

INFO 5223 Introduction to Metadata for Information Organization and Retrieval I: Fall 2023 Syllabus and Schedule (Last updated August 15, 2023)

Teaching Team Contact and Communication Expectations

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Communication Expectations: In communicating with instructor, TA, and fellow students, please follow these [Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>). The primary tool that will be used by the teaching team to communicate directly with students is Canvas Inbox (or UNT email) for individual communication, and announcements on the course website for communication with entire class. Please send personal concerns or questions over UNT email or Canvas Inbox and NOT in Canvas Gradebook. Students can expect to receive a response to emails messages within 24 hours on weekdays (no response on weekends or holidays should be expected). To ensure prompt reply to your email message or a message sent in Canvas Inbox, please email both the Instructor and the Teaching Assistant (TA) as opposed to just one of us.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

Representation and organization of textual information resources and pictorial works and images, as well as collections of these resources, using key item-level and collection-level metadata schemes (Dublin Core DCTERMS, MODS, VRA Core, Dublin Core Collections Application Profile), data content standards, data value standards (various controlled vocabularies, etc.), and data encoding standards

(with the focus on XML). Introduction to various other metadata schemes, tools, and technologies for representing and organizing information resources and collections in the digital environment. Exploration of metadata implications for retrieval of information resources and collections.

Course Structure

This course is offered online in a hybrid mode with regular class meetings held online.

The course opens with Module 0. Introduction to the Course Content and Requirements and is organized into the following 8 major learning modules each of which contains required readings and instructor's presentation:

1. Introduction to metadata in information organization and retrieval
2. Components of a metadata scheme
3. Data content standards and data value standards
4. Metadata syntax
5. Dublin Core and DCTERMS metadata scheme
6. MODS metadata scheme
7. VRA Core 4.0 metadata scheme
8. Collection-level metadata.

Depending on the semester in which the course is offered (long spring or fall semester, or 10-week summer semester), the amount of time spent on each learning module varies. The Schedule section of this document provides details on course activities and due dates for the weeks of the fall semester of 2023.

Learning outcomes obtained by students in Modules 1-4 are assessed through Quizzes A and B, Metadata Research Presentation assignment, and Portal to Texas History Metadata assignment. Learning outcomes obtained by students in Modules 5-8 are assessed through Creating Metadata Records Project. Students will work independently on most assignments. Students will work in project teams for the final part of the Creating Metadata Records Project.

Course Prerequisites or Other Restrictions

Prerequisites for this course include the following coursework:

- Required: UNT course [INFO 5200 Information Organization](#), or an introductory information organization course from another institution, and
- Optional: UNT course [INFO 5210 Introduction to Cataloging and Classification](#) and/or [INFO 5740 Introduction to Digital Libraries](#) (can be taken in the same semester with INFO 5223)

Consent of course instructor might be obtained if a student does not have the coursework prerequisites BUT has these prerequisite knowledge and skills before the course starts:

- basic understanding of why and how the information is organized for access in databases.
- basic understanding of principles of information organization work, such as authority control, subject (aboutness) analysis and representation.

Course Objectives

By the end of this course, students will be able to:

1. Identify the functions of metadata.
2. Identify and interpret the components of a metadata scheme.
3. Identify and apply major data content standards and data value standards that guide metadata creation.
4. Explore uses of XML and HTML as syntaxes for encoding metadata.
5. Independently collect information and develop and deliver a presentation on an important metadata-related topic.
6. Interpret and apply metadata guidelines to create and make available to the end-users the item-level metadata in locally developed metadata scheme using online metadata submission forms.
7. Interpret and apply documentation of key standard item-level metadata schemes; compare their strengths and weaknesses.
8. Interpret and apply documentation of the key standard collection-level metadata scheme; evaluate this metadata scheme's strengths and weaknesses.
9. Create item-level metadata in Dublin Core DCTERMS standard metadata scheme in XML syntax.
10. Create item-level metadata in MODS standard metadata scheme in XML syntax.
11. Create item-level metadata in VRA Core 4.0 standard metadata scheme in XML syntax.
12. Create collection-level metadata in DCCAP standard metadata scheme in XML or HTML syntax.

