MOVING IMAGE ARCHIVING & PRESERVATION PROGRAM
CINE-GT 1803: METADATA FOR MOVING IMAGE COLLECTIONS

This will be available on NYU Classes and updated periodically.
Spring 2018 – Thursdays, 6 pm – 10 pm, 721 Broadway room 652
Instructor: Rebecca Guenther
NOTE: See in NYU Classes under Lessons for links to readings, assignments, etc.

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Office hours: By appointment, 721 Broadway room 654
Class dates: Jan. 25; Feb. 1; Feb. 8; Feb. 22; Mar. 1; Mar. 8; Mar. 22; Mar. 29; Apr. 5; Apr. 12; Apr. 19; Apr. 26; May 3

GOALS:

Students in this course will learn about describing and managing moving image collections through metadata, or "data about data". Metadata may be defined as "structured information that describes, explains, locates, and otherwise makes it easier to retrieve and use an information resource." Because it facilitates the access, management and preservation of moving image resources, it is crucial that metadata be created and collected throughout the life cycle of the resource. The creation and use of metadata requires knowledge and experience using various digital tools. To facilitate students' skills in the practical implementation of metadata within real-world contexts, this class will include investigation of technologies for data storage and exchange, building on the digital literacy class in the first semester. Core concepts will include data modeling, resource description, and databases. Students will become familiar with tools to create and manage metadata.

LEARNING OBJECTIVES:

Upon completion of the class students will:

- Understand how metadata supports various functions in the moving image archives

- Understand how to model metadata to support these functions; models allow one to take a broad view of the information needed for access and preservation to moving image resource.

- Understand specific metadata schemes used for describing, providing subject access to and managing moving image resources with an appreciation for the strengths and weaknesses of specific metadata schemes

- Be able to appreciate the importance of standards for describing and preserving moving image resources.

- Understand how metadata is implemented and used in a variety of settings.

- Gain experience in creating metadata in different environments and using different tools

- Understand how to evaluate the metadata needs for a particular collection and implement it in a database

COURSE EXPECTATIONS

TECHNOLOGY NEEDS:

Students are required to bring their own laptops to class each week. Both Windows and Mac are acceptable; pending they meet the following minimum requirements:

Mac
OS 10.6.8 or later
Intel Processor
At least 2 GB RAM
At least 30 GB available disk space

Windows
XP or later
Preferably 64 bit
At least 2 GB RAM
At least 30 GB available disk space

If you do not have access to a laptop, or do not have one that meets these minimum requirements, MIAP has some available for use in the class. Please see Ethan Gates or Kathy Scott.

Software needs
MIAP will provide licenses for the semester for the following:
- FileMaker Pro
- oXygen XML editor

ATTENDANCE:

Attendance at all classes is expected unless excused. More than one unexcused absence will affect grading.

GRADING:

Grades will be based on the following:
- Class participation and attendance (10%)
- Class activities/homework (20%);
- Data mapping project (30%)
- Final metadata project (40%)

Feedback on assignments will be given electronically. Unless given an extension by the instructor, late submission may result in a reduction in the grade. Evaluation of the two

projects will be based on originality, completeness, accuracy (grammar, spelling), and timeliness.

TEXTS: Available online and indicated under each week.
The following are texts used throughout the course, along with the articles listed below in the class descriptions and are available on NYU Google Drive.

Metadata. Marcia Lei Zeng and Jian Qin. Chicago: ALA, Neal-Schuman an imprint of American Library Association, 2016. ISBN: 9781555709655. Available on NYU Google drive:
https://drive.google.com/drive/folders/0B15icbsejHfMQVMtX1A5aWRsUG8?usp=sharing

Descriptive Metadata for Television: an End-to-End Introduction. Mike Cox, Linda Tadic, Ellen Mulder. Amsterdam: Focal Press/Elsevier, 2006. ISBN: 0240807308. Available on NYU Google Drive:
https://drive.google.com/drive/folders/0B15icbsejHfMcGJhc3ZteDNVXzg?usp=sharing

