Time and Place
Completely online, over 14 weeks from September 6 to December 17, 2017, with four or five optional class meetings to be scheduled at Palmer’s Manhattan Campus at Bobst Library/NYU or via Adobe Connect or another synchronous medium (more details to follow).

Lessons in this online course will primarily be delivered asynchronously via Blackboard. Lessons and modules are divided into 14 weeks, one module per week. Weekly modules will begin on Monday (except for the first week of class, which begins on Wednesday, September 6) and will end on the following Sunday, 11:59 p.m. Eastern Standard Time. Students should complete all assignments for each weekly module by Sunday (unless otherwise noted on Blackboard) if they expect to receive full credit. Written exercises, discussion board posts and other work submitted late will be accepted but may not receive full credit.

Instructor Contact Information
Bobst Library, NYU, Suite 937, 70 Washington Square South, New York, N.Y. 10012; tel. 212-998-2681 (office), email fernando.pena@liu.edu. You may also contact me on my personal mobile phone if necessary (646-721-7680). Emails or texts are always preferable to phone calls.

Instructor Office Hours
Tuesdays 3-5 p.m. and preferably by appointment, in my office in the Palmer suite at NYU’s Bobst Library (9th floor). Also available by appointment on other days and times, both in Manhattan and at LIU Post.

Course Description
Explores the principles of archival description as expressed in Describing Archives: A Content Standard (DACS) and implementation of those principles through Encoded Archival Description (EAD) and MARC structures. Other topics will include the history and development of archival description; issues and technologies related to current archival descriptive standards; authority and subject analysis work in archival description; and an introduction to Encoded Archival Context-Corporate Bodies, Persons, and Families (EAC-CPF).

Course Learning Objectives
At the end of this course, students will be able to—

- Explain important concepts of archival organization, including the principles of provenance/respect des fonds and original order, and concepts related to archival description, including archival processing, organization and arrangement, authority control, and subject analysis.
- Discuss the history and practice of archival processing and description, including DACS and EAD, especially as they relate to other standards for describing primary source and cultural heritage materials in use today (e.g., the Descriptive Cataloging of Rare Materials suite of guidelines issued by ACRL/RBMS).
- Apply and utilize rules in Describing Archives: A Content Standard (DACS) to create finding aids and MARC bibliographic records accessible through standard online library catalogs.
• Create basic archival descriptions and finding aids using Encoded Archival Description (EAD), and explain the context out of which EAD emerged.
• Create basic archival authority records using Encoded Archival Context-Corporate Bodies, Persons, and Families (EAC-CPF) standards.
• Explain current issues in integrating archival descriptive standards into basic archival processing work flows.

Palmer School Learning Goals
This course, which focuses on archival descriptive practices, addresses Palmer School learning goal 2 (“Utilize a broad range of approaches, systems and technologies to manage and deliver information”) and its subsidiary student learning objectives (SLOs):
• SLO 2A: apply methods to organize information and knowledge; and
• SLO 2B: retrieve and synthesize information from a variety of systems and sources.

Information Systems and Technology
Students in this course will also become familiar and gain a hands-on working knowledge with the following current archival and library information systems:
• ArchiveGrid
• ArchivesSpace
• OCLC Connexion
• Oxygen or BBEdit (XML editing software)

Required Textbooks and Course Readings
The following major textbooks will be required for this course:

  [Available as a free 198-page PDF download through the SAA at http://files.archivists.org/pubs/DACS2E-2013_v0315.pdf; other versions, including a web version and a $29.95 print version, are available at http://www2.archivists.org/groups/technical-subcommittee-on-describing-archives-a-content-standard-DACS/DACS#.V7ITjVWrpdz]

  [Available through the SAA website for $49 ($35 for members) at http://saa.archivists.org/store/arranging-and-describing-archives-and-manuscripts-afs-ii/243/; also available through Amazon, Barnes & Noble, etc.]

  [Available as a free PDF download through the Getty Museum at http://www.getty.edu/publications/virtuallibrary/0892365455.html]

All other course readings, especially materials on EAD, are available freely online or will be made available on Blackboard.
Assignments and Final Grade

Students will be required to participate in six discussion board posts and complete seven exercises designed to help them develop and apply knowledge and skills relevant to archival descriptive practices in use today (see table below for summary of assignments, and see Blackboard for full assignment descriptions).

