

LS 575: Digital Libraries
Syllabus
Spring 2020

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Course Information

Instructor Information

Instructor: Gretchen Gueguen

Office Hours: Tuesdays, 12:30 to 1:30 pm; Wednesdays 7:30 to 9:30 pm (all times eastern). Office hours will be held online in a chat, Zoom, or Google hangout. Email in advance for an appointment.

E-mail: ggueguen@clarion.edu

Course Description

LS 575: Digital Libraries

Provides an overview of topics concerning digital libraries, including, but not limited to, organization and structure, programming interoperability and metadata standards, project management, intellectual property rights, and various interface applications. Students are expected to examine topics of interest concerning digital libraries, culminating in the preparation of a term project.

Prerequisite

None.

Textbook & Course Materials

Required Text

Readings will be listed in the course schedule. No textbook is required.

Other readings will be made available within your D2L course site.

Course Requirements

Internet connection (DSL, LAN, or cable connection desirable)

Access to D2L

Course Structure

This course will be delivered entirely online through the Desire2Learn (D2L) learning management system. You will use your Clarion University account to login to the course from the [D2L login page](http://www.clarion.edu/d2l) (<http://www.clarion.edu/d2l>).

In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using D2L and alternative Internet-based technologies. Activities will consist of chat, discussion forums, email, videos, assignments to upload, and the optional use of Google Hangout.

Generally each week's materials will consist of several readings, a video lecture, and forum discussions. There will be two graded assignments during the course of the semester and two quizzes. Assignments must be handed in using D2L by midnight eastern of the due date listed in the syllabus, unless otherwise indicated.

The course final will consist of either a 5,000 word term paper, or the creation of a digital collection using the free online version of the Omeka software. More information about the final will be presented in class.

Course Week starts on Monday and ends on Sunday.

Content for the following week will usually be released on Fridays by 8 p.m.

D2L Access

This course will be delivered fully online through Desire2Learn. To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser](#) from your D2L course.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with D2L you can:

Visit the D2L [Student Orientation/Documentation](#)

Visit the D2L [Student FAQ's Web Page](#)

Contact [24x7 support or submit a helpdesk ticket](#)

Disclaimer: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through D2L email.

Course Learning Outcomes

This course will provide an overview of the methodologies, philosophies, and technologies used in modern digital libraries. Through the course of the semester we will examine how digital libraries are built and populated, what functions they serve, how they are preserved and used, as well as some of the practical and pragmatic realities of digital librarianship in the 21st century. By the end of the course students will be equipped to participate in the planning and management of digital library projects and will have a solid research basis for further education on relevant topics.

Specifically, students in this course will learn to:

- Understand the theoretical and historical basis for digital library development.
- Articulate different building blocks of digital library services including technologies, methods, and standards.
- Be able to think critically about the potential for digital library services and the interoperability, use, and reuse of digital objects.
- Demonstrate facility with the fundamental and practical skills of digital library development, management, use, and preservation.

You will meet the outcomes listed above through a combination of the following learning activities in this course:

- Weekly readings and lectures
- Discussion forum participation
- Completion of course assignments
- Quizzes
- Completion of an end of semester term paper or the creation of a small digital library (more information will be given about this in the early weeks of the class).

Course Outline

Important Note: Refer to the course calendar for semester schedule dates. Activity and assignment details will be explained in detail within each week's corresponding learning module. Minor changes to the readings may be changed up to a week before they are assigned, so check the online content modules.

Week one

1/13 – 1/19

Course Introduction; History and Definition of Digital Library

- Readings
 - Schwartz, C. (2000). "Digital Libraries: An Overview." *The Journal of Academic Librarianship*, Volume 26, Number 6, pages 385-393.
 - Carlson, S. (2002). "Do Libraries Really Need Books?" *The Chronicle of Higher Education*, Volume 48, Number 44.
 - Matusiak, K. (2012) Perceptions of usability and usefulness of digital libraries. *International Journal of Humanities and Arts Computing*, 6(12), 133-147. <http://dx.doi.org/10.3366/ijhac.2012.0044>.