ASSIGNMENTS

#1:   In class assignments and homework. Most classes will include activities that are done either in class or as homework, either as a group or individually. Students will be required to turn in or otherwise demonstrate the results of weekly assignments before the start of the following class meeting, regardless of whether the activity was completed in class or at home as homework. (20%)

For the following see below under MIAP Digital Archive for file naming conventions.
#2:   Data mapping project. Create a crosswalk between three data structure standards. Map a minimum of 15 fields, selecting fields from different categories of information (descriptive, physical, legal, preservation, technical). Describe strengths and weaknesses of each data standard (minimum of 1 paragraph per standard); See longer description on NYU Classes). Due April 11 (30%)

#3:   Final metadata project. Analyze a moving image collection you can physically or digitally access. You will work toward building and populating a database for this collection throughout the semester. You will start by specifying a data model (what entities you will describe and what are their relationships), and then will build an application profile for the collection, which will be based on an existing metadata standard, but localized for your collection needs. Later you will build your database using CollectiveAccess by customizing an existing profile. You will populate the database with a set of at least 10 sample records. The project should demonstrate your understanding of entity relationships, metadata standards and their application, and controlled vocabularies. Each student will give a presentation about his/her project (see longer description on NYU Classes).
Proposal for collection due Feb. 22. Model draft due Mar. 22. Application profile draft due Apr. 5. CollectiveAccess profile draft due Apr. 19. Final assignment due May 3 (40%)

MIAP DIGITAL ARCHIVE: All student projects are to be collected and made accessible on the Student Work page of the MIAP website (https://tisch.nyu.edu/cinema-studies/miap/student-work). Certain types of assignments will be password-protected and

made accessible only to MIAP students and faculty. Students are required to submit all of their work for each class to their professor in a digital format (.pdf is encouraged for cross-platform compatibility) via email or other available digital medium.

As a primary goal of NYU's MIAP Program is to be useful to the archival field, the default status of student works will be public (with the exception of internship reports and thesis proposals). Students, in consultation with their instructor, can make a case for why a particular assignment should be restricted to internal use. Proprietary information, confidential information, or copyright issues may lead to this decision, but not a general unwillingness to make work public.

When students submit digital files of their work, the file names should conform to MIAP's standard format, with *f* used to indicate fall semester and *s* used to indicate spring semester: YYsemester_course number_author's last name_a[assignment#].file extension. Here is an example of a student with the surname Smith, submitting the first assignment in the fall 2017 course CINE-GT 1800: *17f_1800_Smith_a1.pdf*.

For multiple authors, the two initials of each author will be used, separated from each other by underscores. An underscore and the assignment number will follow this. Assignment numbers are determined by the order in which the assignments are given. They begin with an "a," followed by a number between one and ten. For assignments with multiple files, a letter can be added after the number. Thus, one could have "a1b," meaning that this is the second of multiple files from one student for one particular assignment. In the case of a restricted file that should not be made public, the student should add an "_x" to the end of the file name indicating the file's restricted status: *17f_1800_Smith_a1_x.pdf*. Otherwise, permission shall be implicitly granted for the student's work to be posted on the MIAP website.

OUTLINE OF TOPICS, ASSIGNMENTS

	Date	Topic	Activities and assignments
1	1/25/18	Introduction to metadata; metadata models	Activity: Introduction to metadata Set up software
2	2/1/18	Databases part 1 (Deena); Metadata models (cont.); data structure standards	Workshop on databases part 1 Homework: Conceptual data modeling
3	2/8/18	Data structure standards (cont.) Databases part 2 (Deena)	Activity: comparison of EAD, MARC 21 and MODS Workshop on databases part 2 Due: Homework on conceptual data modeling Homework on databases
4	2/15/18	Trip to Culpeper (no class)	
5	2/22/18	Cataloging workshop	Workshop by Andrea Leigh Due: Proposal for collection
6	3/1/18	Descriptive and archival metadata standards; Controlled vocabularies and authority control	Activity: Controlled vocabularies Due: Homework on databases

