LBSC 671 Midterm (Fall 2013)

Name: _____

You have 3 hours (180 minutes) to complete this exam (although it should not take you that long). Time starts when you proceed past the next page (i.e., you cannot read the exam without starting the 3 hours).

Record your start date and time here: _____

This is an open book, open notes, open Internet exam. You may use anything that existed on the Internet before you first read the exam, and you may use any program on any computer.   Note in particular that you may look at any homework assignment from any student in this class (not just your own homework) if you find it helpful to do so.

You may not communicate in any way with any person about any topic during this exam. You may not discuss this exam or provide any information about this exam (such as whether you found it to be easy or hard) until the professor posts solutions, discusses the exam in class, or sends you your grade. The reason for this is that different people will take the exam at different times.

You may send your answers in any reasonable form (e.g., Word, text or PDF).

You must finish the exam within 3 hours of starting it, and you must finish it before 11:00 PM on Saturday November 2, 2013.

Record your end date and time here: _____

Keep the following general test taking strategies in mind. If you find a question to be ambiguous, explain your confusion but provide an answer. This will make it possible to consider the cause of your confusion when grading your answer. Don't spend so much time on one question that you run out of time for other questions. Look over all the questions initially and answer the ones that will get you the most points (for the time invested) first!

A maximum of 100 points are possible on this exam. The questions are on the next two pages. There are five questions on this exam.

1. (60 points) Answer ONE of the following two questions (either a or b, but NOT BOTH). For either answer, the grade will be divided equally between 20 points for the application of the description standard (RDA or DACS), 20 points for proper use of the representation (MARC, MODS, BIBFRAME, or EAD), and 20 points for (the combination of) subject headings and name authority. If you answer both questions a and b, only the first one you wrote an answer for will be graded. There is no length limitation for your answer to this question.

a. [Descriptive cataloging] Download the scanned PDF document from http://hdl.handle.net/2060/19680001738 (if that site is down, a copy of the same document can be found at http://www.umiacs.umd.edu/~oard/teaching/671/fall13/midterm/GeminiTrackingReliability.pdf). Create a complete bibliographic metadata record for this document using RDA and render that metadata record using your choice of MARC 21, MODS, or BIBFRAME. Your bibliographic record must include one or more Library of Congress Subject Headings. If appropriate, the Library of Congress Name Authority File should be used as the source for names; for names that are not contained in that authority file, you should render the name in the form specified by RDA. For full credit, every part of your answer should be included in the representation that you have chosen (MARC 21, MODS, or BIBFRAME), but if there is specific information required by this question that you do not know how to include in that representation you may (for partial credit) include it separately (with an explanatory note) immediately following your bibliographic record.

b. [Archival description] Use a Web browser to examine the collection of documents at http://history.nasa.gov/afj/ and then create a complete metadata record for that collection using DACS and render that record in EAD. Your EAD metadata must include one or more Library of Congress Subject Headings. If appropriate, the Library of Congress Name Authority File should be used as the source for names; for names that are not contained in that authority file, you should render the name in the form specified by RDA. For full credit, every part of your answer should be represented in EAD, but if there is specific information required by this question that you do not know how to include in EAD you may (for partial credit) include it separately (with an explanatory note) immediately following your EAD.

MARC:
Leader/06 a
Leader/07 m
Leader/19 #
001 N68--11206
003 dnasag
007/00 t
008/35--37 eng
037 ##http://ntrs.nasa.gov/archive/nasa/casi.ntrs.nasa.gov/19680001738_1968001738.pdf
040 $erda
100 1#$aKalil, Ford,$d1925--$eauthor
245 10$aGround Tracking Reliability$bA Summary from Gemini Flights GTA 9, 10, 11, and 12.
264 #1$aGreenbelt, M.D.:$bGoddard Space Flight Center,$cMay 1967.
300 ##$avii, 25 pages
336 ##$atext$btxt$2rdacontent
337 ##$aunmediated$bn$2rdamedia
338 ##$aelectronic resource$bcr$2rdacarrier
347 ##$atxt file$bPDF$c923kb$2rda
500 ##$aIncludes 8 tables and 13 figures relating to data from Project Gemini flights 9,10, 11, and 12
600 10$aKalil, Ford,$d1925--.
610 20$aGoddard Space Flight Center.
650 #0$aProject Gemini (U.S.)
710 2#$aUnited States.$bNational Aeronautics and Space Administration.

