Course Syllabus

LI848 XI

Issues in Preservation, Access, & Digitization

Spring Semester 2018

Faculty: Clifford Hight
E-mail: Chight1@emporia.edu
Primary Phone: (785) 532-3420
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins January 17

Important Dates for Spring 2018

1/17 First Day of Class
1/30 Last Day to Add/Drop
5/4 Last Day of Classes
5/7-5/11 Finals Week
5/15 Grades are Due
4/4 Last Day to Withdraw
5/12 Commencement
Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

Catalog Description

This course examines issues related to access, digitization, and preservation of information, focusing on the impact of technology on these processes, including future accessibility, authorship, authority, ethics, legitimacy, authenticity, management, preservation, and control. Students examine strategies for managing these issues in a dynamic and competitive information environment. (Approved 3/9/2015)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the preservation of information and its application to various document types, and the provision of equitable access.</td>
<td>1, 2, 3</td>
<td>PV 1</td>
<td>1A, 1B, 2A, 2D</td>
</tr>
<tr>
<td>2. Describe the process of digitization and the associated problems, including ethical issues, accessibility, and control.</td>
<td>2, 3, 4</td>
<td></td>
<td>2A, 2B, 2C, 2D, 4A</td>
</tr>
<tr>
<td>3. Create a plan for the digitization of an information or archival set, including hardware and software requirements, with reference to professional standards, available resources, and user needs.</td>
<td>4, 8</td>
<td>PV 2</td>
<td>2A, 2B, 2C, 2D, 3A, 3C, 4A</td>
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<tr>
<td>4. Analyze future trends in the maintenance and preservation of digital artifacts.</td>
<td>2, 6</td>
<td></td>
<td>2D, 4D, 6C</td>
</tr>
</tbody>
</table>

Approved 3/9/2015

Instructor Contact Information

Office hours will be from 5:00 p.m. to 6:00 p.m. Central time on the same day of the week as the video chat. My preferred contact method is via email within the Canvas system, although I am available to talk via telephone or built-in Canvas tools, such as Zoom or Chat, as necessary.
Please email to schedule an appointment outside the stated office hours. In general, I strive to respond to emails within 24 hours.

**Required Readings**

Required readings will include websites and professional literature either openly available on the Internet or through the databases of William Allen White Library. For the infrequent times that readings may not be accessible through those options, a pdf version will be available in Canvas. Full citations for the readings are available below. There is no required textbook.

**Recommended Readings**

Occasionally there will be recommended readings noted in Canvas. They are wholly optional and they will be clearly marked as recommended or additional readings.

**Learning Activities**

The learning activities for this course will include weekly reading assignments, participation in weekly discussion board postings and Zoom meetings (either in real time or through discussion board comments), two essays, and mid-term and final papers. Final papers will build upon mid-term papers. More detailed descriptions of the assignments will be available in Canvas.

**Assignments**

Please submit all written assignments (including discussion board postings) through Canvas by midnight in your time zone on the due date. Unexcused late discussion posts will receive half credit if submitted within one week of due date and no credit if submitted after one week of due date. Unexcused late essays and papers will be docked 10% for each day beyond the deadline. All written assignments should be prepared using ubiquitous word processing software, double-spaced, in twelve-point font, with one-inch margins, and cited according to the current edition of the APA style guide. Below are summaries of the assignments and further details will be available in Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short (3-page) essay 1: Internet Archive</td>
<td>1, 4</td>
<td>02/11/2018</td>
<td>15</td>
</tr>
<tr>
<td>Mid-term paper: Outline and elements of digitization plan</td>
<td>1, 2, 3</td>
<td>03/04/2018</td>
<td>25</td>
</tr>
<tr>
<td>Short (3-page) essay 2: Preservation</td>
<td>1, 4</td>
<td>04/15/2018</td>
<td>15</td>
</tr>
<tr>
<td>Final paper: Digitization plan</td>
<td>1, 2, 3</td>
<td>05/04/2018</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>1, 2, 3, 4</td>
<td>Throughout</td>
<td>15</td>
</tr>
</tbody>
</table>
Short essay 1: After reviewing collections available through the Internet Archive (https://archive.org), and relevant policies and information about the organization, write a three-page essay explaining how the Internet Archive addresses issues related to preservation, access, and digitization.

