UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

L&I SCI 714 - Metadata (3 Credits)
Section 001 - Wednesday 5:30 pm - 8:10 pm - NWQD 1885
Fall 2016

SYLLABUS

Instructor: **Margaret Kipp**
E-mail: **kipp@uwm.edu (best contact method)**
Fax: **414-229-6699**
Office: **NWQB 2574**
Office Hours: TBA

CATALOG DESCRIPTION
Principles and applications of metadata for digital resource representation and retrieval using various schemes. Includes metadata creation, management, and dissemination, especially for digital libraries. 3 credits.

GENERAL DESCRIPTION
This course provides students opportunities to learn, evaluate, and apply principles of metadata for a variety of digital resources. Course coverage includes metadata terminology, element sets, controlled vocabularies, and encoding schemes. The course includes applications of metadata standards for different purposes and environments, especially for digital libraries, museums, and other cultural heritage and scholarly digital repositories, as well as various approaches to metadata creation, storage, management, and dissemination, including harvesting and aggregating. This course would be of interest to students intending to deepen their knowledge about organization of information, digital libraries and museums, institutional repositories, content management, data science, and information architecture.

PREREQUISITES
- *Required for MLIS students*
  - Completion of INFOST 511 Organization of Information or equivalent.
- Preferred but not required for MLIS students: Completion of L&I SCI 571 (Information Access and Retrieval)
- *Required for MSIST students*
  - Completion of INFOST 582 Introduction to Data Science.
- Basic computer facility and technology literacy as listed in the SOIS policy are required:

https://uwm.edu/informationstudies/academics/graduate/mlis/?target=Curriculum (this item is no longer a separate page so you will have to scroll to find it)

OBJECTIVES/OUTCOMES

Upon completion of the course, students will be able to:

- 1. Articulate major issues and problems related to metadata; (**Discussions, Metadata Encoding, Schema Presentation**)
- 2. Fluently apply current metadata terminology and concepts, including those related to major content and encoding schemes for digital libraries; (**In-Class Exercises, Schema Presentation, Short Paper**)
- 3. Analyse and critically apply different approaches to metadata creation, storage, management, and dissemination within different information communities for different purposes; (**Schema Creation Project, Schema Presentation, Metadata Harvesting**)
- 4. Critically analyse and compare different metadata standards and their applicability to different contexts, and to apply basic metadata quality metrics to assess the relative quality of different types of descriptive metadata; and (**Discussions, Metadata Encoding, In-Class Exercises**)
- 5. Create descriptive metadata for digital resources, and design and plan metadata database templates for digital resource projects. (**Dublin Core, Metadata Encoding, and Schema Creation Project**)

ALA COMPETENCIES

This course addresses the following MLIS competencies:

- The principles involved in the organization and representation of recorded knowledge and information.
- The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
- The systems of cataloguing, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

METHOD

Lecture/Discussion/Readings/Examples/Exercises – to achieve a satisfactory understanding of the course material and to fulfil requirements of the assignments, students are expected to attend the lectures, read and comment on the readings, participate in discussions and in-class exercises, and explore examples and tutorials.

TIME COMMITMENT

This course requires a weekly time commitment. General university guidelines indicate that a 3 credit course requires a minimum 144 hour time commitment over the course of a term. This time commitment represents a minimum of 9-10 hours of work per week per course. For an onsite class 3 of these hours represent onsite instruction in a classroom; in an online class this time would be spent on independent reading, discussions and in-class exercises.

Each week you may be required to read notes and readings from the reading list associated with that class, participate in discussions, write summaries of readings, complete in-class exercises, explore examples, or complete assignments and projects. It is your responsibility to plan your time in order to complete all activities based on the schedule outlined in this syllabus.

ACCOMMODATIONS
If you need accommodations due to illness, disabilities, scheduling conflicts with religious observances, or other life events (e.g. military service) contact the instructor as soon as possible, preferably by the third week of class as per university policy. Official documentation may be required depending on the nature of the considerations requested per university policy (http://www4.uwm.edu/secu/docs/faculty/1895R3_Uniform_abus_Policy.pdf).

