

IST 677: Creating, Managing and Preserving Digital Assets

Term: Spring 2006, January 17 (Tuesday) – May 7 (Sunday)¹
(Spring break: March 12 – 19)

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Syllabus Modified: January 3, 2006

A. Course Description: This course provides an examination of issues and trends involved in transferring analog and paper-based collections (including manuscripts, photographs, videos and films) into digital collections. Topics to be covered include:

- ú Project Management
- ú Interoperability
- ú Copyright and other legal issues (e.g., digital rights)
- ú Content Selection for Digitization
- ú Digitization Processes
- ú Essentials of Delivery Systems
- ú Digital Asset Management
- ú Overview of Metadata
- ú Digital Permanence

B. Course Learning Objectives: Upon completion of this course, students will:

- Understand all aspects of a digitization project
- Be conversant in the terminology used when discussing digitization
- Have theoretical and practical knowledge that would be of value to many organization that are considering digitization projects

¹ The spring 2006 academic calendar is available at http://registrar.syr.edu/acadcalendars/cal_springdeadlines.html

C. Course Calendar: The class will be delivered using WebCT. There is no residency. The tentative schedule is below. Please note that the week begins on Monday morning, except for Week #1.

Week	Focus	Reading Assignment
Week #1 (Jan. 17)	Introduction / why is digitization important	<p>“The Long Tail” by Chris Anderson (Wired, Oct. 2004) http://www.wired.com/wired/archive/12.10/tail.html?pg=1&topic=tail&topic_set= (~5 pages)</p> <p>“Riding the Long Tail: Libraries Confront the World of Infinite Content Supply and Demand” by John Blossom http://www.shore.com/commentary/newsanal/items/2005/20050627longtail.html (~2 pages)</p> <p>“Why Digitize?” by Abby Smith http://www.clir.org/pubs/reports/pub80-smith/pub80.html (~13 pages)</p>
Week #2	Project management	<p>Section 2 in the <i>Handbook for Digital Projects</i> entitled “Overview: Rationale for Digitization and Preservation.” (pp. 15 – 29)</p> <p>Section 3 in <i>Handbook for Digital Projects</i>, “Considerations for Project Management” (pp. 30 – 44)</p> <p>In the ProQuest database (through Bird Library): Pinto, Jeffrey K. “The power of project management.” <i>Industry Week</i>. Aug 18, 1997. Vol. 246, Iss. 15; pg. 138, 3 pgs</p>
Week #3	Project and material selection	<p><i>A Framework of Guidance for Building Good Digital Collections</i> http://www.niso.org/framework/Framework2.html (~25 pp.)</p> <p>Section 4 in <i>Handbook for Digital Projects</i>, “Selection of Materials for Scanning” (pp. 45 – 72)</p>
Week #4	Material selection	<p>“Selection for Digitizing: a Decision Making Matrix” http://preserve.harvard.edu/bibliographies/matrix.pdf</p> <p>In OCLC’s FirstSearch: Brancolini, Kristine R. “Selecting research collections for digitization: applying the Harvard model...” <i>Library Trends</i> v. 48 n.4 (Spring 2000) p. 783-98.</p>
Week #5	Copyright and digital rights	<p>Please read at least the first two items. If you have time (and ambition), then you may want to <i>skim</i> some of the other texts.</p> <p>Section 5 in <i>Handbook for Digital Projects</i>, “Overview of Legal Issues for Digitization” (pp. 74 – 92)</p> <p>“Copyright Term and the Public Domain in the United States” http://www.copyright.cornell.edu/training/copyrightterm.pdf (4 pages)</p>