Mid-term paper: Write a five-page paper that includes an outline of the digitization plan and addresses two elements of the final plan. Possible elements could include ethics, copyright, digitization and metadata standards, hardware and software requirements, and access.

Short essay 2: After reviewing specified sources on preservation and selecting an area of interest, write a three-page essay describing how you think developing digitization efforts and changing access perspectives have affected your selected preservation area of interest.

Final paper: Write a plan (ten-page max) to digitize an information or archival set. Include elements discussed in the class, such as ethics, copyright, digitization and metadata standards, hardware and software requirements, access, preservation, available resources, and user needs.

Participation: This ongoing assignment requires the following from students:

- Complete required readings before meetings.
- Participate in weekly video conference meetings (real time is preferred, but watching recordings and making comments is an option).
- Contribute thoughtful analysis and insightful comments at least once per week to online class discussions occurring in Canvas.

### Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings (see full list below)</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 01/17–01/21</td>
<td>Introductions; defining terms</td>
<td></td>
<td>01/21: Mini autobiography posted on the “Introductions” discussion forum</td>
</tr>
<tr>
<td>Week 2: 01/22–01/28</td>
<td>Issues overview; ethics</td>
<td></td>
<td>Discussion post</td>
</tr>
<tr>
<td>Week 3: 01/29–02/04</td>
<td>Intellectual property; access, now and in the future</td>
<td></td>
<td>Discussion post</td>
</tr>
<tr>
<td>Week 4: 02/05–02/11</td>
<td>Digital humanities</td>
<td></td>
<td>02/11: Short essay 1 due Discussion post</td>
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<tr>
<td>Week 5: 02/12–02/18</td>
<td>Digitization I (overview and case studies)</td>
<td></td>
<td>Discussion post</td>
</tr>
<tr>
<td>Week 6: 02/19–02/25</td>
<td>Digitization II (case studies); metadata</td>
<td></td>
<td>Discussion post</td>
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<tr>
<td>Week 7: 02/26–03/04</td>
<td>Digitization plans</td>
<td></td>
<td>03/04: Mid-term paper due Discussion post</td>
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<tr>
<td>Week 8: 03/05–03/11</td>
<td>Born digital</td>
<td></td>
<td>Discussion post</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings (see full list below)</td>
<td>Activities and Due Dates</td>
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<tr>
<td>Week 9: 03/12–03/18</td>
<td>Digital preservation I (overview)</td>
<td></td>
<td>Discussion post</td>
</tr>
<tr>
<td>Week 10: 03/19–03/25</td>
<td><strong>Spring Break</strong></td>
<td><strong>Spring Break</strong></td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>Week 11: 03/26–04/01</td>
<td>Digital preservation II (case studies)</td>
<td></td>
<td>Discussion post</td>
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<tr>
<td>Week 12: 04/02–04/08</td>
<td>Participatory archives</td>
<td></td>
<td>Discussion post</td>
</tr>
<tr>
<td>Week 13: 04/09–04/15</td>
<td>Project management</td>
<td></td>
<td>04/15: Short essay 2 due</td>
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<tr>
<td>Week 14: 04/16–04/22</td>
<td>Grant writing; review of issues</td>
<td></td>
<td>Discussion post</td>
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<tr>
<td>Week 15: 04/23–04/29</td>
<td>Future trends in maintaining and preserving digital objects</td>
<td></td>
<td>Discussion post</td>
</tr>
<tr>
<td>Week 16: 04/30–05/04</td>
<td>Digitization plans, revisited</td>
<td></td>
<td>05/04: Final paper due</td>
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</tbody>
</table>

**Full Readings List**

**Week 1: Introductions, Defining Terms**


**Week 2: Overview of Issues; Ethics**

*Overview of issues:*


*Ethics:*


**Week 3: Intellectual Property; Access, Now and in the Future**

*Intellectual property:*

Hirtle, P. B. (2017, January 9). Copyright term and the public domain in the United States. *Cornell University Library Copyright Information Center.* [Please make sure to read the endnotes on this page (not necessarily all the links, though).]