Students will also complete a final blog post/essay (about 3-4 pages) analyzing and reflecting on the archival descriptive practices of three repositories of their choice. For full credit, all assignments, including discussion board posts, must be submitted by the end of the weekly module in which they’re due (always Sunday at 11:59 p.m.) unless otherwise noted on Blackboard. Exercises, class participation and other assignments are weighed as follows:

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Points Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation (Discussion Boards)</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>Six discussion boards on the readings or assignments approximately every other week</td>
<td></td>
</tr>
<tr>
<td>throughout the semester (full descriptions on Blackboard)</td>
<td></td>
</tr>
<tr>
<td>Various due dates weeks 1-14 (posts due on Sunday, 11:59 p.m. unless otherwise noted</td>
<td></td>
</tr>
<tr>
<td>on Blackboard, although posting early is strongly encouraged)</td>
<td></td>
</tr>
<tr>
<td><strong>Seven Written Exercises</strong></td>
<td>(65 points)</td>
</tr>
<tr>
<td>Summary below (full exercise descriptions for each on Blackboard)</td>
<td></td>
</tr>
<tr>
<td>Various due dates weeks 3-14</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 1 : Introducing Archival Arrangement and Description</strong></td>
<td>8 points</td>
</tr>
<tr>
<td>Due end of week 3 (Sunday, September 24)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 2: Using DACS</strong></td>
<td>12 points</td>
</tr>
<tr>
<td>Due end of week 5 (Sunday, October 8)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 3: Authority Control, Subject Analysis, and MARC in DACS Records</strong></td>
<td>8 points</td>
</tr>
<tr>
<td>Due end of week 7 (Sunday, October 22)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 4: DACS, MARC, and EAD</strong></td>
<td>7 points</td>
</tr>
<tr>
<td>Due end of week 9 (Sunday, November 5)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 5: Using EAD</strong></td>
<td>12 points</td>
</tr>
<tr>
<td>Due end of week 10 (Sunday, Nov. 12)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 6: Archival Authority Records in MARC and EAC-CPF</strong></td>
<td>8 points</td>
</tr>
<tr>
<td>Due end of week 12 (Sunday, November 26)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 7: Creating Archival Descriptions in ArchivesSpace</strong></td>
<td>10 points</td>
</tr>
<tr>
<td>Due end of week 14 (Sunday, December 10)</td>
<td></td>
</tr>
<tr>
<td><strong>Final Blog Post: Archival Descriptive Practices in the Real World</strong></td>
<td>15 points</td>
</tr>
<tr>
<td>Blog post in discussion board summarizing your findings on analysis of archival</td>
<td></td>
</tr>
<tr>
<td>descriptive practices in institutions of your choice (equivalent to 3-4 page paper)</td>
<td></td>
</tr>
<tr>
<td>Due after end of week 14 on Sunday, December 17</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 points (=100%)</td>
</tr>
</tbody>
</table>
points will be allotted for class participation). Discussion boards in this online course may occasionally use of group-generated questions on course readings in which students creating questions must participate fully in order to receive class participation credit.

**Planning Your Time**
The State of New York mandates that a three-credit, for-credit course should require a minimum of about 150 hours. This is a rigorous, professional, graduate course. Students should prepare to spend more than 150 hours to get full benefit from the course. For assignments that are intermittent, students should divide their time weekly so that they are not overwhelmed by the fast-paced schedule and due dates of discussion boards and graded exercises. For planning purposes, students may find the estimations of average time commitments below helpful.

| Written exercises (7 x 7 hours each) | 49 hours |
| Weekly readings (14 weeks x 6 hours/week) | 84 hours |
| Online discussion board and blog participation (6 sessions x 2 hours each) | 12 hours |
| Final blog post | 15 hours |
| **Total** | **160 hours** (average approx. 11.5 hours/week) |

