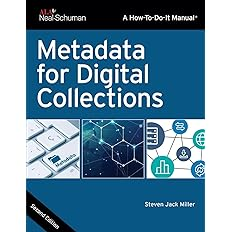


**LIS 652 Metadata**



### Spring 2025, January 21-May 4

### Monday evenings 8-9:30pm Central, Zoom

**Contacting your professor**

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**Office Hours**: Monday& Tuesday 8:30am-1:30pm or virtual by appointment

|  |  |
| --- | --- |
| **Calendar Date** | **Full Term** |
| Last day to add/drop without Academic/Financial  Penalty | Jan. 28 |
| Last day to receive 100% refund  (No tuition credit issued after this date) | Jan. 28 |
| Last day to drop classes without instructor permission | Jan. 28 |
| All approved drops will result in grade of W within these dates | Jan. 29 – Apr. 8 |
| Last day to make an add/drop course request or withdraw from the University and receive a grade of W | Apr. 8 |

See the SLIS Graduate Handbook for student responsibilities, university and school policies. SLIS Mission, Values, Goals: [www.usm.edu/library-information-science/about](http://www.usm.edu/library-information-science/about)

**Course Description and Objectives:**

* This course provides an overview of metadata as it applies to resources at the libraries, archives, and museums in the digital environment.
* Students will gain knowledge of principles, best practices, interoperability, and quality control of metadata.
* Students will examine, analyze, and evaluate key metadata standards (e.g. Dublin Core, MODs, EAD, VRA) relevant to their communities and practice hands-on skills in selecting, capturing, describing, preserving, and providing access to digitized and born digital objects with metadata.
* To examine the role of Metadata in the digital environment, students will participate in key activities including metadata creation and ingesting, review of metadata schemas, and developing a metadata implementation proposal.

**Prerequisite(s):** LIS 505: Cataloging and Classification or consent of instructor

**Number of Credit Hours**: 3

**Nature of Students:**Graduate

**Format of Course**: Online, weekly sessions, semester in length.

Class meets every Monday 8-9:30pm; First meeting will be on January 27 Monday at 8-9:30 at Zoom, Join URL: <https://usm-edu.zoom.us/j/89835921528>

**Course Support, Learning Strategies:**

• Student success: http://usm.edu/success

• Required technology includes reliable Internet or Wi-Fi connection and Microsoft Office 365 (free for students at www.usm.edu/itech/microsoft-office-365)

• For tech support such as mobile apps, go to www.usm.edu/itech/student-hot-sheet

• Course materials are available at: Canvas (usm.instructure.com), login with your SOAR ID and password

• Canvas technical support: https://www.usm.edu/online-learning/technical-assistance.php

* Student help <https://www.usm.edu/student-help/index.php>

**Course Expectation:**

Course materials are on Canvas at http://usm.instructure.com. Students are expected to 1) check their university email account each day, 2) check Canvas each day to review each course’s learning module and assignments, 3) read and post to the discussion board, and 4) meet in the virtual classroom (Zoom in Canvas) each week that a virtual classroom is scheduled.

Communication is vital in an online environment, so please let me know if you see anything that is inconsistent or a dead link, if anything is not clear, or if you have any questions. SLIS faculty and staff want you to succeed so review How to Be a Successful Graduate Student.

**Policy on Attendance and Make-up Work:** Virtual classroom attendance and participation is expected. Participation is a large part of the grade and consists of the virtual classroom attendance/participation and discussion board postings. Students may make up for one class attendance by viewing the recorded session and sending a summary with their comments to the professor. Students are expected to post to each required discussion board; late postings will be accepted but may not earn full participation points.

**Course Goals:** To help meet ALA’s Core Competencies 2023 (2A, 2B, 2C, 5A, 4B, 4C, 4D); AASL 4.2 ; SAA’s GPAS guidelines (knowledge of archival materials and functions, preservation) and knowledge of the profession (records and cultural memory), and ACRL’s Competencies for Special Collections Professionals’ Fundamental Competencies I(knowledge of technology).

|  |  |  |
| --- | --- | --- |
| **Educational Goals** | **Student Learning outcomes** | **Assessments** |
| Systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information;  use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. | Students know how to apply metadata standards to various contexts |  |
| Knowledge of archival materials and functions, preservation | -Students develop skills to evaluate, analyze, describe, preserve, manage records in a digital context |  |
| Principles and techniques necessary to identify and analyze emerging technologies and innovations related to metadata | Identify emerging technologies and innovations for the creation of metadata | Become familiar with emerging technologies and innovative tools that help create metadata |

Upon successful completion of the course, student should be able to demonstrate a general knowledge and skills of:

* Capturing and ingesting metadata of digital resources
* Applying relevant metadata schemas to digital projects
* Appraising and delivering metadata best practices

**Required Textbook:**

Miller, S. J. (2022). **Metadata for digital collections ( 2nd ed.)**. Chicago, IL: ALA Neal-Schuman. 978-0838947487

*Recommended Readings:*

Baca, M. (Ed.) (2016). **Introduction to metadata** (3rd ed.).  Los Angeles: The Getty Research Institute (<http://www.getty.edu/publications/intrometadata/>)

There are required readings associated with the course lectures. These readings are from the scholarly and professional literature. Almost all of these required readings are available online. In addition, the instructor has put together a Metadata Resource List that includes the required readings and resources beyond those readings. Students are expected to go beyond the required readings as part of their fulfillment of course requirements and assignments.