TEXTBOOK
Zeng, Marcia Lei & Jian Qin. 2008. Metadata. New York: Neal-Schuman. ISBN: 9781555706357. (See examples: http://www.metadataetc.org/book-website/)

Additional readings are listed in the course outline for each class. Readings should be completed before the class. Other course materials, including this syllabus, are available through D2L (http://d2l.uwm.edu/).

COURSE OUTLINE

Class	Date	Topic	Readings (read before class)	Discussions, Exercises, Tutorials
1	Sept 7	Introduction to Metadata	• Zeng and Qin 1; • Baca. 2016. Introduction. In Baca, M. ed. Introduction to Metadata. http://www.getty.edu/publications/intrometadata/introduction/; • Gilliland. 2016. Setting the Stage. In Baca, M. ed. Introduction to Metadata. http://www.getty.edu/publications/intrometadata/setting-the-stage/; • Riley. 2010. Seeing Standards: A Visualization of the Metadata Universe. http://jennriley.com/metadatamap/;	Discussion: • What is Metadata? • What are some examples of Metadata use in everyday life? Glossary: • Baca. 2016. Glossary. In Baca, M. ed. Introduction to Metadata. http://www.getty.edu/publications/intrometadata/glossary/
2	Sept	Metadata	• Zeng and Qin 2.1.1, 3.1-3.2;	Discussion:

	14	Schemas and Dublin Core	• Hicks, et al. 2007. Application Profile Development for Consortial Digital Libraries: An OhioLINK Case Study. Library Resources and Technical Services 51(2): 33-43. https://journals.ala.org/lrts/article/view/5285/6436; • Hutchinson et al. 2005. The International Children's Digital Library: A Case Study in Designing for a Multilingual, Multicultural, Multigenerational Audience. http://hcil.cs.umd.edu/trs/2004-24/2004-24.html;	• What are some of the issues involved in describing archival or multilingual items? • How does Dublin Core compare to AACR2 and MARC? Exercise: • Metadata Planning • Metadata Creation (Dublin Core) Tools: • Dublin Core Element Set http://dublincore.org/documents/dces/; Examples: • Dublin Core Data Dictionaries http://www.lib.washington.edu/msd/pubcat/mig/datadicts/default;
3	Sept 21	Dublin Core and Digital Resource Description	• Zeng and Qin 2.1; • Williams. 2009. MARC data, the OPAC, and library professionals. Program 43(1): 7-17 (UWM Library Full Text); • Tillet. 2003. What is FRBR?: A Conceptual Model for the Bibliographic Universe. http://www.loc.gov/catdir/cpso/whatfrbr.html; • Fear. 2010. User Understanding of Metadata in Digital Image Collections: Or, What Exactly Do You Mean by "Coverage"? The American Archivist 73: 26-60. (D2L); • Han et al. 2011. Testing Resource Description and Access (RDA) with Dublin Core. DC-2011: 165-170.	Discussion: • How can AACR2 or RDA be used to help create Dublin Core records? • Why might you use a content standard like RDA with Dublin Core? Exercise: • AACR2/MARC or RDA • Advanced Dublin Core Tools: • Gorman. 1981. The Most Concise AACR2 (p. 499 column 3) in The Longer the Number, the Smaller the Spine. American Libraries 12(8): 498-499. (D2L); • Furrie. 2003. Understanding MARC