Week two

1/20 – 1/26

Digitization of Images & Text

- Readings
 - Cornell University Library / Research Department. *Moving Theory into Practice, Digital Imaging Tutorial*. 2003. Published online at: <http://preservationtutorial.library.cornell.edu/contents.html> Chapters 1-4, 6 (skip sections on storage, networks, and printers)
 - Humanities Advanced Technology and Information Institute. *The NINCH Guide to Good Practice in the Digital Representation and Management of Cultural Heritage Materials*. 2003. <http://chnm.gmu.edu/digitalhistory/links/pdf/chapter1/1.17.pdf> Chapter V (up to page 91)
 - Coyle, K. "The Mass Digitization of Books." Preprint. Published in *the Journal of Academic Librarianship*, v. 32, n. 6. Available at: <http://www.kcoyle.net/jal-32-6.html>

Week Three

1/27 – 2/2

Audio-Visual and Born-digital

Readings

- Time-based media (audio, video, film)
 - See class website for some excerpts from various articles that I will post.
 - Pennington, S. and Rehberger, D. 2012. “The Preservation of Analog Video through Digitization.” *Oral History in the Digital Age*. Available at: <http://ohda.matrix.msu.edu/2012/06/preservation-of-analog-video-through-digitization/>
- Born-digital objects and technology
 - Kirschenbaum, M., Ovenden, R., & Redwine, G. (2010). *Digital forensics and born-digital content in cultural heritage collections*. Washington, D. C.: Council on Library and Information Resources. Retrieved from: <https://www.clir.org/wp-content/uploads/sites/6/pub149.pdf>. Chapter 2: Challenges.
 - Video: *Rushdie Researcher Workstation Tutorial*. Available at: https://www.youtube.com/watch?v=oiqHv_SofNo.

Week Four

2/3 – 2/9

Metadata – Part One

- Readings
 - Riley, Jenn. (2017). Understanding Metadata. NISO. Available at: <http://www.niso.org/publications/understanding-metadata-what-metadata-and-what-it-primer>. Read pages 1-9; 16-18; 23-25 (section titled “Dublin Core (DC); 27-33 (ending with section on MODS)
 - Baca, M. (Ed.) (2008). Introduction to metadata. Online edition. Version 2.0. Los Angeles, CA: Getty Information Institute. Available at, http://www.getty.edu/research/publications/electronic_publications/intrometadata/index.html. Read only Practical Principles for Metadata Creation and Maintenance.
 - Weinberger, D. (2007). “The New Order of Order.” *Everything is Miscellaneous*. Times Books. Available at: <https://www.everythingismiscellaneous.com/wp-content/samples/eim-sample-chapter1.html>.

Week Five

2/10 – 2/16

Metadata Part Two

- Readings
 - Shreeves, S., Riley, J., Milewicz, L. (2006). “Moving toward shareable metadata.” *First Monday*. 11:8. Available at: <http://firstmonday.org/ojs/index.php/fm/article/view/1386/1304>

- Baca, M. (Ed.) (2008). Introduction to metadata. Online edition. Version 2.0. Los Angeles, CA: Getty Information Institute. Available at, http://www.getty.edu/research/publications/electronic_publications/intrometadata/index.html. Read the following section: Crosswalks, Metadata Harvesting, Federated Searching, Metasearching.
- Meindertsma, Joep. 2018. *A Brief Introduction to Linked Data*. Available at: <https://ontola.io/what-is-linked-data/>
- OCLC. 2012. *Linked Data for Libraries*. Available at: <https://www.youtube.com/watch?v=fWfEYcnk8Z8>.
- Assignment
 - Crosswalk Activity, due 2/28

Week Six

2/17 – 2/23

Repository Systems and Digital Library Infrastructure

- Readings
 - Humanities Advanced Technology and Information Institute. The NINCH Guide to Good Practice in the Digital Representation and Management of Cultural Heritage Materials. 2003. <http://chnm.gmu.edu/digitalhistory/links/pdf/chapter1/1.17.pdf> Read Chapter XIII (189-197)
 - Henry, Geneva. Core Infrastructure Considerations for Large Digital Libraries. CLIR, Washington DC. July 2012. <http://www.clir.org/pubs/reports/pub153>
 - Arms, William Y. Key Concepts in the Architecture of the Digital Library. D-Lib. July 1995. <http://www.dlib.org/dlib/July95/07arms.html>