MODS:
```xml
<?xml version="1.0" encoding="UTF-8" ?>
<mods:mods xmlns:mods="http://www.loc.gov/mods/v3"
xmlns:xlink="http://www.w3.org/1999/xlink" xmlns="http://www.loc.gov/mods/v3"
xmlns:xsi="http://www.w3.org/2001/XMLSchema-instance"
xsi:schemaLocation="http://www.loc.gov/mods/v3 http://www.loc.gov/standards/mods/v3/mods-
3-2.xsd" ID="MODS" version="3.2">
<mods:titleInfo>
<mods:title>Ground Tracking Reliability</mods:title>
<mods:subTitle>a Summary from Gemini Flights GTA 9, 10, 11, and 12</mods:subTitle>
</mods:titleInfo>
<mods:name type="personal" authority="LCNAF">
<mods:namePart type="family">Kalil</mods:namePart>
<mods:namePart type="given">Ford</mods:namePart>
<mods:namePart type="date">1925-</mods:namePart>
<mods:role>
<mods:roleTerm authority="marcrelator" type="text">Author</mods:roleTerm>
</mods:role>
</mods:name>
<mods:name type="corporate" authority="LCNAF">
<mods:namePart>Goddard Space Flight Center</mods:namePart>
<mods:role>
<mods:roleTerm authority="marcrelator" type="text">Publisher</mods:roleTerm>
</mods:role>
</mods:name>
<mods:originInfo>
<mods:dateCreated keyDate="yes" encoding="w3cdtf">1967-05</mods:dateCreated>
<mods:place>
<mods:placeTerm>Greenbelt, Maryland</mods:placeTerm>
</mods:place>
<mods:publisher>Goddard Space Flight Center</mods:publisher>
</mods:originInfo>
<mods:physicalDescription>
<mods:extent>vii, 25 pages</mods:extent>
<mods:note>PDF</mods:note>
<mods:digitalOrigin>reformatted digital</mods:digitalOrigin>
</mods:physicalDescription>
<mods:subject authority="lcsh">
<mods:topic>Project Gemini (U.S.)</mods:topic>
</mods:subject>
<mods:location>
<mods:url usage="primary display" access="raw
object">http://ntrs.nasa.gov/archive/nasa/casi.ntrs.nasa.gov/19680001738_1968001738.pdf</mods:
url>
</mods:location>
```