**Grading**
Most assignments and exercises in this class will be graded according to the following guidelines:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Percentage Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100%</td>
<td><em>Outstanding achievement.</em> Student performance demonstrates full command of course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92%</td>
<td><em>Very good work.</em> Performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
<td><em>Good work.</em> Performance demonstrates above-average comprehension of course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86%</td>
<td><em>Adequate work.</em> Performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
<td><em>Marginal work.</em> Performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are present (average six-seven per page).</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
<td><em>Unsatisfactory work.</em> Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70-76%</td>
<td><em>Unacceptable work.</em> Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-69%</td>
<td><em>Failing.</em> Student failed to turn in assignment(s) or plagiarized.</td>
</tr>
</tbody>
</table>
Palmer School Incomplete Grade Policy
LIU Post grade policy allows for incomplete grades “when, due to extenuating circumstances, a student needs additional time to complete a course.” To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor’s note). Requests must be approved both by their professor and by the dean of the College of Education, Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

Citation Formats
Use current Modern Language Association (MLA) formats consistently for all assignments. Note that the new formats discourage extensive footnotes and generally call for citations within a text that refer to a list of sources at the end of the paper. Examples of the MLA format can be found online, most conveniently at http://owl.english.purdue.edu/owl/section/2/. Examples of MLA formatting can also be found at http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm.

Regarding plagiarism, see http://owl.english.purdue.edu/owl/resource/589/02/. If you have questions about plagiarism, ask the instructor for help before turning in questionable material. LIU’s policies on plagiarism can be found at http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm.

Style Manual
If you have questions about grammar or want to ensure that your style is clear, effective, and readable, see William Strunk, Jr.’s The Elements of Style, online through http://www.bartleby.com/141/. This succinct work is available cheaply in used copies at many used book stores or online.

Students with Disabilities or Special Needs
Please do not hesitate to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.
**WEEKLY CLASS SCHEDULE AND ASSIGNMENTS**

**Week 1 (Sept. 6-10)  Introduction and Overview**

- Course requirements
- Short history of archival description
- How archival description differs from standard library cataloging

*Assignment due on Tuesday, Sept. 12 (extension because of late start):*
- Discussion boards 1.1

**Read:**

Fox, Michael J., and Peter L. Wilkerson (hereinafter abbreviated “Fox & Wilkerson”). *Introduction to Archival Organization and Description* [introduction and part I (i.e., p. v-viii, 1-9)]

Roe, Kathleen D. (hereinafter abbreviated “Roe”). *Arranging & Describing Archives & Manuscripts* [chapters 1 and 3]

**Browse/Optionally Read:**


**Online Databases of Archival and Manuscript Collections**

**ArchiveGrid**
[Primarily MARC records of archival and manuscript collections, with links to WorldCat records]
[https://beta.worldcat.org/archivegrid/](https://beta.worldcat.org/archivegrid/)

**Library of Congress. Finding Aids**
[EAD records of archival and manuscript collections at the LC]
[http://findingaids.loc.gov/](http://findingaids.loc.gov/)

**Library of Congress. National Union Catalog of Manuscript Collections [NUCMC]**
[LC project to gather together manuscript collections cataloged in WorldCat using MARC]
[https://www.loc.gov/coll/nucmc/](https://www.loc.gov/coll/nucmc/)

**Online Archive of California (OAC)**
[EAD records of archival and manuscript collections in California libraries and repositories, made available through the California Digital Library]
[http://www.cdlib.org/services/access_publishing/dsc/oac/](http://www.cdlib.org/services/access_publishing/dsc/oac/) and
Week 2 (Sept. 11-17)  Introducing Archival Arrangement and Description

- Archival principles of *provenance* and *original order*
- Archival processing
- Archival description before DACS and EAD

**Assignment due at end of week:**
- Discussion board 1.2

**Read:**

Fox & Wilkerson [part II (i.e., p. 11-41)]

Roe [chapters 2 and 4 (also browse appendices B-E)]


**Browse/Optionally Read:**


[http://www.icacds.org.uk/eng/ISAD(G).pdf](http://www.icacds.org.uk/eng/ISAD(G).pdf)  [also on Blackboard]


**Watch:**

Archives Association of Ontario (AAO). Youtube videos on archival processing (2015)  
[https://www.youtube.com/watch?v=BdjHMeiyKIY](https://www.youtube.com/watch?v=BdjHMeiyKIY) (“Introduction to Arranging Archives,” 9:56 min.)  
[https://www.youtube.com/watch?v=zoznrFXLVE4](https://www.youtube.com/watch?v=zoznrFXLVE4) (“Introduction to Describing Archives,” 8:45 min.)