7	3/8/18	Metadata syntaxes; XML Databases part 3 (Deena)	Activity: Creating XML Workshop on databases part 3 Homework: XML
8	3/22/18	Metadata interoperability; Application profiles; Collective Access workshop part 1	CollectiveAccess workshop (Seth) Due: XML Homework Due: Model for collection Homework: Application profiles
9	3/29/18	Preservation and technical metadata	CollectiveAccess workshop (Seth) Activity: Technical metadata Due: Homework on application profiles
10	4/5/18	Rights metadata; METS; Migrating and managing metadata	Due: Assignment on Data mapping Activity: Modeling structure in METS; METS tools
11	4/12/18	Linked Data	Due: Application profile draft
12	4/19/18	Linked Data tools workshop Final assignment questions/consultation	Workshop on Linked Data tools (Matt Miller)
13	4/26/18	Metadata systems and tools; Metadata quality and remediation	Activity: OpenRefine
14	5/3/18	Student presentations	Due: Final assignment

Class 1: January 25– Introduction to metadata

Due this class:
- Reading: Gilliland, Anne. (2016). "Setting the Stage," in *Introduction to Metadata,* 3rd ed. http://www.getty.edu/publications/intrometadata/setting-the-stage/
- Reading: "Introduction" in *Metadata.* Pages 3-22 Available on NYU Google Drive https://drive.google.com/a/nyu.edu/file/d/0B3lZH3Qmx14seUhQVGNJdGVLSEU/view?usp=sharing
- Reading: "What is metadata" in *Descriptive Metadata for Television.* Pages 1-18. Available on NYU Google Drive. https://drive.google.com/a/nyu.edu/file/d/0B15icbsejHfMZmJPNFZaNW5MazA/view?usp=sharing

Topics/activities:
- Overview of class goals and expectations; review of syllabus.
- Overview of the principles of cataloging and metadata
- Review of typical issues with description of different formats and genres
- Introduction to metadata models
- Download and set up software for the class (Oxygen, Filemaker Pro, MySQL Workbench)

- Activity: What is metadata and what is it used for?

Class 2: February 1— Metadata models; Database workshop part 1
 Due this class:
- Reading: Steve Höberman, "Section I: Data Modeling Introduction" and "Section 2: Data Model Components", *Data Modeling Made Simple*, 2nd edition. Technics Publications, 2012. **Online version available from NYU Libraries:** https://getit.library.nyu.edu/go/9442309
- Reading: Tillett, Barbara. *What is FRBR?* Washington, D.C.: Library of Congress, Cataloging Distribution Service, 2004. https://www.loc.gov/cds/downloads/FRBR.PDF
- Reading: Agnew, Grace. *The Role of the Data Model*. Available from NYU Classes
 Topics/activities:
- Database workshop #1 (Guest speaker: Deena Engel)
  - Comparison between databases and spreadsheets
  - Database structures: tables/rows/columns, relationships, data types, keys (primary/foreign)
  - Data modeling: entities and relations
- Metadata models for library, archive and museum contexts
  - Why do we need metadata models?
  - FRBR (Functional Requirements for Bibliographic Records) and FRBR's applicability to moving image materials. http://www.ifla.org/VII/s13/frbr/frbr.htm
  - Introduction to Linked data model
  - BIBFRAME model
  - Cinematographic Work Standard (EN 15907)
- Homework: Conceptual Data modeling exercise