Materials

There is no required textbook for this course. However, there are other required readings. This includes BOTH:

- online lecture documents created by course developer and instructor (available via the Module Readings web page for each of the learning modules 1 through 8 in the Modules section of the course website) with associated external readings, AND
- video recordings of class meetings, in which further detail and examples are provided for each learning module in interactive form.

In addition, presentation slides prepared for each module by course developer and instructor, as well as transcripts and text chat logs of class meetings are optional but recommended readings.

Effort Level Expectations for Students

For a 3-credit-hour course offered in a long semester (Fall or Spring), students should plan to spend approximately 9 hours a week (or 3 hours per week for each credit hour) for 16 weeks on readings, assignments, online activities, learning software, etc.

Because Summer 10 Week semester is significantly shorter than Fall or Spring semester, students taking a 3-credit-hour course in Summer 10 Week semester should plan to spend approximately 15 hours a week on readings, assignments, online activities, learning software, etc.

By maintaining this level of effort throughout the semester, students are likely to develop full comprehension of the subject matter and be successful in the course.

Course Teaching Philosophy

Below I include the highlights from my **teaching philosophy with discussion of my INFO 5223 teaching methods, along with the suggested ways for students to best benefit from the course.**

I believe that courses which provide a balance between theory and practice and offer a strong “learning by doing” component are the most efficient in achieving student learning objectives. The courses I teach and develop reflect my major research interests. I share with my students, in the form of examples to support learning modules, insights from my research and practical experience working as a cataloger and digital library metadata creator. I provide students with step-by-step examples and hands-on experiences (in-class mini-exercises) that allow them to practice the skills that will be assessed in the course assignments.

I believe that the learning process is the most efficient in communication and collaboration of learners with each other and instructors. In online courses, I hold synchronous class meetings and post for students the instructor slides (before the class meeting). Shortly after each class meeting, I post for students the meeting recordings and transcripts of these recordings, as well as the logs of the text chat. Attendance is only required in two INFO 5223 class meetings (the final meeting and the meeting for which student’s individual live presentation of the result of Metadata Research Presentation assignment is scheduled). However, attendance is encouraged for all class meetings, especially those 8 in which instructor presents topics of each of the course modules. Students who did not attend and actively participate in the class meeting or skipped part of the meeting by joining late or leaving early are required to review meeting materials within 24 hours. Students who participated in the entire meeting are encouraged to review these materials as they work on assignments.

In my course materials, I strive to accommodate visual learners as well as auditory learners, so while reviewing the online lecture, associated external readings, and video of the class meeting for each module is required for everyone, it is your choice whether to listen to the class meeting recording audio file, to view the instructor presentation slides, or to review the text chat log and transcript of the class meeting.

Clear logical structure of INFO 5223 course, where each learning module and each activity build on the previous ones, is intended to further improve communication and result in effective learning. To succeed in this course, please make sure not to skip any learning modules and assignments. Complete the learning in the order in which the course is organized.

I make sure that students are provided with timely, detailed, and constructive feedback throughout the semester. It is your responsibility as a student to examine this feedback and to learn from it.

I have been continuously updating my course materials based not only on the newest developments in the field but also on feedback from students and graduates. There are multiple ways to share with me such feedback, including through the UNT SPOT survey that all students are encouraged to complete at the end of semester. To motivate participation in the survey and submission of constructive feedback on

the course, I give each student extra credit points (2% of semester grade) if SPOT survey participation rate meets or exceeds the 80% target.

Course Technology & Skills

Minimum Technology Requirements

Minimum technology requirements for INFO 5223 students include:

- Computer (either desktop or laptop but NOT a tablet)
- Microphone
- Speakers or headphones
- Reliable internet access
- At least two different web browsers (e.g., Google Chrome, Firefox, Internet Explorer, Safari)
- Microsoft Office 365 Suite ([available for free for UNT students](https://aits.unt.edu/support/office365apps): <https://aits.unt.edu/support/office365apps>)
- The latest version of free [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>) or any other alternative reader of PDF files
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)
- An XML editor of your choice. For a list of available options, please see [Comparison of XML Editors](https://en.wikipedia.org/wiki/Comparison_of_XML_editors) (https://en.wikipedia.org/wiki/Comparison_of_XML_editors). NOTE: The instructor's preferred tool for coding overall, including XML, is [Sublime Text, with free trial version available](https://www.sublimetext.com/) (<https://www.sublimetext.com/>).