*Access:*


**Week 4: Digital Humanities**


**Week 5: Digitization I (Overview and Case Studies)**


*Case studies:*


**Week 6: Digitization II (Case Studies), Metadata**

*Case studies:*


*Metadata:*


**Week 7: Digitization Plans**


**Week 8: Born Digital Resources**


International Internet Preservation Consortium (IIPC). (2012). Web archiving. [Read this page and some of the subpages linked within it. I recommend “About Archiving” and something from “Case Studies.” Other pages are optional.]

Kirschenbaum, M. G., Ovenden, R., & Redwine, G. (2010, December). Digital forensics and born-digital content in cultural heritage collections. Council on Library and Information Resources (CLIR) Publication No. 149. [Sections 1 and 2 are required, the other sections are optional.]


**Week 9: Digital Preservation I (Overview)**


Inter-university Consortium for Political and Social Research (ICPSR). [Please review all components of this tutorial.]


**Week 10**

Spring Break—no readings

**Week 11: Digital Preservation II (Case Studies)**


Internet Archive. (n.d.). Internet arcade.


**Week 12: Participatory Archives**


**Week 13: Project Management**


Jenkins, N. (2005). *A project management primer or “a guide to making projects work”*.


**Week 14: Grant Writing; Review of Issues**

*Grant writing:*


*Review of issues:*


**Week 15: Future Trends**


**Week 16: Digitization Plans, Revisited**

Institute of Museum and Library Services. (2006, January). Status of technology and digitization in the nation’s museums and libraries. [Focus your reading on a section related to your area of study or interest—museums, public libraries, academic libraries, archives, state libraries—and reading the rest is up to your level of interest.]


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**Grading Criteria**

The assignments for this course are designed to encourage reflection on and analysis of issues presented. Your writing should reflect a grasp of theory and practice related to preservation, access, and digitization. Clear writing, cogent reasoning, and effective analysis will be rewarded. On the other hand, fuzzy conjecture and muddled thinking—along with grammatical and typographical errors—are subject to penalty. Please submit all written assignments through Canvas by midnight in your time zone on the due date. Late submissions will be docked 10% for each day beyond the deadline.

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**SLIM Grading Scale**

<table>
<thead>
<tr>
<th>96 -100</th>
<th>A</th>
<th>77 - 79</th>
<th>C+</th>
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<tbody>
<tr>
<td>90 - 95</td>
<td>A-</td>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
<td>0 - 69</td>
<td>F</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
<td></td>
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**SLIM Grade Policy**

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is
required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy. (Updated 8/26/2014)

SLIM Technology Requirements

SLIM has specific hardware, software, and network requirements for all students that are specified on the SLIM website at [http://tinyurl.com/SLIMtechnology](http://tinyurl.com/SLIMtechnology). Computer technology is integrated throughout the curriculum, including the use of Canvas, ESU’s learning management system, and use of video-conferencing software. All students must have devices, high-speed Internet access, and current software for home use that makes possible full participation in extensive course assignments. The ESU financial aid office provides details about possible funding for purchase of computer equipment at [https://www.emporia.edu/finaid/](https://www.emporia.edu/finaid/).

SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to [http://www.emporia.edu/slim/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for more information.

SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the
conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

**Course Evaluations**

Course evaluation is an important part of the process of teaching and learning. SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each and every course. The resulting data is reviewed by the instructors and the Dean, who work together to improve teaching and learning across the whole of SLIM. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center through the Campus Labs platform, and student responses are anonymous (unless students share any identifying information in their comments). Nobody in SLIM has access to individual student surveys at any time, and aggregated data is only made available to instructors at least one week after final grades have been submitted. (Updated 4/16/2015)

**Faculty-initiated Student Withdrawal Procedure**

SLIM instructors follow the university's policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the
student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

**Academic Dishonesty**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

**Accessibility Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Student Accessibility & Support Services (formerly Disability Services) each semester and as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. Students should then contact the professor with documentation from Student Accessibility and Support Services. All communication between students, Student Accessibility and Support Services, and the professor will be strictly confidential.

**Contact information for Student Accessibility and Support Services:**

Student Accessibility and Support Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: disabser@emporia.edu