Class 3: Feb. 8 – Data structure standards and element sets; Database workshop part 2
 Due this class:
- Review homework on conceptual data modeling
- Reading: *Metadata* Pages 402-420; 445-456. Available on NYU Google Drive. https://drive.google.com/file/d/0B15icbsejHfMazhTSTA2a25tMUE/view?usp=sharing and https://drive.google.com/file/d/0B15icbsejHfMWnJGZG1WbDQtY0k/view?usp=sharing
- **Handouts:** See handouts on individual data standards and Data Standards List **from NYU Classes** (in Handouts folder under Resources/Readings)
- Reading: *Descriptive Metadata for Television.* Pages 37-54; 113-130 (sample records) (Available from Drive, see above)
 Topics/activities:
- What is a data structure? Schemas and rules
  - Structure vs content vs value standards
- Data Structures for libraries, archives, museums:
  - Discuss and compare data structures: MARC21, MODS, Dublin Core, VRACore, PBCore, EBU Core, EAD
- Review metadata records
- Activity: comparison of EAD, MARCXML and MODS

- Database workshop #2: Database modeling (Guest speaker: Deena Engel)
    - Database normalization (1st, 2nd, 3rd normal forms)
    - Creating 1st and 2nd normal forms
    - ITunes example in Excel
    - E-R diagram of ITunes example
- Activity: Database normalization using Filemaker
- Homework on databases

Class 4: Feb. 15 – Trip to Culpeper

Class 5: Feb. 22 – Cataloging workshop
Guest speaker: Andrea Leigh, Head, Moving Image Processing, Library of Congress
<u>Due this class:</u>
- **Proposal for collection for final assignment**
- Review: http://americanarchive.org/
<u>Topics/activities:</u>
- Go over homework on databases
- Andrea will address cataloging moving images at the Library of Congress and will review use of PBCore.
- We will fully catalog a work together in class using different standards.
- Case study: American Archive of Public Broadcasting
- Cataloging levels and workflows

Class 6: Mar. 1 – Descriptive cataloging standards; Controlled vocabularies and authority control
<u>Due this class:</u>
- Homework assignment on databases
- <u>Reading:</u> *Describing Archives: a Content Standard (DACS).* Chicago: Society of American Archivists, 2013, 2nd edition, http://www2.archivists.org/standards/DACS/statement_of_principles
- <u>Reading:</u> *FIAF Moving Image Cataloging Manual*. International Federation of Film Archives, 2016, especially p. 1-11. Available in NYU Classes and at: http://www.fiafnet.org/images/tinyUpload/E-Resources/Commission-And-PIP-Resources/CDC-resources/20160920%20Fiaf%20Manual-WEB.pdf
- <u>Reading:</u> Harpring, Patricia. *Introduction to Controlled Vocabularies, Terminology for Art, Architecture, and Other Cultural Works.* Chapter 2: "What Are Controlled Vocabularies?" Los Angeles, CA: J. Paul Getty Trust, 2010. http://www.getty.edu/research/publications/electronic_publications/intro_controlled_vocab/what.html
- <u>Review:</u>
    - Library of Congress Genre/Form Terms for Archival Materials: Moving Image Genre-Form Terms. (Updated through 2015). http://olacinc.org/drupal/capc_files/GenreFormHeadingsList.pdf
    - International Press Telecommunications Council. IPTC Newscodes Concept. http://cv.iptc.org/newscodes/mediatopic
    - European Film Gateway. EFG vocabularies I: value lists and types for EFG data elements. **[on NYU Classes]**
<u>Topics/activities:</u>

- Review descriptive standards: AACR2 (Anglo-American Cataloging Rules, 2nd Edition), Resource Description and Access (RDA), FIAF Cataloging Manual, Describing Archives: a content standard (DACS)
- Controlled vocabularies and authority control
- Activity: Controlled vocabularies

Class 7: Mar. 8 -- Metadata syntaxes; XML; Database workshop part 3

<u>Due this class:</u>
- <u>Watch</u>: Lynda.com, XML Essential Training, parts 1-3 (except for installing developers' tools): https://www.lynda.com/XML-tutorials/XML-related-technologies/145930/164601-4.html
- <u>Reading</u>: Steve Hoberman, "Section III: Subject Area, Logical, and Physical Data Models", *Data Modeling Made Simple*, Technics Publications, 2009. **Online version available from NYU Libraries.** https://getit.library.nyu.edu/go/9442309
- <u>Reading</u>: *Metadata:* p. 124-136. Available from NY Google Drive
- <u>Reading</u>: *Descriptive Metadata for Television.* Pages 76-88. (Available from Drive, see above)