			http://dcpapers.dublincore.org/index.php/pubs/article/view/3638;	Bibliographic. http://www.loc.gov/marc/umb/; • DCMI Metadata Terms: Sect. 1-3. http://dublincore.org/documents/dcmi-terms/; • Dublin Core: Creating Metadata http://wiki.dublincore.org/index.php/User_Guide/Creating_Metadata;
4	Sept 28	Metadata Value Standards and Working with a CMS	• Zeng and Qin 3.3; • Salo. 2009. Name Authority Control in Institutional Repositories. Cataloging & Classification Quarterly 47(3-4): 249-261. (UWM Library Full Text); • Hillmann et al. 2010. RDA Vocabularies: Process, Outcome, Use. D-Lib Magazine 16(1/2). (14p) http://dlib.org/dlib/january10/hillmann/01hillmann.html; • Wells. 2010. The Mississippi Digital Library's Civil Rights Thesaurus. The Southeastern Librarian 58(3): 14-19. http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1371&context=seln; • Greenberg et al. 2011. HIVE: Helping Interdisciplinary Vocabulary Engineering. ASIST Bulletin (April/May 2011). http://www.asis.org/Bulletin/Apr-11/AprMay11_Greenberg_etAl.html; • Kucsma et al. 2010. Using Omeka to Build Digital Collections: The METRO Case Study. http://www.dlib.org/dlib/march10/kucsma/03kucsma.html;	Discussion: • What is a value space/value standard? • How do value standards correspond to library authority control? • Why are value standards important in metadata? Exercise: • Identifying Value Standards • Using Value Standards in DC • Working with Omeka Tools: • Virtual International Authority File http://viaf.org/ • Omeka Documentation http://omeka.org/codex/Documentation • DCMI Metadata Terms: Sect. 4 http://dublincore.org/documents/dcmi-terms/; Examples: • ANSI/NISO Z39.19-2005 Guidelines for the Monolingual Controlled Vocabularies. Section 5 (p. 10-20). http://www.niso.org/kst/reports/standards?

				step=2&gid=&project_key=7cc9b583cb5a62e8c15d3099e0bb46bbae9cf38a; • LC Thesaurus for Graphic Materials: Section 1 Subject Terms (TGM I). Section 2 Genre and Physical Characteristic Terms (TGM II). http://www.loc.gov/rr/print/tgm1/, http://www.loc.gov/rr/print/tgm2/, http://memory.loc.gov/pp/tgmiquery.html
5	Oct 5	Application Profiles and Crosswalking	• Zeng and Qin 3.4-3.6; • Baca. 2016. Practical Principles for Metadata Creation and Maintenance. In Baca, M. ed. Introduction to Metadata. http://www.getty.edu/publications/intrometadata/practical-principles/; • Haynes. 2004. Metadata for Information Management and Retrieval. London: Facet. Chapter 9: Managing Metadata (p. 147-169). (D2L); • Nevile and Lissonnet. 2005. Dublin Core and Museum Information: Metadata as Cultural Heritage Data. DC 2005: 31-38. http://dcpapers.dublincore.org/pubs/article/view/801;	Discussion: • What are the important parts of an application profile and how should these be determined? • What is the purpose of a crosswalk? • What are the different methods of crosswalking elements and what effect do different crosswalks have on the resulting metadata? Exercise: • Creating an Application Profile • Crosswalking to Dublin Core Examples: • Dublin Core Data Dictionaries at UW http://www.lib.washington.edu/msd/pubcat/mig/datadicts/default; • OhioLINK Digital Media Center http://silver.ohiolink.edu/dms/dmccontribution/DMC_AP.pdf; • CDP DC Metadata Best Practices http://sustainableheritagenetwork.org/content/cdp-dublin-core-metadata-best-practices-version-21;

6	Oct 12	Encoding Records in XML: DC, MARCXML and MODS	• Zeng and Qin 2.1.2, 4; • Johnston. Sections: What is XML; Markup From Documents To Data; Information sharing using XML. In: Good Practice Guide for Developers of Cultural Heritage Web Services. http://www.ukoln.ac.uk/interop-focus/gpg/Metadata/; • Powell and Johnston. 2003. Guidelines for implementing Dublin Core in XML. http://dublincore.org/documents/dc-xml-guidelines/; • Yott. 2005. Introduction to XML. Cataloging & Classification Quarterly 40(3/4): 213-235. (UWM Library Full Text);	Discussion: • What is XML and why are many metadata schemas encoded in XML? • What is a namespace and what is its purpose? Exercise: • XML Encoding with DC, MARCXML, MODS Tools: • MODS Technical Documents http://www.loc.gov/standards/mods/; • MARCXML Technical Documents http://www.loc.gov/standards/marcxml/;