L. Tom Perry Special Collections, Brigham Young University Lee Library. Youtube videos on archival processing (2012)  
[https://www.youtube.com/watch?v=WtfxaB35y2Q](https://www.youtube.com/watch?v=WtfxaB35y2Q) (“Preliminary Work,” 3:45 min.)  
[https://www.youtube.com/watch?v=IYs2dSbHvbl](https://www.youtube.com/watch?v=IYs2dSbHvbl) (“Introduction to Processing,” 1:40 min.)  
[https://www.youtube.com/watch?v=n50FHmrPEwI](https://www.youtube.com/watch?v=n50FHmrPEwI) (“Guidelines for Processing,” 4:46 min.)  
[https://www.youtube.com/watch?v=aSHQH36fEtc](https://www.youtube.com/watch?v=aSHQH36fEtc) (“Levels of Processing,” 4:12 min.)  
[https://www.youtube.com/watch?v=gCM6hyOw9Kk](https://www.youtube.com/watch?v=gCM6hyOw9Kk) (“Physical Processing,” 4:54 min.)

PROVchannel (Public Record Office Victoria, Australia). “Arrangement and description of small archival collections” (2013) (9:29 min.)  
[https://www.youtube.com/watch?v=dxLIMGmVANM](https://www.youtube.com/watch?v=dxLIMGmVANM)

**Optionally Watch:**

Meissner, Dennis. “More Product, Less Process: why it matters to archivists, librarians, and researchers” (ALCTS Presentation, April 11, 2012) (61:01 min.)  
[https://www.youtube.com/watch?v=YqfrBSHAL8](https://www.youtube.com/watch?v=YqfrBSHAL8)
Introducing Describing Archives: A Content Standard (DACS)

- Metadata review
- Principles underlying DACS
- Levels of description in DACS
- Overview of DACS identity and content & structure elements (2.1-3.2)

Assignments due at end of week:
- Discussion board 2
- Exercise 1: Introducing Archival Arrangement and Description

Read:
DACS [preliminary material and part I, chapters 1-3 (p. vii-xxiv, 1-50)]

Browse/Optionally Read:

http://www.niso.org/standards/resources/UnderstandingMetadata.pdf

Watch:
L. Tom Perry Special Collections, Brigham Young University Lee Library. Youtube videos on using DACS (2012)
https://www.youtube.com/watch?v=xjCAnPo9kCk (“Titles,” 12:08 min.)
https://www.youtube.com/watch?v=JlgWWDyzaks (“Dates,” 7:09 min.)
https://www.youtube.com/watch?v=K9IXrkb33o (“Physical Description,” 5:47 min.)
https://www.youtube.com/watch?v=TKj1uWt_v9w (“Creators,” 7:09 min.)
https://www.youtube.com/watch?v=4H-mcYjTAVU (“Scope and Contents Notes,” 4:21 min.)

https://www.youtube.com/watch?v=0vc6LeVa14

https://www.youtube.com/watch?v=ABF2FvSPYVE
Week 4 (Sept. 25-Oct. 1) More on DACS

- Overview of DACS access & use, acquisition & appraisal, and other elements (4.1-8)
- Examples of single and multilevel DACS descriptions
- DACS records in MARC
- Crosswalks between DACS and other metadata standards

Assignments:
- No assignments due this week

Read:

DACS [part I, chapters 4-8 (p. 51-84); “Appendix C—Crosswalks” (p. 147-157)]

Furrie, Betty. Understanding MARC Bibliographic: Machine-Readable Cataloging. 8th ed. Washington, DC: Library of Congress, 2009. [Read Parts I-VI (“What is a MARC record, and “Why is it important?”), skim the rest; refer to this throughout the semester as necessary]
http://www.loc.gov/marc/umb/