		<p>“Library Digitization Projects and Copyright.” http://www.llrx.com/features/digitization.htm Notice that this is a multi-part article.</p> <p>“Digitizing Special Collections: Your Deed of Gift Form Said What?” http://www.hurstassociates.com/NYLA.ppt</p> <p>“A Guide to Deed of Gifts” http://www.archivists.org/catalog/deed_of_gift.asp</p> <p><i>Copyright and Intellectual Property Issues.</i> http://www.virtuallymissouri.org/guidelines/copyright_rev2.pdf</p> <p>"Ad*Access: Seeking Copyright Permissions for a Digital Age." http://www.dlib.org/dlib/february00/pritcher/02pritcher.html</p>
Week #6	The mechanics of digitization	<p>Section 6 in <i>Handbook for Digital Projects</i>, “Technical Primer” (pp. 93 – 111)</p> <p><i>Moving Theory Into Practice: Digital Imaging Tutorial</i> (section #6) http://www.library.cornell.edu/preservation/tutorial/contents.html</p>
Week #7	Digitizing audio and other materials	<p><i>Digital Audio Best Practices, version 2.0</i>, Colorado Digitization Program, Nov. 2005 (40 pp.), http://www.cdpheritage.org/digital/audio/documents/CDPDABP_1-2.pdf</p> <p>“Planning An Audio Preservation Transfer Project” http://www.safesoundarchive.com/PDF/AudioPreservProjectPlanning.pdf (6 pp.)</p>
Week #8	Digitizing audio and other materials (part 2)	<p><i>Digital Recording: Here to Stay.</i> (5 pp.) http://www.ttctranscriptions.com/Digitalvsanalog.html</p> <p><i>The Holy Grail of Digital Recording.</i> (7 pp.) http://www.ttctranscriptions.com/DigitalRecordingHolyGrail.html</p>
Mar. 12 - 19	Spring Break	
Week #9	Storage and access of digital materials	<p><i>Moving Theory to Practice: Conversion</i> http://www.library.cornell.edu/preservation/tutorial/conversion/conversion-01.html (be sure to look at http://www.library.cornell.edu/preservation/tutorial/conversion/table3-1.html)</p> <p><i>File Formats for Digital Masters</i> http://www.rlg.org/visguides/visguide5.html</p>
Week #10	Developing best practices	<p>Section 7 in <i>Handbook for Digital Projects</i>, “Developing Best Practices: Guidelines from Case Studies” (pp. 113 – 148)</p>

Week #11	Project outsourcing and vendor selection	<p>Section 8 in <i>Handbook for Digital Projects</i>, “Vendor Relations” (pp. 150 – 182)</p> <p>From OCLC FirstSearch (Bird Library): _____. “Choosing a vendor: tips from the Lason Corporation.” <i>Texas Library Journal</i> v. 75 no3 (Fall 1999) p. 107+. (Search using the title in LibraryLit)</p>
Week #12	Metadata	<p><i>Introduction to Metadata</i>, http://www.getty.edu/research/conducting_research/standards/intrometadata/</p> <ul style="list-style-type: none"> • Introduction (1 pp.) • Setting the Stage (10 pp.) • Metadata and the World Wide Web (17 pp.) • Crosswalks: The Path to Universal Access? (8 pp.) <p>Additional resources available at:</p> <ul style="list-style-type: none"> • http://www.loc.gov/ead/ • http://www.archivists.org/saagroups/ead/ • http://www.loc.gov/standards/standard.html
Week #13	Digital Asset Management; Interoperability; Digital/image permanence	<p>Section 9 in <i>Handbook for Digital Projects</i>, “Digital Longevity” (pp. 164 – 175)</p> <p>Teper, Thomas H. “Where next? Long-term considerations for digital initiatives.” <i>Kentucky Libraries</i> v. 65 no2 (Spring 2001) p. 12-18. (OCLC FirstSearch)</p> <p>Predicting the Life Expectancy of Modern Tape and Optical Media, (10 pp.) http://www.rlg.org/en/page.php?Page_ID=20744#article3</p>
Week #14	Cost issues and funding sources; The future of digitization	<p>Puglia, Steven. “The Costs of Digital Imaging Projects.” <i>RLG DigiNews</i>, October 15, 1999, v.3, n.5. http://www.rlg.org/preserv/diginews/diginews3-5.html#feature (~6 pp.)</p> <p>Lee, Stuart D. “Digitization: Is It Worth It?” <i>Computers In Libraries</i>, May 2001, v.21, n.5. http://www.infotoday.com/cilmag/may01/lee.htm (5 pp.)</p> <p>Michael A. Keller, Vicky Reich, and Andrew Herkovic, "What is a library anymore anyway?" <i>First Monday</i>. Volume 8, Number 5, 2003. http://www.firstmonday.org/issues/issue8_5/keller/index.html (12 pp.)</p>
Week #15	Wrap-up	<p>This week will be used for any catch-up that is needed as well as to wrap-up the semester. There are no assigned readings.</p>

Assignments and Grading: The assignments for this class are outlined below. Students are encouraged to ask questions via WebCT in order to clarify the assignments. Assignments that are handed in late² will automatically be given one letter grade lower. Thus an “A” would automatically become a “B” on that assignment.

