Federal Geospatial Data Committee's Content Standard for Digital Geospatial Metadata: <http://www.fgdc.gov/metadata/geospatial-metadata-standards>
- **GILS:** Global Information Locator Service:
<http://www.gpoaccess.gov/gils/index.html>
- **IEEE LOM:** Learning Object Metadata: <http://ltsc.ieee.org/wg12/>
- **MARC:** Machine-Encoded Cataloging: <http://www.loc.gov/marc/>
- **MODS:** Metadata Object Description Schema:
<http://www.loc.gov/standards/mods/>
- **METS:** Metadata Encoding and Transmission Standard:
<http://www.loc.gov/standards/mets/>
- **ONIX:** Online Information Exchange: <http://www.editeur.org/onix.html>

- **PBCore:** Public Broadcasting Metadata Dictionary Project
<http://www.pbcore.org/>
- **PREMIS:** Preservation Metadata Implementation Strategies
<http://www.loc.gov/standards/premis/>
- **TEI:** Text Encoding Initiative: <http://www.tei-c.org/>
- **VRA:** Visual Resources Association Core Categories 4.0:
<http://www.vraweb.org/projects/vracore4/index.html>

Course Policies and Procedures:

Formatting of your assignments.

- For hard copy work securely fasten together any papers that are more than 1 page.
- Place your name and the assignment number on the first page.
- Minimum margins are 1 ¼” left and 1” top, bottom, and 1 ¼” right.
- Use double-spaced line spacing, or space and a half, not single-spaced.
- Submitted work must have a professional appearance and not be handwritten.
- *Any* work submitted with numerous ungrammaticalities will be penalized.

Participation & Conduct:

- *Attendance is mandatory.* Attendance is required, in keeping with university policy. Students may miss up to 1 class without a penalty. Your class attendance grade will drop by 1 point for every absence after 1 missed class.
- *Late work.* Assignments are due at the start of class. Assignments turned in after the due time without prior approval will be penalized 10% for each 24-hour period that it is late. Assignments that are over 3 days late will NOT be accepted unless arrangements have been made with me. I encourage you to consult with me any special circumstances that will affect your ability to perform your assignments or turn in your assignments on time.
- *Makeup work.* If a student has a legitimate reason, such as a family emergency, the instructors might allow a student to do makeup work. The amount and nature of the work is up to the instructors’ discretion. It will be graded at term’s end.
- *Arrive on time.* Chronic lateness can negatively affect class participation grades.
- *Behave respectfully.* Students are expected to behave respectfully while in class. Participation grades will reflect a student’s maturity level and professionalism, and whether the student actively participates in class discussions.
- *No phone calls during class.* Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session.
- *No grade discussions in class.* Instructors will not discuss grades in class. First consider why the instructors deducted points. If you still disagree, explain your disagreement in an e-mail to the instructors.