<u>Topics/activities:</u>
- XML basics
- Schemas: structures and semantics
- Metadata creation in XML
- Identifiers and identification
- Using XML for transforming data (XSLT)
- Introduction to RDF encodings
- Exercise: Creating XML metadata records using Oxygen
- Homework assignment on XML
- Database workshop #3
    - MySQL databases
    - Setting up a database model in MySQL Workbench

******** NO CLASS MONDAY MARCH 15 (Spring Recess) *******

Class 8: Mar. 22 –Metadata interoperability and crosswalks; application profiles; CollectiveAccess Workshop part 1

<u>Due this class:</u>
- **Data model for final project**
- Review homework: Creating XML records
- <u>Review</u>: Riley, Jenn. "Seeing Standards: a Visualization of the Metadata Universe" http://www.dlib.indiana.edu/~jenlrile/metadatamap/
- <u>Reading</u>: *Metadata:* p. 347-357. Available from NYU Google Drive: https://drive.google.com/file/d/0B15icbsejHfMZUIyZk4welN3NkU/view?usp=sharing
- <u>Reading</u>: Woodley, Mary S., revised by Baca, Murtha (2016). "Metadata Matters: Connecting People and Information" in *Introduction to Metadata,* 3rd ed. http://www.getty.edu/publications/intrometadata/metadata-matters/
- University of Washington Libraries Metadata Implementation Group. (2011). *Data Dictionaries (a.k.a. Schemas and Metadata Application Profiles or MAPS)."* http://www.lib.washington.edu/msd/pubcat/mig/datadicts Especially: http://www.lib.washington.edu/msd/pubcat/mig/datadicts/pnwaudio

http://www.lib.washington.edu/msd/pubcat/mig/datadicts/pnwmovingimage and
http://www.lib.washington.edu/msd/pubcat/mig/datadicts/jackson
Topics/activities:
- CollectiveAccess Workshop part 1 (Seth Kaufman)
- How do different metadata standards work together? Explore issues about metadata interoperability
- Creating and understanding crosswalks
- Learn about use and design of application profiles
- Activity: creating a metadata crosswalk

Class 9: Mar. 29--Preservation and technical metadata; CollectiveAccess Workshop part 2
Due this class:
- Reading: Caplan, Priscilla and PREMIS Editorial Committee. *Understanding PREMIS*, revised 2017. http://www.loc.gov/standards/premis/understanding-premis-rev2017.pdf
- For the following, get a general familiarity with them:
- Review: PREMIS 3.0 http://www.loc.gov/standards/premis/v3/premis-3-0-final.pdf
- Review: SMPTE RP-210 (technical metadata dictionary) **[on NYU Classes]**
Topics/activities:
- Review data requirements and standards for preservation and technical metadata, including sources for controlled vocabularies for terms
- Generating metadata from digital objects and data management systems
- Activity: Extracting technical metadata
- CollectiveAccess Workshop part 2 (Seth Kaufman)

Class 10: April 5 – Rights metadata; METS: Migrating and managing metadata.
Due this class:
- **Assignment on data mapping**
- Reading: *METS Overview* http://www.loc.gov/standards/mets/METSOverview.v2.html
- Reading: National Information Standards Organization. *A Framework of Guidance for Building Good Digital Collections.* 3rd edition, December 2007, http://www.niso.org/publications/rp/framework3.pdf
- Reading: Whalen, Maureen. "Rights Metadata Made Simple." In *Introduction to Metadata*. http://www.getty.edu/research/publications/electronic_publications/intrometadata/rights.html
- Reading: *Descriptive Metadata for Television.* Pages 61-75.
Topics/activities:
- Review structuring legal data so the legal due diligence process is captured and reports can be generated
- Container formats for packaging metadata and content
- Metadata Encoding and Transmission Standard (METS)
    - What is a METS document?
    - METS and extension schemas
    - Using METS as a presentation and preservation format
- Review database structures and tools for managing metadata