Assignments	Weight (%)	Due
Blog postings	15	See assignment details
Interview assignment	20	February 18
Copyright Assignment	20	March 18
Proposal for the Development of a Digitization Plan	25	April 29
Class participation	<u>20</u>	Weekly throughout
Total	100%	

Note: When working on the assignments, you are encouraged to refer to the information presented here in the syllabus. The requirements as stated in the syllabus become the basis for assessing work on each assignment.

Assignment #1: Blog postings, due once every two weeks beginning Jan. 30.³

Blogs are one of several “new” communications methods that are being employed to make online communication more immediate and interactive. Business people⁴ as well as college students⁵ are using blogs as a way of communicating what they know and what they have learned. Libraries are using blogs to communicate with their users and their own staff members.⁶ Projects use blogs to communicate activity and to document progress.

In this class, you are being asked to do a blog posting once a week. In that posting, you’ll talk about a digitization project/program that you have investigated. The posting (and the work behind it) should be *limited to 30 - 45 minutes per posting*. In other words, this is not supposed to be something that you spend endless hours on. However, it is an assignment that will allow you to quickly look at many projects and read your classmates postings so you can learn about even more projects.

How should you find the projects? There are hundreds of projects, which can often be found through a search engine. There are also some lists of projects, such as <http://www.mtsu.edu/~kmiddlet/stateportals.html>. Can two students (or more) comment on the same project? Yes, with the hope that each student will focus on something different.

What should you write? I don’t want to limit you, so let me just say that as you learn about digitization, you’ll begin to look at projects differently (including how they are presented, the resources available, usability, etc.). So consider blogging about what strikes you about the site

² If an assignment is more than a week late, the grade may drop even further. It is in a student’s best interest to keep the instructor informed of any circumstances that will keep the student from handing in an assignment on time (e.g., illness).

³ Every two weeks is Jan. 30, Feb. 13, Feb. 27, Mar. 20, Apr. 3, Apr. 17, and May 1. Seven postings in total.

⁴ For example, <http://hurstassociates.blogpost.com> and <http://digitizationblog.interoperating.info/>.

⁵ See <http://viaproni.typepad.com/viaproni/>.

⁶ For example, see <http://fulton.blogspot.com/> and <http://meadvillelibrary.org/>.

from the viewpoint of someone who is learning about digitization (and who hopefully will soon be working on such projects).

You should also read your classmates postings, so you can learn from what they have seen and written. Through them, you may also find projects that interest you. Commenting is not mandatory, but always welcome.

A link to the blog will be placed on the WebCT homepage for this class. The blog is being hosted at Blogger with only members of this class being able to post to it. However, anyone – even those outside of this class – will be able to post comments.

Assignment #2: Interview Assignment, due February 18.

The purpose of this assignment is to give each student a context for thinking about digitization during the semester.

Through your network of contacts, find someone to interview either face-to-face, over the phone or online (least preferred of the three options, but acceptable) who is involved in conducting or planning a digitization project. The person's involvement should be recent (e.g., current or within the last 12 – 18 months). Please talk to the person about his/her experience in digitization. The resultant 2 - 3 page paper (single space, 12 point font, Times New Roman) should discuss:

- How did this person get involved in digitization?
 - What in his/her background – or job – led to working in digitization?
- What training has the person had in digitization related topics? Workshops? On-the-job? Reading?
 - What training (e.g., workshop) did the person find most valuable?
- What digitization project is the person now involved in?
 - What are the project's goals?
 - What types of materials are being digitized (or were digitized)?
- What lessons has the person learned from this project that he/she feels you should know?
- If the person could give you one piece of advice, what would it be?

Please include an introduction and conclusion.

Assignment #3: Copyright Assignment, due March 18.

Understanding copyright is very important to a digitization project. A project must abide by the rules or face possible litigation.

For this assignment, imagine that in front of you are three documents:

- **A personal letter** written by Kate Gleason dated December 23, 1932. Gleason had been president of the First National Bank of East Rochester, NY. The letter was written to a friend, who is also deceased.
- **A book** with the following citation:
 - Phillips, Chester Arthur. *Banking and the business cycle; a study of the great depression in the United States*. New York: The Macmillan Company, 1937.

- **A photograph** of Fannie Barrier Williams (1855-1944) that contains no date and no information on who took it or where.

(Please note that you do not need any additional information on these three items. You know all that you need to know.)