Browse/Optionally Read:

Library of Congress. MARC Standards. [Review carefully, esp. “Bibliographic” portion and examples of MARC tags used in archives and manuscript records.]
http://www.loc.gov/marc/ and https://www.loc.gov/marc/bibliographic/

Watch:

https://www.youtube.com/watch?v=fdwF2JfRsY

https://youtu.be/S_pTycdAdF8

L. Tom Perry Special Collections, Brigham Young University Lee Library. More Youtube videos on using DACS (2012)
https://www.youtube.com/watch?v=rmiwaTzTq1g (“Required Notes,” 6:34 min.)
https://www.youtube.com/watch?v=pdmuNXb568E (“Mandatory When Applicable Notes,” 4:25 min.)

Optionally Watch:

[On the 4+ million archival records encoded in MARC and cataloged in OCLC/WorldCat and ArchiveGrid]
https://www.youtube.com/watch?v=jM5MA0XiZCU

Fulton, Bruce (University of Arizona). “Beyond MARC: Metadata Standards for Digital Resources” (2012) (104 min.)
[This video is also relevant for week 5]
https://www.youtube.com/watch?v=ozKg08td5mE
Week 5 (Oct. 2-8)  More on DACS

- DACS and standard library cataloging
- DACS and RDA
- DACS and other special collections descriptive standards

Assignment due at end of week:
- Exercise 2: Using DACS

Read:

DACS [“Appendix B—Companion Standards” (p. 141-145); review rest as necessary]

Waibel, Günter and Mary W. Elings. “Metadata for all: descriptive standards and metadata sharing across libraries, archives and museums.” First Monday 12.3 (March 5, 2007).


Browse/Optionally Read:


Current Descriptive Cataloging Guidelines and Metadata Standards for Special Collections

[Selections will also be made available on Blackboard]
http://cco.vrafoundation.org/

Categories for the Description of Works of Art (CDWA).
[Selections will also be made available on Blackboard]


RBMS/ACRL/ALA. Descriptive Cataloging of Rare Materials (Books) [DCRM(B)]. Chicago: American Library Association/Rare Books & Manuscripts Section (RBMS), 2007-2011.
http://rbms.info/dcrm/dcrmb/

RBMS/ACRL/ALA. Descriptive Cataloging of Rare Materials.
[Links to free PDF downloads of other DCRM manuals, including DCRM(C) (Cartographic), DCRM(G) (Graphics), DCRM(MSS) (Manuscripts), and DCRM(S) (Serials)]
http://rbms.info/dcrm/

VRA Core 4.0. [Skim “Introduction”]
http://www.loc.gov/standards/vracore/schemas.html
Week 6 (Oct. 9-15)  
Authority Control in Archival Description

- Authority control in standard library cataloging
- Authority records in MARC
- Archival authority records in DACS

Assignment due at end of week:
- Discussion board 3

Read:

**DACS** [part II (i.e., pp. 87-134)]

[Read Parts IV and V, skim the rest]
http://www.loc.gov/marc/uma/


Browse/Optionally Read:

Library of Congress. MARC Standards.
[Review carefully, esp. “Authority” portion and examples of standard library authority records encoded in MARC.]
http://www.loc.gov/marc/ and https://www.loc.gov/marc/authority/

http://www.icacds.org.uk/eng/ISAAR(CPF)2ed.pdf [also on Blackboard]


Watch:

L. Tom Perry Special Collections, Brigham Young University Lee Library. Another Youtube video on using DACS (2012)
https://www.youtube.com/watch?v=VBOJyi2-n2A (“Name Authorities,” 9:04 min.)
Week 7 (Oct. 16-22)  
Subject Analysis in Archival Description

- Subject analysis in standard library cataloging
- Subject headings and thesaurus terms for archival description
- Using subject headings and thesaurus terms in DACS

Assignment due at end of week:
- Exercise 3: Authority Control, Subject Analysis, and MARC in DACS Records

Read:

DACS ("Appendix B—Companion Standards—Data Value Standards/Thesauri" (p. 143-144))