7	Oct 19	Conceptual Models of Metadata Records	• Conceptual Models
			  ◦ Zeng and Qin 5.1-5.5 (concentrate on 5.1-5.3);
			  ◦ Baca et al. 2006. Part 1: General Guidelines. Cataloging cultural objects, a guide to describing cultural works and their images. http://cco.vrafoundation.org/index.php/toolkit/cco_pdf_version/;
			• Administrative and Structural Metadata
			  ◦ Zeng and Qin 2.4-2.5;
			  ◦ Whalen. 2016. Rights Metadata Made Simple. In Baca, M. ed. Introduction to Metadata. http://www.getty.edu/publications/intrometadata/rights-metadata/;
				Discussion:
				• What is an entity-relationship model?
				• How does a high-level conceptual model help to inform the creation of a metadata schema?
				• In what circumstances would item level, collection level or even sub-item level metadata be appropriate?
				
				Exercise:
				• Conceptual model for toy metadata
				• Basic E-R modelling

8	Oct 26	Encoding Records in	• Zeng and Qin 2.1.2, 5.5-5.7; • Digital Library Federation / Aquifer	Discussion: • What is RDF and how does it compare

		XML: RDF, METS and XML Schema	Implementation Guidelines for Shareable MODS Records, pages 101-116. https://wiki.dlib.indiana.edu/confluence/download/attachments/24288/DLFMODS_ImplementationGuidelines.pdf; • Chen and Reilly. 2011. Implementing METS, MIX, and DC for Sustaining Digital Preservation at the University of Houston Libraries. Journal of Library Metadata 11(2): 83-99. (UWM Library Full Text); • Gartner. 2012. METS as an Intermediary Schema for a Digital Library of Complex Scientific Multimedia . Information Technology and Libraries 31(3). http://ejournals.bc.edu/ojs/index.php/ital/article/view/1917;	to other metadata schemas and encoding schemas? • How do METS and RDF compare? Exercise: • XML Encoding with DC in RDF • XML Encoding with DC and MODS in METS Tools: • METS http://www.loc.gov/standards/mets/; • Example XML Schemas http://www.loc.gov/standards/sru/recordSchemas/; • Example RDF Book Data http://openlibrary.org/dev/docs/restful_api;
9	Nov 2	Domain Specific Metadata: Schema Presentations	• Zeng and Qin 2.2-2.4, 2.6-2.8; • Other readings to be determined by class presentations;	
10	Nov 9	Display and Conversion of XML Records: XSLT and Crosswalking	• Zeng and Qin 3.5; • Corey. 2004. Using XSLT to manipulate MARC metadata. Library Hi Tech 22(2): 122-130. (UWM Library Full Text); • Ilik et al. 2014. Metadata Makeover. Library Resources & Technical Services 58(3), 187-208. https://journals.ala.org/lrts/article/download/5262/6394; • Walsh. 2011. Repurposing MARC	Discussion: • What are some of the benefits of automatic crosswalks using XSLT? • What are some of the benefits of using XSLT to generate human-readable metadata displays? Exercise: • Creating a DC or MODS XSLT Stylesheet

			Metadata for an Institutional Repository. Library Resources & Technical Services 55(1): 33-44. https://journals.ala.org/lrts/article/view/5537;	• Crosswalking from DC to csv using XSLT Tools: • MODS Conversions http://www.loc.gov/standards/mods/mods-conversions.html; • XSLT Tutorial http://www.w3schools.com/xsl/;
11	Nov 16	Harvesting and Exporting Metadata	• Zeng and Qin 6; • Woodley and Baca. 2016. Metadata Matters: Connecting People and Information. In: Baca, M. ed. Introduction to Metadata. http://www.getty.edu/publications/intrometadata/metadata-matters/; • Jackson et al. 2008. Dublin Core Metadata Harvested Through OAI-PMH. Journal of Library Metadata 8(1): 5-21. http://hdl.handle.net/2142/9091;	Discussion: • Why are metadata services important for digital libraries? • What are some common metadata services and how are they used? Exercise: • Harvesting Metadata Using OAI-PMH Tools: • OAI for Beginners - the Open Archives Forum online tutorial http://www.oaforum.org/tutorial/;
12	Nov 23	No Class - Thanksgiving		
13	Nov 30	Metadata Quality and Interoperability	• Zeng and Qin 7, 8; • Pope, J. T. and Holley, R. P. 2011. Google Book Search and Metadata. Cataloging & Classification Quarterly 49(1): 1-13. (UWM Library Full Text); • Park and Tosaka. 2010. Metadata Quality Control in Digital Repositories and Collections: Criteria, Semantics, and Mechanisms. Cataloging & Classification Quarterly 49(8): 696-715.	Discussion: • What is the relationship between metadata quality and interoperability? • What methods could be used to ensure quality and interoperability of metadata? Exercise: • Evaluating Record Quality • Interoperability Planning