- Activity: Creating a METS structural map

Class 11: April 12 – Linked Data
<u>Due this class:</u>
- **Application profile draft for final assignment**
- OCLC. "Linked Data for Libraries". YouTube
  https://www.youtube.com/watch?v=fWfEYcnk8Z8
- <u>Reading:</u> Schreur, Philip Evan. *The Academy Unbound: Linked Data as Revolution.* https://journals.ala.org/index.php/lrts/article/view/5073/6144
<u>Topics/activities:</u>
- Review what Linked Data is and how it is beneficial to libraries, museums and archives
- Look at examples of Linked Data applications
- Review Semantic Web relevant technologies
- Discuss the BIBFRAME Linked Data Model and how it is being adapted for audiovisual resource
- Activity: Designing a Linked Data model

Class 12: April 19: Linked Data tools workshop; Consultations on final assignment
<u>Due this class:</u>
- <u>Reading:</u> Van Maissen, Kara. *Bibframe AV Modeling Study: Defining a Flexible Model for Description of Audiovisual Resources.* (submitted May 15, 2014). http://www.loc.gov/bibframe/pdf/bibframe-avmodelingstudy-may15-2014.pdf (Read Introduction (p. 2-9), parts 4 and 5 (p. 24-43)
<u>Topic/activities:</u>
- Workshop on Linked Data tools (Matt Miller)
- Open discussion about final assignment
- Individual consultations on final assignment

Class 13: April 26—Metadata systems and tools; Metadata quality and remediation
<u>Due this class:</u>
- <u>Reading</u>: *Descriptive Metadata for Television.* Pages 22-36. Available from Drive, see above
- <u>Reading:</u> *Metadata*. Pages 251-258; 267-277
<u>Topics/activities:</u>
- Learn about methods for sharing metadata records
- Metadata quality and dealing with messy data
- OpenRefine and its uses
- Exercise: cleaning up metadata (OpenRefine)

Class 14: May 3 – Student Presentations
<u>Due this class:</u>
- **Final assignment**
<u>Topics/activities:</u>
- Student Presentations

<u>**IMPORTANT NYU TISCH POLICIES**</u>
Tisch Policy on Academic Integrity

The core of the educational experience at the Tisch School of the Arts is the creation of original work by students for the critical review of faculty members. Any attempt to evade that essential transaction through plagiarism or cheating is educationally self-defeating and a grave violation of Tisch's community standards. Plagiarism is presenting someone else's original work as if it were your own; cheating is an attempt to deceive a faculty member into believing that your mastery of a subject or discipline is greater than it really is. Penalties for violations of Tisch's Academic Integrity Policy may range from being required to redo an assignment to dismissal from the School. For more information on the policy--including academic integrity resources, investigation procedures, and penalties--please refer to the Policies and Procedures Handbook on the website of the Tisch Office of Student Affairs.

Health & Wellness Resources
Your health and safety are a priority at NYU. If you experience any health or mental health issues during this course, we encourage you to utilize the support services of the 24/7 NYU Wellness Exchange 212-443-9999. Also, all students who may require an academic accommodation due to a qualified disability, physical or mental, please register with the Moses Center 212-998-4980. Please let your instructor know if you need help connecting to these resources. Students may also contact MIAP Director Juana Suárez (juana@nyu.edu) and/or Associate Director Scott Statland (scott.statland@nyu.edu) for help connecting to resources.

Sexual Misconduct, Relationship Violence, and Stalking Policy & Reporting Procedures
NYU seeks to maintain a safe learning, living, and working environment. To that end, sexual misconduct, including sexual or gender-based harassment, sexual assault, and sexual exploitation, are prohibited. Relationship violence, stalking, and retaliation against an individual for making a good faith report of sexual misconduct are also prohibited. These prohibited forms of conduct are emotionally and physically traumatic and a violation of one's rights. They are unlawful, undermine the character and purpose of NYU, and will not be tolerated. A student or employee determined by NYU to have committed an act of prohibited conduct is subject to disciplinary action, up to and including separation from NYU. Students are encouraged to consult the online Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) for detailed information about on-campus and community support services, resources, and reporting procedures. Students are also welcome to report any concerns to MIAP Director Juana Suárez (juana@nyu.edu) and/or Associate Director Scott Statland (scott.statland@nyu.edu).