Computer Skills & Digital Literacy

Course-specific technical skills learners must have to succeed in INFO 5223 course include:

- Using Canvas
- Using Zoom
- Using email with attachments
- Downloading and installing software to your computer
- Formatting MS Word documents (including setting up indentations for paragraphs or lines of code, etc.)
- Copying and pasting into a document
- Creating, naming, and saving files
- Taking screenshots and inserting them in MS Word or Power Point documents (*NOTE: this isn't required for students with INFO 5223 visual disability accommodation request submitted and approved through UNT ODA*).

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a [Student Help Desk](#) that you can contact for help with Canvas or other technology issues.

University Information Technology (UIT) Help Desk: [UIT Student Help Desk site](https://www.unt.edu/helpdesk/index.htm)

(<https://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some **general guidelines** from the [UNT Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>):

- Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Use standard, readable fonts, sizes, and colors and avoid writing in all caps.
- Use your instructor's title of "Dr." or "Professor". Do not use "Mrs." to address female instructors unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Keep in mind what you reveal and do not reveal, particularly if this information involves personal health and/or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you, there are people on the other side of the screen.
- Do not make assumptions about others' technological skills. Technological skills vary across a variety of factors, including experience, age, culture, etc.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information, including **guidelines on communicating via email, and discussion board communication**.

Course Requirements

The table below lists all assignments and graded activities for the course, along with a short description, the points possible, and the percentages of final grade.

Assignment	Points Possible	Percentage of Final Grade
Quizzes <ul style="list-style-type: none"> Quiz A: This online quiz available through the course website is the Module 1 and Module 2 assessment which is aligned with course Learning Objectives no. 1 and 2. Quiz A is worth 7 points. Quiz B: This online quiz available through the course website is the Module 3 and Module 4 assessment which is aligned with course Learning Objectives no. 3 and 4. Quiz B is worth 7 points. 	14 points	14%
Metadata Research Presentation: This individual assignment aligned with course Learning Objective no. 5 will give you an opportunity to develop a deeper understanding of a metadata scheme, a fundamental metadata-related concept or current technology, or a project related to metadata, and to share what you learned with the rest of the class. You will report the results of your research in an online live presentation (using PowerPoint or any other presentation software) on the assigned topic in the Zoom class meeting. Detailed instructions on how to complete this assignment will be posted in a separate assignment instructions document.	20 points	20%
Portal to Texas History Metadata Exercise: In this individual practical exercise aligned with course Learning Objective no. 6, students will get a real-life metadata experience by creating and contributing to a Portal to Texas History digital repository metadata for a small set of digital objects using a single locally developed metadata scheme, following the metadata guidelines. Detailed instructions on how to complete this assignment are provided in the separate assignment instructions document under the Assignments area of the course site.	15 points	15%
Creating Metadata Records Project: This major semester project is aligned with course Learning Objectives no. 7 through 12. Using templates provided in the course website, students will create metadata records to represent assigned information resources and collections. The project is broken down into 3 individual written reports – DCTERMS, MODS, and VRA 4.0 item-level metadata – and a team in-class presentation of team-created DCCAP collection-level metadata in the Zoom class meeting. Detailed instructions on how to complete this assignment are provided in the separate assignment instructions document under the Assignments area of the course site.	42 points	42%
Participation: <ul style="list-style-type: none"> Course Introductions (Who I Am) Discussion Forum Participation in two required online class meetings 	9 points	9%

Assignment	Points Possible	Percentage of Final Grade
<ul style="list-style-type: none"> Timely submission of the Portal to Texas History Email survey Timely submission of the Peer Evaluation Form for the team component of the Creating Metadata Records Project 		
Extra Credit <ul style="list-style-type: none"> SPOT survey (if 80% survey participation target is achieved) 	2 points	2%
Total Points Possible	102 points	102%

Grading

The point totals used to calculate the final semester grade in INFO 5223 are as follows:

A = 90-102

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Your grade for each assignment will be shown in the course gradebook both as the points earned (see the table above) and as the letter grade. Grade A signifies excellent work beyond basic requirements, B signifies adequate work in response to the requirements, and grades C to F signify that students' work does not meet the basic requirements to a certain degree (from smaller to greater). Substantive content of assignments will be considered, including completeness, accuracy, and adherence to the assignment guidelines, knowledge of appropriate concepts, reasonable conclusions or solutions, and quality of writing (organization and clarity of expression, correct grammar, punctuation, and spelling).