Week Seven

2/24 – 3/8

User Experience

- Readings
 - See class website for some excerpts from various articles that I will post.
 - Lack, R. 2007. The Importance of User-Centered Design: Exploring Findings and Methods. *Journal of Archival Organization*. 4:1-2. 69-86
 - Hearst, M. "The Design of Search User Interfaces." http://searchuserinterfaces.com/book/sui_ch1_design.html
 - Center for Persons with Disabilities. 2016. Introduction to Web Accessibility. *WebAIM: web accessibility in mind*. <https://webaim.org/intro/>.
 - Fulton, C. 2011. Web Accessibility, Libraries, and the Law. *Information Technology & Libraries*. Vol. 30, Issue 1.
- Assignment
 - Proposal for final paper/project, due 3/15

Winter Break

2/28 – 3/8

Week Eight

3/9 – 3/15

Intellectual Property, Copyright, and the Public Domain

- Readings
 - Review the Copyright and the Public Domain Chart available at: <https://copyright.cornell.edu/publicdomain>
 - Wilkin, J. P. (2011). Bibliographic indeterminacy and the scale of problems and opportunities of "rights" in digital collection building. Washington, DC: CLIR. Available at: <http://www.clir.org/pubs/ruminations/01wilkin/wilkin.html>
 - Schlosser, Melanie. "Unless Otherwise Indicated: A Survey of Copyright Statements on Digital Library Collections." *College & Research Libraries*. Jul 2009, Vol. 70 Issue 4, p371-385.
 - Hirtle, P. "Learning to Live with Risk." *Art Libraries Journal*. 37:2, 2012. Available online at: <http://ecommons.cornell.edu/bitstream/1813/24519/2/ARLIS%20UK%20final.pdf>.

Week Nine

3/16 – 3/22

Digital Preservation

- Readings
 - Cornell University Library. *Digital Preservation Management: Implementing Short-Term Strategies for Long-Term Solutions*. 2004. Published online at: http://dpworkshop.org/dpm-eng/eng_index.html Read chapters 1-3.
 - Lavoie and Dempsey. [2004] "Thirteen Ways of Looking at...Digital Preservation." *D-Lib Magazine*. 10: 7.8. Available at: <http://www.dlib.org/dlib/july04/lavoie/07lavoie.html>
 - *The NDSA Levels of Digital Preservation*. Available at: <https://ndsa.org/activities/levels-of-digital-preservation/>
 - Google. (2017) *Preserving digital art: How will it survive?* Available at: <https://youtu.be/vkSG7XaKoAs>
- Assignment:
 - Learn to make a pitch, due 4/5

Week Ten

3/23 – 3/29

Funding, Sustainability, and Assessment

- Readings
 - Blue Ribbon Task Force on Sustainable Digital Preservation and Access. 2010. *Sustainable Economics for a Digital Planet: Ensuring Long-Term Access to*

Digital Information. Available at:

http://blueribbontaskforce.sdsc.edu/biblio/BRTF_Final_Report.pdf.

Read Chapters 3 & 5.

- Arlitsch, Kenning. "Committing to Research: Librarians and Grantsmanship." *Journal of Library Administration*. Jul2013, Vol. 53 Issue 5/6, p369-379. 11p.
- Digital Library Federation Assessment Interest Group. *Surveying the Landscape: Use and Usability Assessment of Digital Libraries*. 2015. Available at: <https://osf.io/uc8b3/>. Read Executive Summary, pages 3-5
- Europeana. 2017. *Impact Playbook for Museums, Libraries, Archives and Galleries*. Available at: <http://eprints.gla.ac.uk/169127/1/169127.pdf>. Read pages 1-14.