**Technology Competencies**:  Students will use web-based course software and web-based resources and engage in web-facilitated interactive discussions. Students will gain competencies in using technology for communication and information purposes. They will also be expected to use online databases, USM e-reserves, and the Internet to gather information for assignments.

**Teaching Techniques/Methods Used in Course:**Online lectures, web discussions, and directed readings form the basis of the course. Most readings will be from the text, but supplemental readings from journals and the Internet will be included as appropriate, and can be pursued individually.

**Goals and Objectives**

The three primary goals for this course are for students to:

* Understand what metadata is and how it is used to represent, organize, manage, and provide access to information
* Become competent in tools used for creating, storing, and accessing metadata
* Be able to plan, design, implement, evaluate the use of one or more metadata schemes for a collection of information

By the end of the course, students will have accomplished these objectives:

* Know and understand the key metadata schemes, their strengths and weakness, and their uses
* Master the use of one or more metadata creation tools and associated technologies
* Plan and design a metadata project and its implementation

**Course Format**

The online learning management systems course site provides a central focus for class communications, online course materials, and learning modules. Student will need web access to use the learning management.

Online Communications Protocol

* Students should check the course site regularly – at least several times a week, if not daily, for postings, announcements, etc.
* Post to the site’s Discussions tool questions, responses to questions, and comments about course content and technologies; the instructor will read site postings several times a week and respond as appropriate

**Assignments**

Participation (10%)

Participation is a requirement in this class. This includes both virtual attendance and active engagement.

Discussions (20%)

These discussions prepare you to become familiar with concepts and applications associated with metadata.

Exercises (20%)

These exercises provide hands-on practice on applications of metadata in various aspects.

Creating Original Metadata Records (25%)

This assignment requires you to create 10-15 metadata records for a set of your own resources for preservation such as book, pdf file, still image, sculpture, painting, and born digital/digitized picture based on DublinCore in OCLC’s ContentDM. You will upload your documents and describe them in ContentDM and complete a written report with 500-750 words. An OCLC account is required in order to access ContentDM.

Metadata Implementation Project Proposal and draft (25%)

This assignment requires you to think through all aspects of how to implement a metadata project either in a real or fictional scenario. The results can be presented in a PowerPoint with 10-12 slides or a short paper(500-700 words).

**Grading**

Grade Distribution

|  |  |
| --- | --- |
| Assignment | % of Grade |
| Participation in class | 10% |
| Discussions | 20% |
| Exercises | 20% |
| Creating metadata records with ContentDM | 25% |
| Metadata Implementation Proposal (due) | 25% |
| Total | 100% |

Grading System

|  |  |
| --- | --- |
| A | 95-100 |
| A- | 90-94 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 65-69 |
| D | 60-64 |
| F | 0-59 |

Due Dates

To facilitate timely grading, all assignments must be submitted on time. One-half grade will be deducted for each day an assignment is late (i.e., not submitted at the date/time specified). An exception can be made if a student absolutely cannot meet the deadline AND notifies the instructor before the due date.

All assignments are due by the date indicated. Work not received on time may be graded as late (10% off) after 2nd day late (24-hour grace); no additional late points off but not accepted after 14 days without prior arrangement.

Written reports

Both the substantive content of written reports and the quality of the writing will be considered. Substantive content includes completeness and adherence to the assignment, knowledge of appropriate concepts, strong supporting materials, and reasonable conclusions or solutions. Quality of writing covers organization and clarity of expression, appropriate use of references, and correct grammar, punctuation, and spelling. References must be made in APA style or appropriate style manuals. Up to one-half grade will be deducted for inaccurate references.

Style Manual

**American Psychological Association. (2019). *Publication manual of the American Psychological Association*, 7th ed. Washington, DC: American Psychological Association.** [**https://apastyle.apa.org/**](https://apastyle.apa.org/)

Purdue Owl APA tutorial <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html>

Extra Credit No assignments for extra credit will be made under any circumstances. A student who is having trouble with regular assignments is strongly encouraged to contact the instructor as early as possible for personal advising.