EAD:

```xml
<?xml version="1.0"?>
<!DOCTYPE ead PUBLIC "-//Society of American Archivists//DTD ead.dtd (Encoded Archival Description (EAD) Version 1.0)//EN" "ead.dtd">
<ead>
<eadheader audience="external" langencoding="ISO 639-2" findaidstatus="edited-partial-draft">
<eadid countrycode="us" mainagencycode="nasa">NASA1234</eadid>
<filedesc>
<titlestmt>
<titleproper>Apollo Flight Journals</titleproper></titlestmt>
</filedesc>
</eadheader>
<archdesc level="collection">
<did><head>DACS Description of Apollo Flight Journals</head></did>
<dsc type="analyticover">
<c level="series">
<did>
<unitid>NASA1234</unitid>
<unittitle>Apollo Flight Journals</unittitle>
<repository><corpname>United States. NASA History Program Office</corpname>, Washington, D.C.</repository>
<unitdate>1968-1972</unitdate>
<physdesc><extent>8 websites containing files sized at about 500MB total</extent></physdesc>
<custodhist><name>Woods, W. David</name> with <name>O'Brien, Frank</name>, <name>Brandt, Tim</name>, <name>Waugh, Lennie</name>, <name>MacTaggart, Ken, <name>Vignaux, Andrew</name>, <name>Roberts, Ian, <name>Wheeler, Robin</name>, <name>McCray, Rob</name>, <name>Jetzer, Mike</name></custodhist>
<bioghist>The National Aeronautics and Space Administration History Division was created in 1959 to document the agency's history and preserve its legacy</bioghist>
<scopecontent>The Apollo Flight Journals contain narrative descriptions, technical details and reproductions of primary sources related to the National Aeronautics and Space Administration's Apollo missions (1968-1972) to explore the Earth's moon</scopecontent>
<accessrestrict>This collection is open for research use</accessrestrict>
<userestrict>Conditions Governing Access: Material in this collection is copyright &#169; 1998-2012 W. David Woods. No portion of the Journal may be reproduced or copied onto any medium (except as required by browsing software) without express permission from the authors. Specifically, the unauthorized creation of personal copies, or of copies for sale is prohibited. Unauthorized commercial use of the Apollo Flight Journal is prohibited; and the commercial use of the name or likeness of any of the astronauts without his express permission is prohibited. The United States Government retains a non-exclusive, royalty-free license to publish or reproduce the published form of the Apollo Flight Journal, or to allow others to do so, for U.S. Government purposes. </userestrict>
<langmaterial>Content in English unless otherwise noted</langmaterial>
<phystech>Apollo Flight Journals are encoded in .html format and require web browser software. Some files are in .pdf format which requires Adobe Reader software.</phystech>
</did>
<controlaccess>
<head>Subject Headings</head>
<subject source="lcsh">Apollo 7 (Spacecraft)</subject>
<subject source="lcsh">Apollo 8 (Spacecraft)</subject>
<subject source="lcsh">Apollo 9 (Spacecraft)</subject>
<subject source="lcsh">Apollo 10 (Spacecraft)</subject>
<subject source="lcsh">Apollo 11 (Spacecraft)</subject>
<subject source="lcsh">Apollo 12 (Spacecraft)</subject>
<subject source="lcsh">Apollo 15 (Spacecraft)</subject>
<subject source="lcsh">Apollo 16 (Spacecraft)</subject>
<subject source="lcsh">United States. National Aeronautics and Space Administration--History--20th century.</subject>
<subject source="lcsh">Moon--Exploration--20th century.</subject>
</controlaccess>
</c>
</dsc>
</archdesc></ead>
```

For the remaining questions (numbered 2-5), your answer for each question should be about half a page. Shorter answers that answer the question well would be fine. Longer answers, if you feel that a longer answer is needed, must be no longer than a page (and you should NOT make all your answers that long).

2. (10 points) Explain how a machine can be "trained" to assign Library of Congress Subject Headings to newly received e-books (i.e., to books that are received in digital form). A complete answer to this question will specifically indicate how the system is TRAINED (i.e., what it must be shown so that it can "learn" how to perform the task). For this question, assume that no digital rights management system prevents the machine from computationally processing the content of each book.

For a machine to be trained to assign Library of Congress Subject Headings, it would first need to be given a large dataset from which to base future answers off of. This could be done by supplying the machine with electronic versions of books that are in the public domain (so it wouldn't cost the library too much extra money) as well as the already assigned LCSHs to build a knowledge base, or classifier model, and to have the machine recognize where to look (i.e. which keywords) in order to assign such headings.

3. (10 points) Explain why many rights owners (such as publishers) feel that the protections for their rights that were traditionally provided for through the application of aspects of copyright law such as fair use and the first sale doctrine are not sufficient to protect their rights in a networked world of digital content. A complete answer to this question will identify several aspects of digital content and digital networks that TOGETHER result in rights owners seeking additional protections through Digital Rights Management (DRM) technologies.