The course policies regarding late work are detailed in the Late Work section of this syllabus document below.

Grade of Incomplete

[UNT policy regarding a grade of Incomplete \(I\)](#) is explained on the UNT Registrar Office website. In addition, the website provides the [UNT Registration Guide](#) which lists specific deadlines regarding the grade of Incomplete, including the earliest possible date to request a grade of Incomplete (usually the last 4 weeks of the semester). A grade of Incomplete will be given only for a justifiable reason and only if the student is passing the course as of the date when a grade of Incomplete is requested. The student is responsible for contacting the instructor to request a grade of Incomplete and discuss requirements for completing the course. Students enrolled in UNT Department of Information Science courses requesting a grade of Incomplete must complete and submit via email to course instructor the following [Application for Incomplete Form](#).

Students who are granted a grade of Incomplete are required to clear it by completing and submitting

the remaining coursework for review and approval by instructor and UNT administration within one (1) academic year. If a grade of Incomplete (I) is not removed within this time frame, the student's grade will automatically revert to Fail (F).

Withdrawal with a grade of W

The UNT Graduate Catalog describes and explains withdrawal policies and deadlines. The [UNT Registration Guide](#) lists specific deadlines regarding withdrawal from an individual course or [from the entire semester](#), in particular, the last day to withdraw from a course with an automatic grade of Withdraw (W).

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. In the **Fall 2023 semester, SPOT evaluation survey will be available November 20 - December 7, 2023.**

Course Schedule

Weeks	Activities	Submissions
Week 1: August 21-27	<p>Review materials posted in Module 0 Start Here.</p> <p>Review materials posted in Module 1 Metadata in Information Organization and Retrieval: Introduction</p> <p>Participate in the class meeting in Zoom (Tuesday, August 22, 3:00-5:30 pm Central) or review class meeting materials within 24 hours.</p> <p>Review the description of the Metadata Research Presentation Assignment, find your assigned topic and date (see the right-hand column of this document), and begin working on the assignment.</p>	<p>Post a message about yourself in the "Course Introductions" discussion forum. Due: Monday, August 21, 11:59 pm (US Central Time).</p> <p>Complete the Preferred Email for the Portal to Texas History Editor Access survey. Due: Monday, August 21, 11:59 pm (US Central Time).</p> <p>Notify the teaching team if you are taking the End of Program Exam in Fall 2023 semester. Due: Wednesday, August 23, 11:59 pm (US Central Time).</p>
Week 2: August 28-September 3	<p>Review materials posted in Module 2 Components of a Metadata Scheme.</p> <p>Participate in the class meeting in Zoom (August 29, 3:00-5:30 pm Central) or review class meeting materials within 24 hours</p> <p>Continue the work on the Metadata Research Presentation Assignment.</p>	

Weeks	Activities	Submissions
Week 3: September 4-10	<p>Review materials posted in Module 3 Data Content Standards and Data Value Standards.</p> <p>Participate in the class meeting in Zoom (Tuesday, September 5, 3:00-5:30 pm Central) or review class meeting materials within 24 hours</p> <p>Finalize the submission for the Metadata Research Presentation Assignment.</p>	<p>Complete the Quiz A. Due: Tuesday, September 5, 11:59 pm (US Central Time).</p>
Week 4: September 11-17	<p>Review the description of the Portal to Texas History Metadata Exercise and begin work on this assignment</p> <p>Review materials posted in Module 4 Metadata Syntax.</p> <p>Participate in the class meeting in Zoom (Tuesday, September 12, 3:00-5:30 pm Central) or review class meeting materials within 24 hours</p>	<p>Submit your presentation slide set for the Metadata Research Presentation. Due: Monday, September 11, 11:59 pm (US Central Time).</p> <p>Complete registration in the Portal to Texas History metadata editor interface. Due: Monday, September 11, 11:59 pm (US Central Time).</p>
Week 5: September 18-24	<p>Participate in the class meeting in Zoom (Tuesday, September 19, 3:00-5:30 pm Central) or review class meeting materials within 24 hours</p> <p>Complete the work on the Portal to Texas History Metadata Exercise</p>	<p>Complete Quiz B. Due: Monday, September 18, 11:59 pm (US Central Time).</p> <p>Live in-class metadata research presentations by students (Tuesday, September 19):</p> <ol style="list-style-type: none"> 1. Administrative metadata 2. Preservation metadata 3. Technical metadata 4. Subject metadata, folksonomies & social tagging 5. Data content standards for archives: Describing Archives: A Content Standard (DACS) 6. Resource Description and Access (RDA) and Anglo-American Cataloging Rules (AACR) standards <p>Submit the Portal to Texas History Metadata Exercise. Due: Sunday, September 24, 11:59 pm (US Central Time).</p>
Week 6: September 25-	<p>Review materials posted in Module 5 Dublin Core and DCTERMS Metadata Scheme</p>	