**Communication**

Communication will be facilitated by way of e-mail, virtual classroom (i.e. chatting), discussion board, and/or telephone. E-mail is used when private discussions are needed between the student and instructor or between students. Discussion Board postings may be done at any time during the week it is due. Virtual classroom sessions will be in real-time - on specified dates and times. Each student is required to furnish an e-mail address in the student roster.

**Academic Honesty and Plagiarism**

"When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi." USM Graduate Bulletin, p. 30.

"Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work. Plagiarism is committed in a number of ways:

1. Reproducing another author's writing as if it were one's own.
2. Paraphrasing another author's work without citing the original.
3. Borrowing from another author's ideas, even though those ideas are reworded, without giving credit.
4. Copying another author's organization without giving credit.

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system." USM Graduate Bulletin, p. 30; USM Student Handbook, p. 73.

**Course Workload Statement**

Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of the University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class for every hour in class working on reading, assignments, studying, and other work for the course. We realize that most students work and have family or other obligations. Time management is thus critical for student success. All students should assess their personal circumstances and talk with their advisors about the appropriate number of credit hours to take each term. Resources for academic support can be found at <https://www.usm.edu/success>.

**Academic Integrity Statement**

Academic misconduct involves deception to improve a grade, earn course credit, complete a degree, or create an unfair academic advantage for oneself or disadvantage to another in the academic community. All students at the University of Southern Mississippi should familiarize themselves with the Student Academic Integrity Policy to become familiar with what actions constitute academic misconduct, a violation of that policy. Southern Miss values “an approach to academics, research, and personal conduct based on integrity and civility” and the Student Academic Integrity Policy supports that University value. Forms of academic misconduct may include, but are not limited to:

· Cheating - Cheating is a broad category of academic misconduct characterized by an attempt to gain academic advantage through inappropriate means or impede the academic achievement of others.

· Plagiarism - The use of another person's or source’s words, creative works, or ideas without appropriate quotation or attribution; claiming or submitting for academic credit the work of another.

· Lying - The misrepresentation of one’s academic work, lying to an instructor to increase a grade, or lying to an instructor regarding an academic integrity violation.

· Acquiring or Distributing Information Inappropriately - The act of distributing or obtaining course assignments or examination questions or answers from sources not approved by the instructor or proctor (includes, but is not limited to, unauthorized use of the Internet, test banks associated with course text and previous student work).

· Fabrication or Falsification of Data - Any statement of untruth in any matters related to the academic experience, including but not limited to forgery; false claims of authorship; falsification of information, data, or results derived from or related to research or to laboratory experiments.

· Stealing or Defacing - The act of intentionally taking, transferring, defacing, or destroying, without right or permission, any property related to the academic mission of the University, including an attempt to impede others.

· Multiple Submissions - The submission, more than once, without authorization by any instructors involved, of substantial portions of the same work, including oral reports or work submitted for retaken courses.

· Conspiracy - The act of agreeing or planning with any person to commit any violation of the Student Academic Integrity Policy.

If you commit an act of academic misconduct, sanctions ranging from resubmission of work to course failure may occur to the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” Should you be accused of academic misconduct, please visit the Academic Integrity Website or email [integrity@usm.edu](mailto:integrity@usm.edu) for any questions you may have about your rights and about the academic integrity process. Southern Miss provides many campus resources that are detailed in this syllabus and will be discussed by your professors; please utilize those to help you learn. At Southern Miss, we care about your personal work and learning journey.

**Student Accessibility Services (SAS)**

SAS is Southern Miss’s designated office to assist the University in its commitment to protect the civil rights of students with disabilities. SAS protects students from discrimination and offers reasonable accommodations to give them equitable access to university courses and resources. Disabilities covered under the ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary injuries, and pregnancies. If a student feels that they need classroom or housing accommodations based on a disability they should contact SAS by phone at 601-266-5024, by email at [sas@usm.edu](mailto:sas@usm.edu) , in person by visiting the SAS office located in Bond Hall Room 114, or online at www.usm.edu/sas

**Artificial Intelligence Permissible Use**

There are specific instances in this course where you will be allowed to use generative Artificial Intelligence (AI) to assist in your learning. Instructions and guidelines for acceptable and unacceptable use of AI are included below please include acceptable and unacceptable uses below], including any attribution policies. Only those assignments in which the instructor states clearly and unambiguously that AI use is acceptable can it be used. Any use of AI outside of acceptable uses in the course is in violation of the Academic Integrity Policy at the University of Southern Mississippi.

**Speaking and Writing Centers**

The Writing Center and the Speaking Center are friendly spaces that provide individualized feedback and support to help Southern Miss students succeed with writing and speaking assignments for any class. The Centers offer one-to-one consultations for any stage of the process, including brainstorming, creating an outline, revising, learning editing strategies, and developing presentation skills. In-person and online appointments are available. To make an appointment, visit usm.mywconline.com and create an account. Instructions for making an appointment can be found at usm.edu/writing-center. Contact the Writing Center (Cook Library 112) by email at [writingcenter@usm.edu](mailto:writingcenter@usm.edu) or by phone at (601) 266-4821. The Speaking Center (Cook Library 117) can be reached at [speakingcenter@usm.edu](mailto:speakingcenter@usm.edu) or (601) 266-4965.