[also on Blackboard]

Whittaker, Beth M. “‘Get it, catalog it, promote it’: new challenges to providing access to special collections.” RBM 7.2 (2006): p. 121-133.  
http://rbm.acrl.org/index.php/rbm/article/view/266 [also on Blackboard]

Browse/Optionally Read:

Getty Research Institute. Art & Architecture Thesaurus Online.  
http://www.getty.edu/research/tools/vocabularies/aat/

Library of Congress Authorities.  
[Database for browsing and viewing LC authority headings for subject, name, title and name/title combinations]  
http://authorities.loc.gov/webvoy.htm

Library of Congress. LC Linked Data Service: Authorities and Vocabularies.  
[Includes links to LC Subject Headings, LC Name Authority File, LC Children’s Subject Headings, LC Genre/Form Terms, Thesaurus of Graphic Materials, etc.; also links to MARC Relators, MARC Countries, MARC Geographic Areas, MARC Languages, and other materials]  
http://id.loc.gov/

Rare Books & Manuscripts Section (RBMS), ACRL/ALA. RBMS Controlled Vocabularies: Controlled Vocabularies for Use in Rare Book and Special Collections Cataloging.  
http://www.rbms.info/committees/bibliographic_standards/controlled_vocabularies/

Watch:

L. Tom Perry Special Collections, Brigham Young University Lee Library. Another Youtube video on using DACS (2012)  
https://www.youtube.com/watch?v=LfcrzRQmWZY ("Subjects,” 11:47 min.)
Week 8 (Oct. 23-29)  Introducing Encoded Archival Description (EAD)

- Review of structural metadata
- XML fundamentals
- Important EAD tags

Assignment due at end of week:
- Discussion board 4

Read:

http://eadiva.com/understanding-ead-and-xml/


Browse/Optionally Read:

[Several EAD examples, rendered in XML and in HTML, with links to the relevant EAD finding aid in the original library/repository]
http://eadiva.com/2/sample-ead2002-files/

Library of Congress. <EAD> Encoded Archival Description: Official Site.
[Browse entire page, esp. “General Information” links and “EAD3 Tag Library”]
http://www.loc.gov/ead/

Society of American Archivists. Encoded Archival Description (EAD) [web resources].
[Browse entire page, esp. links to “Related Resources”]
http://www2.archivists.org/groups/technical-subcommittee-on-encoded-archival-description-ead/encoded-archival-description-ead

Society of American Archivists, Encoded Archival Description (EAD) Roundtable.
[Browse entire page, esp. the “Tools & Resources Hosted by EAS” page]
http://www2.archivists.org/groups/encoded-archival-description-ead-roundtable

Watch:

Chalk, Andrew. “Online Archive of California Screencast: Encoded Archival Description Repository Demonstration” (2014) (4:22 min.)
https://www.youtube.com/watch?v=ogMtRfSIP6w

https://www.youtube.com/watch?v=UqwGSo82cwU
Week 9 (Oct. 30-Nov. 5)  More on EAD

- Advanced EAD tags
- EAD and MARC compared
- MARC and EAD crosswalks

Assignment due at end of week:
- Exercise 4: DACS, MARC, and EAD

Read:


http://www2.archivists.org/groups/encoded-archival-description-ead-roundtable/frequently-asked-questions-about-ead-and-ead3#.V31DfP4UVaR


Browse/Optionally Read:
DACS, “Appendix C—Crosswalks” (review as necessary, esp. “DACS to EAD and MARC” crosswalk on p. 154-156)

[This is the latest edition of the EAD Tag Library (EAD3), issued in April 2016. Browse the entire document, but try to read the “Preface” and “Tag Library Conventions” sections, and skim the rest of this very long, 425-page document]
http://www.loc.gov/ead/EAD3taglib/index.html [HTML version]
http://www2.archivists.org/sites/all/files/TagLibrary-VersionEAD3.pdf [PDF version]

Library of Congress. Encoded Archival Description Tag Library Version EAD [“Appendix A—EAD Crosswalks”]
http://www.loc.gov/ead/EAD3taglib/index.html#appendix-AppendixAEADCrosswalks
Week 10 (Nov. 6-12)  More on EAD