Weeks	Activities	Submissions
October 1	Participate in the class meeting in Zoom (Tuesday, September 26, 3:00-5:30 pm Central) or review class meeting materials within 24 hours Review the description of the Creating Metadata Records Project and begin working on the DCTERMS metadata records.	
Week 7: October 2-8	Participate in the class meeting in Zoom (Tuesday, October 3, 3:00-5:30 pm Central) or review class meeting materials within 24 hours Complete the work on the DCTERMS metadata records for the Creating Metadata Records Project .	Live in-class metadata research presentations by students (Tuesday, October 3): 7. Cataloging Cultural Objects (CCO) standard 8. Categories for the Description of Works of Art (CDWA) standard 9. Darwin Core metadata scheme 10. IEEE Learning Object Metadata (LOM) scheme 11. Open Language Archives Community (OLAC) metadata 12. Public Broadcasting Metadata Standard (PBCore)
Week 8: October 9-15	Review materials posted in Module 6 MODS Metadata Scheme Participate in the class meeting in Zoom (Tuesday, October 10, 3:00-5:30 pm Central) or review class meeting materials within 24 hours Review the description of the Creating Metadata Records Project and begin working on the MODS metadata records.	Submit Creating Metadata Records Project: Report 1 (Dublin Core) . Due: Monday, October 9, 11:59 pm (US Central Time).
Week 9: October 16-22	Participate in the class meeting in Zoom (Tuesday, October 17, 3:00-5:30 pm Central) or review class meeting materials within 24 hours Continue working on MODS metadata records for the Creating Metadata Records Project .	
Week 10: October 23-29	Participate in the class meeting in Zoom (Tuesday, October 24, 3:00-5:30 pm Central) or review class meeting materials within 24 hours Complete the work on MODS metadata records for the Creating Metadata Records Project Report 2 .	Live in-class metadata research presentations by students (Tuesday, October 24): 13. Text Encoding Initiative (TEI) standard 14. Music Encoding Initiative (MEI) standard

Weeks	Activities	Submissions
		<p>15. ONIX for Books metadata scheme</p> <p>16. ONIX for Serials metadata scheme</p> <p>17. Metadata authority schema (MADS)</p> <p>18. Multilingual metadata & metadata translation</p> <p>Submit Creating Metadata Records Project: Report 2 (MODS). Due: Sunday, October 29, 11:59 pm (US Central Time).</p>
<p>Week 11: October 30 - November 5</p>	<p>Review materials posted in Module 7 VRA Core 4.0 Metadata Scheme</p> <p>Participate in the class meeting in Zoom (Tuesday, October 31, 3:00-5:30 pm Central) or review class meeting materials within 24 hours</p> <p>Review the description of the Creating Metadata Records Project and work on the VRA Core 4.0 metadata records.</p>	
<p>Week 12: November 6-12</p>	<p>Participate in the class meeting in Zoom (Tuesday, November 7, 3:00-5:30 pm Central) or review class meeting materials within 24 hours</p> <p>Complete the work on VRA Core 4.0 metadata records for the Creating Metadata Records Project Report 3.</p>	<p>Live in-class metadata research presentations by students (Tuesday, November 7):</p> <p>19. Metadata Encoding and Transmission Standard (METS)</p> <p>20. Metadata harvesting: OAI-PMH protocol and other tools</p> <p>21. Metadata quality</p> <p>22. Metadata interoperability</p> <p>23. Digital Object Identifier</p> <p>24. OpenURL</p>
<p>Week 13: November 13-19</p>	<p>Review materials posted in Module 8 Collection-Level Metadata</p> <p>Participate in the class meeting in Zoom (Tuesday, November 14, 3:00-5:30 pm Central) or review class meeting materials within 24 hours</p> <p>Work with your team on collection-level metadata and presentation for Creating Metadata Records Project</p>	<p>Submit Creating Metadata Records Project: Report 3 (VRA Core 4.0). Due: Monday, November 13, 11:59 pm (US Central Time).</p>