Week Eleven

3/30 – 4/5

E-books and Licensing

- Readings
 - Roncevic, M. (2013). "E-book Platforms for Libraries." *Library Technology Reports*. Number 3. <https://journals.ala.org/index.php/ltr/article/view/4307/4955>.
 - Kahn, M. and Underwood, P. (2013). "Issues related to the adoption of e-books in academic libraries: a literature review." *South African Journal of Libraries and Information Science*. Vol. 79 Issue 2.
 - Lukes, R., et.al. (2016). "E-Book Collection Development: Formalizing a Policy for Smaller Libraries." *Serials Librarian*. 70:1-4. 106-115.
 - Grady, C. (2019). "The 2010s were supposed to bring the ebook revolution. It never quite came." *Vox*. Available at: <https://www.vox.com/culture/2019/12/23/20991659/ebook-amazon-kindle-ereader-department-of-justice-publishing-lawsuit-apple-ipad>.
 - Bailey, L., et.al. (2018). *Position Statement on Controlled Digital Lending*. Available at: <https://controleddigitallending.org/statement>

Week Twelve

4/6 – 4/12

Open Access, Institutional Repositories, and Scholarly Publishing

- Readings
 - Coalition for Networked Infrastructure. (2017) *Rethinking Institutional Repository Strategies: Report of a CNI Executive Roundtable*. Available at: <https://www.cni.org/wp-content/uploads/2017/05/CNI-rethinking-irs-exec-rndtbl.report.S17.v1.pdf>. Read only to page 6, stopping at the "Repositories in the UK" section.
 - Coalition S. 2018. Plan S: Principles and Implementation. Available at: <https://www.coalition-s.org/addendum-to-the-coalition-s-guidance-on-the-implementation-of-plan-s/principles-and-implementation/>. Read parts I and II.

- Hinchliffe, Lisa Janicke. 2019. "Transformative Agreements: A Primer." *The Scholarly Kitchen*. Available at:
<https://scholarlykitchen.sspnet.org/2019/04/23/transformative-agreements/>
- Borgman, C. L. (2012), The conundrum of sharing research data. *Journal of the American Society for Information Science*.
<http://onlinelibrary.wiley.com/doi/10.1002/asi.22634/full>

Week Thirteen

4/13 – 4/19

Applications and Intersections with the Digital Library; Wrap Up and Review

- Readings
 - Cox, A. and Pinfield, S. 2014. "Research data management and libraries: current activities and future priorities." *Journal of Librarianship and Information Science*. 46:4. 299-316
 - Cohen, P. 2010. "Digital Keys for Unlocking the Humanities' Riches." *The New York Times*. Available at:
<http://www.nytimes.com/2010/11/17/arts/17digital.html>
 - Elliott, Rory. 2014. "Geographic information systems (GIS) and libraries: concepts, services and resources." *Library Hi Tech News*. 31:8. 8 - 11
 - AIIM. "What is Electronic Records Management (ERM)?" Available at:
<http://www.aiim.org/What-is-ERM-Electronic-Records-Management>

Week Fourteen and Fifteen

4/20-5/1

Wrap up and Major Themes

- Work week for projects and papers due 5/1 at 5 p.m. eastern.

Grading Policy

Visit each **Weekly Module** in D2L for details about each assignment listed below.

Assignment	Points
Participation in Forums	15
Quizzes	20
Crosswalk Activity	15
Pitch Activity	15
Final Paper/ Project Proposal	5
Final Paper/ Project	30
TOTAL POINTS	100

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments, or late work without a serious and compelling reason and instructor approval.

Viewing Grades in D2L

Points you receive for graded activities will be posted to the D2L Grades area. Click on the Grades link on the top navigation bar to view your points.

I will update the online grades each time a grading session has been complete—typically on the Thursday following the completion of an activity. A News item will be posted on the course homepage to let you know grades are completed and available for viewing and feedback.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

Course Policies

Participation/Attendance

Students are expected to participate in all online activities as listed in the course content. You should plan to participate by logging on a minimum of three times each week. The asynchronous (not in real-time) nature of most activities will permit you to take part at times most convenient to you.

This is a graduate-level course and you are expected to keep up with the readings and coursework on your own. See the lateness policy above for the impact of missing assignment due dates. Otherwise, participation will be measured by whether or not you complete the required postings in the discussion forum and the two quizzes. You will be required to participate in 5 discussion forums (out of 10 total) throughout the course, consisting of creating original and response posts. You will receive up to 3 points for each week you participate. You may participate in other weeks to earn additional points if you don't receive all three points. Participation points will not exceed 15 total points for the semester. The University's policy on class attendance is found at: [www.clarion.edu/956/#Class Attendance Policy](http://www.clarion.edu/956/#Class%20Attendance%20Policy).