			(UWM Library Full Text - JSTOR only); • Godby. 2010. From Records to Streams: Merging Library and Publisher Metadata. DCMI International Conference on Dublin Core and Metadata Applications, Pittsburgh, Pennsylvania, USA http://dcpapers.dublincore.org/pubs/article/view/1033;	
14	Dec 7	Metadata and the Semantic Web	• Gill. 2016. Metadata and the Web. In: Baca, M. (ed). Introduction to Metadata. http://www.getty.edu/publications/intrometadata/metadata-and-the-web/; • Fons et al. 2012. OCLC's Linked Data Initative: Using Schema.org to make library metadata relevant on the web. Information Standards Quarterly 24(2/3). (UWM Library Full Text); • Summers et al. 2008. LCSH, SKOS and Linked Data. DC-2008: 25-33. http://dcpapers.dublincore.org/index.php/pubs/article/view/916; • Haslhofer and Isaac. 2011. data.europeana.eu: The Europeana Linked Open Data Pilot. DC-2011: 94-104. http://dcpapers.dublincore.org/index.php/pubs/article/view/3625; • Park, Tosaka, Maszaros, & Lu. 2010. From metadata creation to metadata quality control: Continuing education needs among cataloging and metadata professionals. Journal of Education for Library & Information Science, 51(3),	Discussion: • What is the purpose of the Semantic Web/Linked Data? • How can the Semantic Web and Linked Data inform metadata creation and vice-versa? • Metadata Jobs Exercise: • DBpedia Exercise • Schema.org and JSON Exercise • Job Ad Analysis

			158-176. (UWM Library Full Text - JSTOR only);	

ASSIGNMENTS

	Assignment	Points	Associated Classes	Due Date
1	**Dublin Core** Create 2 Dublin Core Records.	5	Class 1-4	Class 5
2	**Metadata Encoding in XML** Create 4 XML encoded records in MODS, MARCXML and Dublin Core.	10	Class 3-6	Class 7
3	**Record Creation: Your Choice** Create 2 metadata records in a schema of your choice.	5	Class 7-9	Class 10
4	**Metadata Harvesting** Create a query to harvest metadata records from an OAI-PMH service and interpret the results.	5	Class 10-11	Class 13
5	**Short Paper** A short paper on a topic of interest to you in metadata (1000-1200 words).	20	All Classes	Proposal: Class 3 Paper: Class 11
	Schema Presentation Present information about a metadata schema of your choice to the class.	20	Class 9	Proposal: Class 3 Presentation: Class 9
	Schema Creation Project Create a metadata schema in a group.	25	All Classes	Last Class
	Participation (see below)	10	All Classes	Last Class
	Total	100		

[1] Class numbers are listed in the Course Outline Table. Each class has an associated Class Number (#), Date, Topic, Readings and may have In-class Exercises, Discussions or Tutorials. The assignment table is keyed to the course outline's class numbers. To determine the exact date an assignment is due, go to the appropriate class number in the course outline table or use the D2L calendar.

There is no final exam in this course.

Formatting Guidelines for Assignments

Assignments should be written using Arial or another Sans-Serif style font. Do not use red for emphasis or to highlight your answers to questions. Remove all extraneous information before submission (e.g. assignment instructions or tips).

Use whatever citation format you prefer. If you are not using a common format such as MLA or APA you should include information about which style guide you are using in the assignment.

Paper submissions will not be accepted. All assignments must be typed on a computer. Handwritten submissions will not be accepted, even if scanned and submitted electronically.