Non-Discrimination and Anti-Harassment Policy & Reporting Procedures
NYU is committed to equal treatment and opportunity for its students and to maintaining an environment that is free of bias, prejudice, discrimination, and harassment. Prohibited discrimination includes adverse treatment of any student based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status, rather than on the basis of his/her individual merit. Prohibited harassment is unwelcome verbal or physical conduct based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status. Prohibited discrimination and harassment undermine the character and purpose of NYU and may violate the law. They will not be

tolerated. NYU strongly encourages members of the University Community who have been victims of prohibited discrimination or prohibited harassment to report the conduct. MIAP students may make such reports to MIAP Director Juana Suárez (juana@nyu.edu) and/or Associate Director Scott Statland (scott.statland@nyu.edu), or directly to Marc Wais, Senior Vice President for Student Affairs. Students should refer to the University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html) for detailed information about on-campus and community support services, resources, and reporting procedures.

NYU Academic Support Services
NYU offers a wide range of academic support services to help students with research, writing, study skills, learning disability accommodation, and more. Here is a brief summary:

NYU Libraries
Main Site: library.nyu.edu; Ask A Librarian: library.nyu.edu/ask
70 Washington Square S, New York, NY 10012

Staff at NYU Libraries has prepared a guide (http://guides.nyu.edu/c.php?g=276579&p=1844806) covering services and resources of particular relevance to graduate students. These include research services and guides by topic area, subject specialists, library classes, individual consultations, data services, and more. There's also a range of study spaces, collaborative work spaces, and media rooms at Bobst, the library's main branch.

The Writing Center
nyu.mywconline.com
411 Lafayette, 4th Floor, 212-998-8860, writingcenter@nyu.edu
The Writing Center is open to all NYU students. There, students can meet with a faculty writing consultant or a senior peer tutor at any stage of the writing process, about any piece of writing (except exams). Appointments can be scheduled online. Students for whom English is a second language can get additional help with their writing through a monthly workshop series scheduled by the Writing Center (cas.nyu.edu/content/nyu-as/cas/ewp/writing-resources/rise-workshops.html).

The University Learning Center (ULC)
nyu.edu/ulc; Academic Resource Center (18 Washington Pl, 212-998-8085) or University Hall (110 East 14th St, 212-998-9047)
   Peer Writing Support: All students may request peer support on their writing during drop-in tutoring hours for "Writing the Essay / General Writing" at the University Learning Center (ULC), which has two locations noted above. Students for whom English is a second language may wish to utilize drop-in tutoring geared towards international student writers (see schedule for "International Writing Workshop").
   Academic Skills Workshops: The ULC's Lunchtime Learning Series: Academic Skills Workshops focus on building general skills to help students succeed at NYU. Skills covered can help with work in a variety of courses. Workshops are kept small and discuss topics include proofreading, close reading to develop a thesis, study strategies, and more. All Lunchtime Learning Series workshops are run by Peer Academic Coaches.

Moses Center for Students with Disabilities
nyu.edu/students/communities-and-groups/students-with-disabilities.html
726 Broadway, 3rd Floor, 212-998-4980, mosescsd@nyu.edu
All students who may require an academic accommodation due to a qualified disability, physical or mental, are encouraged to register with the Moses Center. The Moses Center's mission is to facilitate equal access to programs and services for students with disabilities and to foster independent decision making skills necessary for personal and academic success. The Moses Center determines qualified disability status and assists students in obtaining appropriate accommodations and services. To obtain a reasonable accommodation, students must register with the Moses Center (visit the Moses Center website for instructions).