Weeks	Activities	Submissions
Week 14: November 20-26	NO CLASS MEETING: SEMESTER BREAK	
Week 15: November 27-December 3	<p>Continue the work with your team on collection-level metadata and presentation for Creating Metadata Records Project</p> <p>Participate in the class meeting in Zoom (Tuesday, November 29, 3:00-5:30 pm Central) or review class meeting materials within 24 hours</p>	<p>Live in-class metadata research presentations by students (Tuesday, November 28):</p> <p>25. Automatic generation of metadata</p> <p>26. Metadata in digital curation, institutional repositories, ETDs</p> <p>27. Metadata in Semantic Web (Linked Data)</p> <p>28. Resource Description Framework (RDF)</p> <p>29. Schema.org metadata scheme</p> <p>30. BIBFRAME model and metadata element set</p>
Week 16: December 4-10	<p>Continue the work with your team on collection-level metadata and presentation for Creating Metadata Records Project</p> <p>NO CLASS MEETING</p>	<p>Submit SPOT course evaluation survey. Due: Thursday, December 7, 11:59 pm (US Central Time).</p>
Week 17: December 11-15	<p>Wrap-up the work with your team on collection-level metadata and preparing presentation for Creating Metadata Records Project</p> <p>Participate in the final class meeting in Zoom (Tuesday, December 12, 3:00-5:30 pm Central): participation required for everyone!</p>	<p>Live in-class INFO 5223 Team Presentations (Tuesday, December 12):</p> <ul style="list-style-type: none"> • Team Cherry Tree • Team Magnolia • Team Maple • Team Mesquite • Team Peach Tree • Team Pine • Team Willow <p>Post team presentation slides to designated discussion forum. Due: Tuesday, December 12, 5:30 pm (US Central Time).</p> <p>Submit Peer Evaluation Form. Due: Tuesday, December 12, 11:59 pm (US Central Time).</p>

Course Policies

Assignment Policy

The official due dates and instructions for each assignment are found in the Assignments section of the course website. The file formats for each assignment submitted through the Assignment area of the course website are specified in the instructions for each assignment.

Extra credit opportunities other than those listed in the table in the Grading Policy section of this syllabus above will not be provided.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Course Teaching Team's Responsibilities and Feedback

The teaching team of this course consists of an instructor and a teaching assistant.

The instructor's responsibilities in this course are helping students grow and learn through providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing grading rubrics, updating course content, etc. The instructor will also answer student questions the answers to which are NOT already included in Syllabus, Assignment instructions documents, and required readings. **In your expectations, please keep in mind the following important information:**

- The instructor of this course is a full-time tenure-system faculty. This means that the instructor's UNT workload must be distributed the following way: 60% of time for research and service to university and profession, and 40% of time for teaching. Forty percent of a 40-hour week is 16 hours a week available for teaching tasks. Those 16 hours should be divided between 2 organized courses, updating existing and developing new course materials, supervising dissertation research and individual studies etc. For each organized course, a significant portion of that time is spent by instructor in the weekly class meetings delivering the course content and addressing student questions. That leaves up to 2 hours a week per course on most weeks for addressing student questions (other than those already answered in the Syllabus, class meeting materials, and assignment instructions documents) received between the meetings in the order in which they are received.