Assignments may not be submitted in Pages, Microsoft Works, or Microsoft Project as I cannot open these formats. You should save these as PDF or DOC instead. Other common file formats should be acceptable including Open Office formats. If you are using an unusual format you can always check with me first before submission to ensure I can open it.

Due Dates

All assignments and projects should be submitted through D2L to the appropriate dropbox before midnight (Central Time) on the due date. Points for late assignments will be reduced 10% per day late after the due date. The dropbox will remain open for the submission of late assignments and will remain open until the late penalty reaches 100%.

Participation items, including in-class exercises, should be submitted to the appropriate discussion group (see the participation section below) before the discussion group closes. Discussion groups will be open for 1 week before and 1 week after the date of the associated class.

Emailed submissions will only be accepted as a backup to a D2L submission (or in case of D2L errors).

Everything must be submitted by the Last Class (this includes all assignments, papers, projects, and participation). All project and assignment deadlines are in the syllabus. For discussion deadlines check the discussion groups in D2L or the D2L calendar. The D2L calendar also contains all project and assignments deadlines. It is your responsibility to keep track of deadlines using the tools provided or by creating your own list of deadlines.

Items submitted early will not be evaluated until their due date. Students are encouraged to complete all Associated Classes listed under Assignments before submitting the assignments since the material in these classes constitutes preparation for the assignments. Submission well before the recommended due date is not encouraged.

Extensions
Students must contact the instructor before each due date for any extensions. Extension requests made prior to the due date do not require any documentation or explanation as long as they are not longer than a week. Simply provide a date/time by which you will submit the assignment. After the deadline the penalties listed under Due Dates will be enforced. Material submitted late after an extension will also be subject to these penalties. Plan your time accordingly.

Technical Issues
You are responsible for accessing tools used in this class in a timely manner in order to complete in-class exercises and assignments. This course assumes you have the required basic computer facility and technology literacy skills as listed in the SOIS policy. Technical issues do not absolve you from the requirement to complete material. If you are having technical issues, you should switch to Firefox as a first step. You may also find the tools do not work from your work place, in which case you should try them from home or on the school machines. I will attempt to provide technical assistance with common problems, but would suggest you also contact soistech@uwm.edu for assistance. If you are a Safari user you should be aware that Safari is the least capable browser for technical work and you will encounter difficulties with the tools in this class.

Extra Credit or Other Special Considerations
Per university policies (see http://www4.uwm.edu/secu/policies/saap/upload/S29.htm) extra credit assignments and other special consideration is not possible. Student should make use of the extensions policy outlined above or provide appropriate documentation of special circumstances as per university policies.

Participation
Students are expected to participate in discussion and in-class exercises as a demonstration of their ability to articulate key concepts. Discussion will include individual and group components.

Participation will consist of all of the following:
- **Individual Summaries of Readings**
  ◦ Post 3 analytical summaries of the weekly readings to the appropriate weekly discussion group based on the class associated with each reading.
  ◦ You must post 3 summaries in total, but you may choose the classes for which you wish to contribute the summaries.
  ◦ Sign up for 3 sets of readings on the signup sheet posted in the news section of D2L.
  ◦ Responses need not exceed 300 words.
  ◦ Summaries posted before the date of the class earn a half bonus point each. Be sure to mark this on your course completion checklist to ensure you receive the bonus.
- **Individual Summaries of Participation in In-Class Exercises and Discussions**
  ◦ Participation in the in-class exercises and discussions included each week in class.