**Course evaluation**:

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

**Mental Well-Being Statement**

USM recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services (SCS) on campus at 601-266-4829. More information is also available at <https://www.usm.edu/student-counseling-services> , or usm.edu/help. Student Counseling Services offers currently enrolled students free, confidential counseling services and can provide referrals to campus and community resources. Currently enrolled students living outside Mississippi can receive a one-time consultation to assure they are informed about available resources in their community. Students on the Gulf Park campus also can contact our Mental Wellness Counselor at [Alvin.Baker@usm.edu](mailto:Alvin.Baker@usm.edu).

In the event of emergency, please call 911 or if there is a mental health crisis after business hours, call or text the National Suicide Hotline at 988 (988lifeline.org).

**Nondiscrimination Statement:**

The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.

**Course Schedule – Spring 2025**

**(Subject to Change)**

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| **Week 1&2**—January 21- Feb 2 *Course preview*    *Semester starts Jan 21(Jan 20 Martin Luther King Jr Day no class):*   * + Greetings and Self introduction due Jan 27 Monday noon(post in Canvas)   + *1st class meets Jan 27 Monday 8pm*   + Read “Setting the stage” from Introduction to Metadata <http://www.getty.edu/publications/intrometadata/setting-the-stage/>   **Part I. Definition and Survey of Metadata Standards**  **Week 3** –Feb 3-9 Metadata definition and structured data   * + Read Miller (2022) chapter 1, 2   + 2nd class meets Monday Feb 3 at 8pm   + Discussion 1 due Feb 3 Monday at 12noon   **Week 4**--- Feb 10-16- Resource identification and elements (Dublin Core)   * Read Miller Chapter 4 * Discussion 2 due Feb 10 Monday at 12noon * 3rd class meets Feb 10 Monday 8pm * Exercise 1 due Feb 13 Thursday noon   **Week 5**---Feb 17-23 Resource description, data, and metadata  Read Miller chapter 5   * Discussion 3 due Feb 17 Monday noon * Exercise 2 due Feb 27 Thursday noon * 4th class meets Feb 17 Monday at 8pm   Week 6—Feb 24-March 2 Controlled vocabulary   * Read Miller Chapter 6 * 5th class meets at 8pm * Discussion 4 due Feb 24 Monday noon   Week 7 March 2-9 Spring break    **Part 2. Metadata schema and encoding formats**  **Week 8**---March 10-16 XML basics   * Read Miller Chapter 7 * Metadata standards observation discussion due July 1 Monday noon * *Read Tony Gill “Metadata and the Web”* <http://www.getty.edu/publications/intrometadata/metadata-and-the-web/> * 6th class meet March 10 Monday at 8pm * Discussion 5 due March 10 Monday noon * Exercise 3 due Monday March 13 Thursday noon   **Wee**k 9—Marh 17-23 Metadata XML standard --MODs   * Read Miller Chapter 8 * Read Mary Woodley “metadata matters” <http://www.getty.edu/publications/intrometadata/metadata-matters/> * 7th class meet March 17 Monday 8pm * Assignment 1 Describe objects in ContentDM due March 20 Thursday noon   **Week 10**--- March 24-30 Metadata standard--VRA   * Read Miller Chapter 9 * Browse [VRA CORE - a data standard for the description of works of visual culture: Official Web Site (Library of Congress) (loc.gov)](https://www.loc.gov/standards/vracore/) * 8th class meet March 24 Monday 8pm * Exercise 4 due March 27 Thursday noon   **Week 11** --- March 31-April 6 Metadata interoperability, shareability, and quality   * 8th class meets March 31 Monday at 8pm * Read Miller Chapter 10 * Read “Rights metadata made simple”   <http://www.getty.edu/publications/intrometadata/rights-metadata/>     * Discussion #6 due March 31 noon   Week 12 –April 7-13 Linked data and ontology   * Read Miller Chapter 11 * 9th class meets April 7 Monday noon   Week 13—April 14-20 Guest lecture(tentative)   * 10th class meets April 14 Monday noon * Exercise 5 due April 17 noon Monday   Week 14—April 21-27 Guest lecture(tentative)   * 11th class meets April 21 Monday noon * Assignment 2 draft due April 24 Thursday noon   Week 15—April 28-May 4 Metadata Application Profile Design   * 12th class meets April 28 Monday noon * Read Miller Chapter 12 * Assignment 2 due May 1st Thursday noon |
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 Updated 1/19/2025

