COURSE OVERVIEW

Class meetings: This class will meet for six weeks, from June 21 through July 26, 2011.

Prerequisite: S504: Cataloging (formerly L520: Bibliographic Access and Control). Knowledge of and the ability to effectively use at least one metadata content standard prevalent in the library, archives, or museum community is essential to success in this course. Experience with AACR2 gained in S504 (or L520) will provide the needed knowledge. Demonstrated knowledge and experience with the application of another content standard such as DACS or CCO will be sufficient as well—contact the instructor before registering if you have this experience but have not taken the prerequisite course. Students who have not taken one of the prerequisite courses may register only by prior permission of the instructor, and will be required to complete an extra set of readings for this course.

This course will provide an introduction to the Library of Congress' Metadata Object Description Schema (MODS) metadata structure standard, an increasingly used resource description standard for digital libraries. This course is intended for students and individuals interested in pursuing careers in digital libraries, metadata specialization, cataloging, or those interested in learning about emerging metadata standards. Students will learn when MODS is appropriate for use as a metadata format, where it fits in the larger metadata landscape, and where it fits in the lifecycle of digital library projects. Students will also gain experience with some supporting technologies such as XML and XSLT.

The class will introduce theoretical considerations, and focus on translating that theory into practice. Assignments will give direct, hands-on experience with the MODS structure, and readings and lectures will provide context for its use. New MODS elements will be introduced in each of the first four weeks, covering the complete element set over the course of the workshop.

During class periods students will participate in individual, graded, mark-up exercises. Since we meet only six times attendance at every class session is mandatory and will be figured into the final grade. Also, prior to each class, students will be required to turn in brief journal entries to the instructor commenting on the week's required readings. Exceptions to the attendance policy will be made only in extreme circumstances, and only by prior arrangement with the instructor.
LATE SUBMISSIONS
Late assignments will not be accepted. If you foresee any problems with turning in an assignment by the due date, please contact the instructor prior to the due date to discuss options.

ASSIGNMENTS AND GRADING

Attendance and participation: 5% Students will be expected to attend each of the six class sessions, and participate actively in the class discussion and exercises.

Course journal: 30%
Students must keep a course journal to demonstrate their intellectual engagement with the subject. Each week students include in this journal an original reaction to each of the week’s readings. Specific additional journal entries will be also be assigned.

In-class exercises: 15%
During each class session, an graded in-class exercise will be assigned. During the first four weeks, the in-class assignment will involve applying the MODS elements introduced that week. In weeks 5 and 6 exercises will focus on transformations to and from MODS and other metadata formats. In-class exercises will be submitted in Oncourse by the end of the class session.

Creating MODS records: 50%
Five items will be provided for cataloging in MODS over the course of the semester. Each week records will be turned in containing elements introduced the previous week. Following the completion of these records, full records for two new resources will be assigned. These records will be graded on the basis of syntactic validity, appropriate choice of content standards, and loosely on appropriate element and attribute values.

GRADES

The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science.

A  4.0  Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A-  3.7  Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+  3.3  Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the
course syllabus.

Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.

Marginal work. Student performance demonstrates incomplete understanding of course materials.

Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.

Failing. Student may continue in program only with permission of the Dean.

ACADEMIC HONESTY

This course will follow Indiana University and School of Library and Information Science policies on academic dishonesty. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the course. For further information, please see the Code of Student Ethics.

ASSIGNMENTS

Each of the first four weeks of class, new MODS elements will be introduced. Weekly assignments require students to add these new elements to records for items provided by the instructor in the following formats:

1. Monograph
2. Photograph
3. Newspaper article
4. Map
5. Manuscript

COURSE SCHEDULE

Session 1: June 21

Topics covered:

- Content standards
- Introduction to XML
- Introduction to MODS
- MODS in detail: titleInfo, name
In-class exercises:

- Practice with the <oXygen /> XML editor, fixing XML well-formedness and validity errors
- Add this week's elements to records for in-class item

Assignments due next week:

- Write in your journal a description of a hypothetical institution at which you work that is considering implementing MODS, using one of these general types of institution: academic library, public library, historical society, state archives, natural history museum. Include details such as geographical location, size of patron base, size of staff (including how many are devoted to cataloging, digital library work, etc.), technical environment, and experience with digital library projects. In addition, describe the types of collections this repository holds, and give a sense of which of these you might use MODS for. You'll select one collection in particular in a journal writing assignment later in the course. Finally, indicate what content standard this institution will use when creating MODS records.
- Add this week's elements to records for five assigned items

Readings for next week's session:

- MODS Uses and Features; look around rest of MODS site, especially the MODS Implementation Registry. (Just skim; no journal entry required)
- MODS User Guidelines for this week's elements. (No journal entry required)

Session 2: June 28

Topics covered:

- Uses of metadata in digital projects; access and preservation; other types of metadata
- Controlled vocabularies
- MODS in detail: originInfo, language, physicalDescription, abstract, tableOfContents, targetAudience

In-class exercises:
• Add this week's elements to records for in-class item

Assignments due next week:

• Discuss in your journal what controlled vocabularies your hypothetical institution will use for names, topical subjects, genre, and geographic places in its MODS records, and justify your decisions.
• Add this week's elements to records for five assigned items

Readings for next week's session:

• MODS User Guidelines for this week's elements. (No journal entry required)

**Session 3: July 5**

Topics covered:

• Comparison of some descriptive metadata formats
• MODS in detail: typeOfResource, genre, subject, classification

In-class exercises:

• Class discussion on applicability of MODS for two online collections
• Add this week's elements to records for in-class item

Assignments due next week:

• Review three collections provided by the instructor, and write in your journal a brief entry on whether MODS is appropriate for each.
• Add this week's elements to records for five assigned items

Readings for next week's session:

Session 4: July 12

Topics covered:

- Indexing MODS records
- MODS in detail: relatedItem, identifier, location, accessCondition, note, part, extension, recordInfo

In-class exercises:

- Class discussion on search and browse needs for a sample collection
- Add this week's elements to records for in-class item

Assignments due next week:

- In your journal, describe a collection housed by your hypothetical repository (size, provenance, type of materials, etc.), and give a general description of a typical item in this collection. You will create a full MODS record for this hypothetical item as part of next week's homework assignment.
- Add this week's elements to records for five assigned items

Readings for next week's session:

- Digital Library Federation Aquifer Implementation Guidelines for Shareable Metadata (Just skim; No journal entry required)
- IN Harmony project documentation (Just skim; No journal entry required)
  - Metadata creation guidelines
  - Fields summary
  - XML template
- MODS User Guidelines for this week's elements. (No journal entry required)

Session 5: July 19

Topics covered:
• MODS in the digital library workflow
• Metadata creation guidelines
• Tools for creating MODS metadata

In-class exercises:

• In small groups, review an assigned user interface for creating MODS metadata, and give a 10-minute report to the class on its capabilities

Assignments due next week:

• Create full MODS records for two resources: one provided by the instructor and the other for an item held by your hypothetical repository
• Write guidelines for the MODS name, titleInfo, genre, and originInfo elements for your hypothetical collection in your hypothetical institution.

Readings for next week's session:


Session 6: July 26

Topics covered:

• Mapping between metadata formats
• MODS for sharing metadata
• Transformation of MODS for display

In-class exercises:

• Demonstration of XSLT converting MARCXML and Dublin Core records to MODS
• Transform some sample MODS records to HTML using default stylesheets, make some edits, and analyze the results