Before the advent of digital media, it was very difficult to create perfect copies of analog materials without some sort of loss of fidelity of content (for instance, each time one copied a music recording on audio cassette tape onto another cassette, the quality of the tape would degrade). Digital material is different, and with the right software and/or hardware, someone can make an almost endless number of perfect or near-perfect reproductions of a digital object. The ease of copying and uploading digital files to the web where they can be quickly shared with users throughout the world also makes it very difficult for the producers/owners of the materials to track down and destroy the pirated copies.

4. (10 points) Describe DIFFERENCES between the way archives, public libraries, and academic libraries acquire content for their collections. A complete answer to this question will identify factors in the environment of EACH of the three types of organizations that influence the way in which they acquire content AND differences in the types of content collected by EACH organization, and it will present that information in a way that makes it clear how these differences influence the acquisition process in EACH of the three organization.

Archives, public libraries and academic libraries each acquire content through the infrastructures or systems best suited to their particular environments. What these three types of information institutions have in common when it comes to acquisition is that they all *may* make use of collection development policies, but do not do so consistently.

Archives acquire content for their collections through institutional components, donors, or purchase. Institutional archives, such as corporate, governmental or legal archives, mostly acquire content when it is transferred from the active workings of the institution into the archive for classification, storage and use. Archives can also receive content through donations, which often carry specified terms for the storage and use of the items donated. Archives can also purchase content directly from various sources. Purchase in archives can be motivated by exceptional opportunities (rare items), risk of destruction or loss (only remaining copy of an item), prestige (famous items that may bring in more use, fundraising and donations for the archive) and institutional competition (with other archives). Although there are many different types of archives, archives in general exist to preserve and provide access to records, for political, legal or cultural purposes.

Public libraries acquire content through an extensive, well-established infrastructure of vendors selling publishers' content. Publishers produce content (such as physical books) on behalf of authors, and then sell that content to vendors. Vendors then bundle that content in ways that may be financially advantageous to them (i.e., to bundle less marketable content with highly desirable content), and sell those bundles to libraries with value-added services (i.e., stock profiles and shelf-ready books). This provides much convenience for public libraries, and usually reduces the workload on the library's end, but also restricts choice and access to small publishers and presses. (This can have a particularly restrictive impact on public libraries' acquisition of foreign-language content, for diverse user groups.)

Academic libraries acquire content through vendors as well, but because of the nature of much of the content they provide to users (journals), these libraries are more likely to provide access rather than ownership. Because academic and professional journals can easily be created, stored and used digitally, academic libraries typically now provide users access to online journal databases, rather than storing print journals in the physical library. This means that acquisition of that content does not require complete ownership of that content (as with a physical book or print journal), but can instead be accomplished through digital licensing of the online journal. This in turn means that journal vendors often sell access to online content through "big deals," in which they bundle various journals (again, in a financially advantageous way for the vendor) and sell entire packages to libraries. This arrangement is convenient and often more economical for the library, but also reduces in-person use of the physical academic library.

5. (10 points) Explain the difference between preservation metadata and descriptive metadata. Use specific examples in your answer that help to illustrate the points that you are making.

Descriptive metadata provides details about an information resource that aid in the users and information professionals with the "Find it" and "Serve it" tasks of finding, identifying, selecting, and obtaining. Descriptive metadata includes information such as title, creator, date, and subject. Preservation metadata is an aspect of administrative metadata and can relay information about the physical condition and integrity of records/information resources, data migration, and file characteristics. It includes information about the preservation measures taken for individual items or components of collections, file size, digitization details, condition of items/files. The descriptive attributes recommended to adequately describe information resources is standardized through widely-used manuals such as DACS for archival materials and RDA for bibliographic resources but preservation metadata is not standardized and is usually determined by individual repositories.

Hand type the following university honor pledge in your answer (cut and paste is not allowed):

"I pledge on my honor that I have not given or received any unauthorized assistance on this exam"

Don't forget to record your end time. Email your exam to oard@umd.edu immediately after finishing with the subject line "671 Midterm"

------------------------ End ---------------------------------