

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

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**MLIS 7310  
Introduction to Metadata for Catalogers  
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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Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

## **COURSE DESCRIPTION**

Advanced study of the theory and practice of descriptive cataloging and metadata, including metadata development; application of current and emerging metadata standards, methodologies, and practices; issues in metadata interoperability, social aspects of metadata creation, linked data, and ontologies. Course Prerequisite: MLIS7300

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

### **Textbook**

Hider, Philip (2019). Information Resource Description: Creating and Managing Metadata, Second Edition. ALA Neal-Schuman. ISBN 978-0-8389-1836-4 (softcover).

## **COURSE OBJECTIVES** (*Show alignment to MLIS Program Objectives (PO) for all MLIS courses*).

### **“Course name” Student Learning Outcomes (SLO):**

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

- SLO 1. Describe the theories, principles, and practices of descriptive cataloging and metadata (PO 1).
- SLO 2. Create descriptive cataloging records for a variety of information objects (PO 2; PO 3).
- SLO 3. Explore metadata standards in various domain (PO 1; PO 3).
- SLO 4. Describe current trends and future directions of descriptive cataloging and metadata (PO 2; PO 4)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

This is a web-delivered course. All other course communications, activities, and materials will be available exclusively through the Blazeview web site and require weekly checks for assignments. Class activities include a set of readings, assignments, and asynchronous online discussions. 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.

**Weekly Class Discussions/Exercises** (SLO1, SLO2, SLO3, SLO4): 20 points

Students will participate in weekly discussions and class exercises related to topics for each week.

**Creating Descriptive Cataloging Records** (SLO1, SLO2): 20 points

The goal of this assignment is to help students gain the hands-on experience on creating descriptive metadata by selecting values from controlled vocabularies.

**Vocabulary Mapping among Metadata Standards** (SLO1, SLO3): 20 points

The goal of this assignment is to help students describe the nature, attributes, and varieties of metadata. Students will be analyzing different metadata standards and define vocabulary mapping by working on semantic and/or technical mapping of one metadata framework to another metadata framework.

**Final Project: Future Library Metadata and Metadata Librarianship** (SLO1, SLO4): 40 points

Students will be writing a final paper (about 1,700 to 2,500 words) on the current trends and future directions of descriptive cataloging and metadata. The final project paper should include a critical analysis on current trends and challenges of metadata and future metadata librarianship.

## **SUBMISSION OF COURSE WORK**

Assignments need to be submitted on Balzeview D2L. Name your file as "LastName- (Assignment)".

## **LATE SUBMISSIONS POLICY**

There will be a 1-point deduction per day that your assignment is late unless the student talked about it to the instructor *beforehand or emergency*.

## **COURSE GRADE**

Your letter grade for the course will be determined by the number of points you have gained. The scales are shown below:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

## **COURSE EVALUATION**

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>).

## **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 their 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](mailto: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 through SmartEvals. 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 to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage, <https://www.valdosta.edu/academics/academic-affairs/sois/>