- ◦ Each person must post 2 summaries of in In-Class Exercises and Discussions throughout the term. These are individual summaries of your groups discussions/thoughts about the in-class exercises. You may choose when to post these summaries.
  - ◦ Responses need not exceed 300 words.
- • **Contributed Article**
  - ◦ Contribution of a new article, video, cartoon, etc. relevant to the class and a short summary (approximately 100 words) explaining its relevance to class. This should be posted to the appropriate weekly discussion group based on the topic. You may choose which week you wish to contribute this item.
  - ◦ You may also choose to give a one minute presentation of your article to the class for 1 bonus point. You need to email the instructor at minimum the night before class to arrange this. Please note that your article must be related to the course to receive the bonus point.
  - ◦ A signup sheet will be posted in the news section of D2L.
- • **Responses to Others**
  - ◦ Reading and/or responding to weekly reading summaries and other information posted to the weekly discussion groups by classmates or to discussions in class. Points will be allocated based on your reading level (i.e. many, few, nothing read) and/or your responses to others.
- • **Submission of the Course Checklist to the participation dropbox**
  - ◦ The completed checklist with all required course elements listed submitted to the dropbox before the last class. You should complete as much as possible of the checklist. Use the checklist throughout the term to ensure you are on track to complete all course requirements.

If you are unable to contribute to small group discussions of readings and in-class exercises you are responsible for providing individual responses to the readings and in-class exercises each week. You will not receive points for discussions in which you did not participate or summaries you did not write. Participation is mandatory.

Code of Conduct/Expectations for this Class
This is a professional programme and professional, courteous behaviour is expected of all participants. It is expected that class members will show consideration for all other members of the class and contribute in a constructive manner which is conducive to a good learning environment. Class members should consider the relevance and appropriateness of their contributions to the class before contributing to the class. Violations of these expectations will result in reduced participation points or other sanctions depending on severity.

Plagiarism and Referencing
Plagiarism is the unacknowledged borrowing of ideas or material from someone else's work. It is considered an academic offence and can be considered grounds for failure in a course or expulsion from the programme. Cite all references and provide credit for all other materials. This applies to all material including images, sounds or videos. A citation (in the format of your

choice) with a functioning URL (if relevant) is the minimum required for a reference. (http://guides.library.uwm.edu/content.php?pid=235714&sid=1949820#6509804)

You may not resubmit assignments already submitted in other courses or in a previous instance of this course, nor may you submit other people's work as your own. Plagiarism will be dealt with on a case by case basis but will result in a lowered mark on the assignment, failure on the assignment or failure in the course depending on severity and the number of plagiarized items submitted. Points lost through plagiarism may not be replaced by bonus points on other assignments.

It is expected that you will consult and cite the research and professional literature where merited and not rely solely on encyclopaedias, newspapers or unpublished, online sources. Papers where the majority of sources are blogs and Wikipedia (or similar sites) will not be accepted.

Use a common style manual for citations (e.g. APA, MLA, Chicago). Ideally you would choose a citation style guide you have used before, or one you are using in another class.

Technology in the Classroom
Turn laptops, tablets, cellphones, and instant messenger programmes to vibrate or no sound as applicable. Ensure that you are not disturbing the rest of the class if using your laptop, cellphone, tablet, etc. in class. (This also applies to knitting.)

Disruptions, Cancellations, and Illness
In the event of disruption of normal classroom activities due to weather or a flu outbreak, the format for this course may be modified to enable completion of the course. Course material is always available on D2L and students will be responsible for completing material online.

Students who are ill should not come to class, but should instead inform the instructor by email that they will not be able to attend class due to illness (or illness in the family).

Grading Scale

96-100	A	Superior work		74-76	C	Work is below standard
91-95	A-			70-73	C-	
87-90	B+			67-69	D+	
84-86	B	Satisfactory, but undistinguished work		64-66	D	Unsatisfactory work
80-83	B-			60-63	D-	
77-79	C+			Below 60	F	

GRADE REQUIREMENT FOR A CORE COURSE

If you are pursuing an MLIS degree, you need to earn at least a B (does not include B-) in this course. See the policy at:
https://uwm.edu/informationstudies/academics/graduate/mlis/

UWM AND SOIS ACADEMIC POLICIES

The following link will take you to UWM pages/links which contain university policies affecting all UWM students.
http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf
The following link will take you to pages/links which contain SOIS policies affecting all SOIS students.
https://uwm.edu/informationstudies/resources/faqs/
Undergraduates may also find the *Panther Planner and Undergraduate Student Handbook* useful
(http://www4.uwm.edu/dos/student-handbook.cfm).
For graduate students, there are additional guidelines from the Graduate School (http://uwm.edu/graduateschool/).