In lieu of a final exam you will have the option of completing either a 5,000-word paper or completing a small project to create a digital library, alone or in a group. If you choose to do the project as a group, there will be higher expectations of the amount of work to complete. We will discuss the final paper/project in the coming weeks. Since there will be no final exam it is important that you complete all of the assignments during the course. They will be a major factor in your final grade.

Contact Information and Communication

The forums have a discussion board for all inquiries related to the course content and assignments called "Questions and Answers." Using these forums, rather than emailing, will result in a more timely response and other class members may benefit from the information. I will respond to your posting within a 24-hour period. I look forward to reading and answering your course questions.

Remember that you have access to the 24/7 D2L Helpdesk for technical questions.

If you have a private course issue you wish to discuss, send me an email through D2L. I will respond to your email within a 24-48 hour period. I do not check my university email as frequently as I check D2L, so a forum post will get my attention quicker.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible so that I can help you find a solution. You can schedule an appointment with me during my office hours by

sending an email to set up an appointment. I will do my best to accommodate requests for meetings outside of office hours as well. We can set up a meeting through a chat channel or use Google Hangout or a simple phone call if you'd prefer.

Complete Assignments

All assignments for this course will be submitted electronically through D2L unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider dropping or withdrawing from a course. Refer to the Clarion University Course Schedule for dates and deadlines for registration.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student can demonstrate that unforeseen circumstances prevented them from reasonably completing the coursework.

Inform Your Instructor of Any Accommodations Needed

If you are a student with a documented disability and require accommodations, you must be registered with the University's Office of Disability Support Services (DSS). Students must provide current documentation to DSS which identifies their disability and need for accommodation(s). Students must meet with DSS to discuss requested accommodations. Students must provide instructors with appropriate notification from DSS of the approved accommodation as early in the semester as possible. The [Office of Disability Support Services](#) can be reached by calling (814) 393-2095 and is located in 102 Ralston Hall.

A Safe and Productive Environment

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only

exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the Office of Social Equity/Title IX webpage <http://www.clarion.edu/aboutclarion/offices-and-administration/university-support-and-business/office-of-social-equity/policies-and-compliance/sexual-misconduct-definitions-and-faq.html> and <http://www.clarion.edu/titleix>.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. Clarion University's policies regarding academic honesty are strictly followed in this class.

Read more about Clarion University's [Academic Honesty Policy & Procedures](#)

Online Resources

Clarion University has many programs and resources available to assist you during your academic studies.

[Center for Computing Services](http://www.clarion.edu/about-clarion/computing-services/)

<http://www.clarion.edu/about-clarion/computing-services/>

The Center for Computing Services provides student support for user accounts, passwords, email and general technology support at the university.

[Desire2Learn \(D2L\) Help](http://www.clarion.edu/about-clarion/computing-services/learning-technology-center/d2l/)

<http://www.clarion.edu/about-clarion/computing-services/learning-technology-center/d2l/>

All Clarion University online courses are delivered via the Desire2L (D2L) learning management system. Technical assistance with D2L is available through 24x7 phone support as well as a [Student D2L Orientation](#) site. The Orientation site provides how-to instructions and FAQs for the various tools available within the D2L learning management system.

[Office of Disability Support Services](http://www.clarion.edu/academics/academic-support/disability-support/)

<http://www.clarion.edu/academics/academic-support/disability-support/>

The Office of Disability Support Services provides students with reasonable accommodations as documented through evaluations. Appropriate accommodations are individually based upon identified need.

[Online Writing Center](http://clarion.edu/academics/academic-support/writing-center/)

<http://clarion.edu/academics/academic-support/writing-center/>

The Clarion University Writing Center supports all students in their efforts to become better writers and provides assistance with writing assignments in all subject areas.

[Virtual Campus](http://www.clarion.edu/locations/clarion-online/)

<http://www.clarion.edu/locations/clarion-online/>

The Clarion University Virtual Campus provides various support resources for online students. Visit their website for additional resource links.

[Virtual Library](http://clarion.edu/libraries/)

<http://clarion.edu/libraries/>

The Clarion University Virtual Library Clarion University Libraries offer services designed to support research and information needs of off-campus students and faculty. Distance education support includes reference and information assistance, access to online resources, online tutorials, and interlibrary loan.