• EAD best practices
• EAD presentation on the web and EAD style sheets
• Implementing EAD in a repository

Assignment due at end of week:
• Exercise 5: Using EAD

Read:


Browse/Optionally Read:


Best Practice Guidelines:


Week 11 (Nov. 13-19) Introducing Encoded Archival Context-Corporate Bodies, Persons, and Families (EAC-CPF)

- Authority control and EAC-CPF
- EAC-CPF and EAD
- Important EAC-CPF tags

**Assignment due at end of week:**
- Discussion board 5

**Read:**


**Browse/Optionally Read:**


**Optionally Watch:**


Week 12 (Nov. 20-26)  Archival Management Systems and ArchivesSpace

- Archival management software and archival processing workflows
- Overview of ArchivesSpace
- Creating EAD and EAC-CPF records in ArchivesSpace

Assignment due on Monday, Nov. 27 (extension because of Thanksgiving holiday):
- Exercise 6: Archival Authority Records in MARC and EAC-CPF

Read:
ArchivesSpace. Official website.
[Read “About ArchivesSpace”→“Overview,” and browse “About ArchivesSpace”→“FAQ” and rest of page]
http://www.archivesspace.org/


Browse/Optionally Read:
[Now superseded by ArchivesSpace, but read “Introduction to Archivists’ Toolkit” and browse the rest of the page]
http://www.archiviststoolkit.org/

[See esp. “Appendix 4: Notes from Interviews with Archivists about Archon, Archivists’ Toolkit, Cuadra STAR/Archives, Eloquent, and CollectiveAccess”]
https://www.clir.org/pubs/reports/spiro/ [HTML version]

Optionally Watch:
L. Tom Perry Special Collections, Brigham Young University Lee Library. Youtube videos on using Archivists’ Toolkit (2012) [Although Archivists’ Toolkit has been replaced by ArchivesSpace in many institutions, ArchivesSpace has many of its predecessor’s features and functionalities]
https://www.youtube.com/watch?v=qFGfT5G1wAI (“Archivists’ Toolkit: Resources,” 12:34 min.)
https://www.youtube.com/watch?v=ApCXB7Y8XL0 (“Archivists’ Toolkit: Accessioning,” 7:17 min.)
https://www.youtube.com/watch?v=fZjVdf9SE0I (“Archivists’ Toolkit: Names,” 4:55 min.)

https://lyrasis.adobeconnect.com/_a782640538/p3wfb1t6435/?launcher=false&fcsContent=true&pbMode=normal
**Week 13 (Nov. 27-Dec. 3)  More on ArchivesSpace**

- Practice using ArchivesSpace
- Review and catchup

*Assignments:*

- *No assignments due this week*

**Browse/Optionally Read:**


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**Week 14 (Dec. 4-10)  Archival Description in the Real World**

- Use of DACS and EAD in libraries and repositories today
- Student blog posts reporting on archival descriptive practices
- *Where do we go from here?*

*Assignments due at end of week:*

- Discussion Board 6
- Exercise 7: Creating Archival Descriptions in ArchivesSpace

*Assignment due on Sunday, Dec. 17:*

- Final blog post reflecting on what you learned by analyzing archival descriptive practices in institutions of your choice

**Browse/Optionally Read:**

[http://readingroom.lib.buffalo.edu/readingroom/PDF/vol1-issue2/From-Silos-to-Archives-Space.pdf](http://readingroom.lib.buffalo.edu/readingroom/PDF/vol1-issue2/From-Silos-to-Archives-Space.pdf)  
[also on Blackboard]

Review as necessary readings from week 4 (Rush et al. on DACS implementation) and from weeks 10 and 11 (Combs et al., SAA-EAD Round Table, Yakel & Kim, and Gracy & Lambert on EAD implementation)
## Appendix A
### Class Participation and Discussion Board Grading Rubric