The Teaching Assistant's responsibilities in this course are mainly grading student submissions using the grading rubrics and answer keys developed by instructor. The Teaching Assistant will also answer student questions the answers to which are NOT already included in Syllabus, Assignment instructions documents, and required readings. **In your expectations, please keep in mind the following important information:**

- Teaching Assistants are hired by UNT for 10 hours a week per course appointment. This means a Teaching Assistant can devote to a course up to 10 hours a week. The INFO 5223 Teaching Assistant work time is mostly spent on grading written submissions from all students in the class and addressing the questions (other than those already answered in the Syllabus, class meeting materials, and assignment instructions documents) on the first come first served basis.

In Fall and Spring semesters, students can expect to receive grades and teaching team's feedback on major written assignment submissions within 10-12 days. In shorter 10-week summer semesters, we make every effort to return grades and feedback on these kinds of submissions within 7-8 days. In any semester, the Instructor and Teaching Assistant (TA) will normally reply to email messages sent by students by the end of the next day (if it does not fall on a weekend or a holiday). The exception to this rule is when traveling (especially internationally) for conferences etc. – in that case we would normally reply within 2-3 business days. To ensure prompt reply to your email message or a message sent in Canvas Inbox, please email BOTH the Instructor AND the TA as opposed to just one of us. Please do NOT use the Canvas Gradebook to send us any messages for which you would like to receive a reply: these messages do not display in Canvas Inbox or get forwarded to our UNT email addresses.

Late Work

All assignments must be submitted on time. One-half grade (i.e., 5 points out of 100 or 5%) will be deducted for each day an assignment is late (i.e., not submitted by the date/time specified). For example, for an assignment that would earn a grade of 20 on a 25-point scale (B) if submitted on-time, the grade will be reduced to 15 (D) if the assignment is submitted 4 days after the due date ($20 - 0.25 \times 5 \times 4 = 15$). An exception can be made if a student cannot meet the deadline for a serious reason AND notifies the course teaching team promptly (if possible before the due date).

Please keep in mind that any UNT semester officially ends at 5:00 pm Central on the Friday of the last week of semester ("last day of session" as shown in [UNT graduate academic calendar for the 2023-2024 academic year](#)). Unless a student officially requests (and qualifies for) a grade of Incomplete, submissions received after that cut-off time will NOT be accepted and graded, and a student will automatically receive a failing grade of zero (0) for these submissions.

Attendance Policy

Attendance and active participation in class meetings is required for two (2) class meetings: the final meetings and the meeting for which a student's individual metadata research presentation is scheduled. Attendance in other class meetings is NOT required BUT is highly recommended for better learning experience and stronger grasp of the course materials. Students who missed a class meeting must reviewer posted class meeting materials ASAP (within 24 hours).

Visit the [University of North Texas' Attendance Policy](http://policy.unt.edu/policy/15-2-) (<http://policy.unt.edu/policy/15-2->) to learn more.

Syllabus Change Policy

This syllabus and/or schedule may be revised during the semester. Students will be promptly notified of revisions (if any) via the Announcements tool in the course website, which will also automatically send email messages to students' email addresses.

UNT Policies

Academic Integrity Policy 06.003

Academic Integrity Standards and Consequences. According to [UNT Policy 06.003, Student Academic Integrity](#), academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Students enrolled in the UNT Department of Information Science (DIS) programs and courses, must adhere to the [DIS Academic Integrity & Misconduct Guidelines](#).

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodation at any time. However, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that **students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class**. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

NOTE for students with INFO 5223 visual disability accommodation request submitted and approved through UNT ODA: if you experience issues with accessibility of assignment submission documents, please email to instructor ASAP to request an alternative format option.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe

electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters or during the last week of the Summer 10 Week semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](https://spot.unt.edu/) (https://spot.unt.edu/) or [email SPOT administrators](#).

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of

Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination, or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying

students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission, unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically Delivered Courses

UNT Policies on transmission and recording of student images in electronically delivered courses state that:

1. No permission is needed from a student for their image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, they must obtain permission from the student using a signed release in order to use the recording for **future** classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.
4. No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

INFO 5223 course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings. INFO 5223 live student presentations made in class are recorded for your use during the semester but will NOT be reused in future course offerings.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know, and please log in to class Zoom sessions under that name.

Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)

- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [UNT Writing Center](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
- [UNT Center for Learning Experimentation, Application, and Research](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [UNT Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)