<table>
<thead>
<tr>
<th>Performance (Points)</th>
<th>Quality of posts</th>
<th>Frequency</th>
<th>Mechanics</th>
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<tbody>
<tr>
<td><strong>Exemplary (3 points)</strong>*</td>
<td>Comments and/or questions are accurate, relevant, properly attributed and evidence-based as well as original and well written; student adds substantial teaching presence to the course and stimulates additional thought about the issue under discussion; collegial and friendly tone.</td>
<td>Participates steadily throughout the week (at least two posts per week) and responds to instructor and/or peers on or before deadline.</td>
<td>Free of spelling and grammatical errors.</td>
</tr>
<tr>
<td><strong>Accomplished (2 points)</strong></td>
<td>Comments and/or questions lack at least one of the above qualities, but are above average in quality; student makes a significant contribution to our understanding of the issue being discussed. <em>(Note: posts that are otherwise “exemplary” but late will receive 2-2.5 points depending on lateness.)</em></td>
<td></td>
<td>One or two minor spelling and grammar errors.</td>
</tr>
<tr>
<td><strong>Developing (1 point)</strong></td>
<td>Comments and/or questions lack two or three of the required qualities (those based solely upon personal opinion or personal experience often fall within this category).</td>
<td>Few posts. Posts are hastily written and bunched together one or two days at the end of the week.</td>
<td>Some spelling and grammar errors.</td>
</tr>
<tr>
<td><strong>Minimal (.5 point)</strong></td>
<td>Comment and/or questions present little or no new information; however, they may provide social presence and contribute to a collegial atmosphere.</td>
<td>Few posts. Deadlines are not met.</td>
<td>Multiple spelling and grammar errors or inappropriate.</td>
</tr>
<tr>
<td><strong>Unacceptable (0 points)</strong></td>
<td>Comments and/or questions add no value to the discussion.</td>
<td>Did not participate.</td>
<td></td>
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*Note: Weekly modules with more than one online discussion board will allot points across all forums that week (e.g., 1.5 points per board if there are two, 1 point per board if there are three, etc.).
### Appendix B:

### Additional LIU Guidelines, Policies, Procedures, and Technical Support

<table>
<thead>
<tr>
<th>NETIQUETTE</th>
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<tr>
<td>● Treat all course users with respect.</td>
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<td>● It’s fine to disagree, but do so with professional courtesy.</td>
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<tr>
<td>● When offering criticism, remember to also point out the positives and areas that are well done.</td>
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<tr>
<td>● Do not type posts in ALL CAPS. It’s the online equivalent of yelling.</td>
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<tr>
<td>● Stay on topic to avoid rambling.</td>
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<tr>
<td>● Look out for acronyms or jargon. Spell things out the first time and then use the acronym.</td>
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<tr>
<td>● Use appropriate grammar, punctuation, and spelling.</td>
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<tr>
<td>● Text messaging shortcuts and emoticons should be used judiciously. [Or you can tell the students not to use them — this is a matter of personal preference.]</td>
</tr>
<tr>
<td>● [Faculty may provide additional guidance on the manner in which you would like students to conduct their communications in your course.]</td>
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<tr>
<th>ACADEMIC INTEGRITY</th>
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<tbody>
<tr>
<td>Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see: <a href="http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies">http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies</a></td>
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<th>ANTI-HARASSMENT</th>
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<tr>
<td>Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed here: <a href="http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy">http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy</a></td>
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<tr>
<th>STUDENT SUPPORT SERVICES</th>
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<tbody>
<tr>
<td>Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see: <a href="http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS">http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS</a></td>
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<tr>
<th>TECHNICAL SUPPORT</th>
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<tbody>
<tr>
<td>Blackboard is available at <a href="http://blackboard.liu.edu">http://blackboard.liu.edu</a>. For student help, go to: <a href="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student">https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student</a> or access help directly from your course by selecting “Help” in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.</td>
</tr>
</tbody>
</table>

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at [it@liu.edu](mailto:it@liu.edu) or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is
available. Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.

**General Technology Guidelines:** Students will need Internet access and a PC or Mac computer with the latest version of a web browser (Firefox, Internet Explorer, Chrome, Safari). For Adobe Connect meetings, students should run an audio test prior to meetings; a headset may reduce echoing sound. You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.
- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.