For each item, write approximately one-page that discusses whether or not the item can be digitized and why. Include pointers to rules or guidelines that you might follow or consult.

The resultant paper – including an introduction and conclusion – should be 3 - 5 pages in length, single-spaced, and in 12-point font (Times New Roman). Please use either the APA or MLA format for your citations.⁷

Assignment #4: A Position Paper on Digitization, due April 29.

When talking about digitization to an institution that could benefit from the efforts, you may find yourself having to sell the concept of digitization. Yes, it is a good idea, but why would it be good for them?

In this your final assignment, you will write a position paper that discusses digitizing materials either for a library, museum or archive. You are to argue a specific position – either that digitizing materials for that type of institution is either worthwhile (good) or a waste of time (bad). Your goal is to convince the key decision-makers of that type of institution of your viewpoint and solution.

The first thing you'll need to do is to decide what type of institution you are writing this position paper for as well as the institution's size. You might, for example, argue for digitizing if the institution is a large one, but against digitization if the institution is small (or vice versa).

In talking about a position paper, Michael Stelzner⁸ writes:

The...approach...is to focus on the needs of your readers. This can be effectively accomplished by leading with the problem your solution overcomes...By focusing on the pain points experienced by the reader and talking about the problems caused by those pains, you are establishing credibility with the reader....

If you work for (or are familiar with) a library, museum or archive,⁹ you might use that specific institution as a frame of reference for this paper, perhaps even addressing this memo/report to that institution and dealing with their specific needs.

This document will need to have an introduction and conclusion. You should clearly outline/discuss your points (either pro or con) in regards to digitization. It would be beneficial if you could use examples – real or mythical – to help the reader understand your point of view.

⁷ Citation style guides are available at <http://libwww.syr.edu/research/refshelf/style.htm>

⁸ From <http://www.stelzner.com/copy-HowTo-whitepapers.php>, accessed Nov. 30, 2005. If you look at this reference, you may think that I am asking you to write a white paper. I am not. That would be much more difficult.

⁹ If you work for a corporation, you could even use that type of institution as your frame of reference (your “client”).

As for format, this document should be in 12-point, New Times Roman font and single-spaced. The length of this memo (report) is up to you. My hope is that it might be 4 – 6 pages in length.

D. Attendance, Class Participation, Group Projects and Grades:

Attendance: Since this is an online class, you attend the class by participating in the online discussion.

Class Participation: In order to prepare for participating in this class, students must read the lecture, the assigned readings, and bulletin board postings by the instructor and classmates each week. Each week, every student is expected to contribute to the bulletin board discussion by responding to discussion questions posted by the instructor (for that week) or posting relevant information related to the topic being discussed that week. Students are expected to post at least once per week, but may find that it helps their learning by reading and posting more often than that. (Remember that the week begins on Monday and ends on Sunday.)

Students may find it preferable to sign onto WebCT several times a week in order to stay current with the conversations.

Group Projects: There are no group projects for this class.

Grading: On all assignments, grading will be based on the student's adherence to requirements stated and the way the information is presented (spelling, grammar, absence of typos, etc.). Lower grades are given when requirements are ignored or when papers contain errors (e.g., spelling or grammar). Students should pay particular attention to any comments that are written on the papers, since they will show where improvements can be made.

Grades are on a 0 – 90 scale, with a 90 being an "A", 87 is a "A-", 84 is a "B+", 80 is a "B", etc.

E. Texts and Readings:

Textbook: Sitts, Maxine K. (editor). *Handbook for Digital Projects: A Management Tool for Preservation and Access*. Andover, MA: Northeast Document Conservation Center, 2000. This book is online available online (only) at <http://www.nedcc.org/digital/dighome.htm>.

Additional Reading: Additional readings are noted in the weekly schedule. Other readings may be posted during the semester. Most of the additional readings are from web sites. Some will come from online databases that you should have access to through your university library (e.g., Bird Library).

F. Your Instructor: Jill Hurst-Wahl is president of Hurst Associates, Ltd. and a senior instructor in Syracuse University's School of Information Studies. She has over 15 years of diversified professional experience with significant accomplishments in business intelligence, information retrieval, and information technology. She has worked on digitization projects including the Women's Suffrage Digitization Project (www.WinningTheVote.org) [a demonstration project], the regional digitization plans for South Central Regional Library Council (http://lakenet.org/scrlc/ad_comm/acits/2002digplan.pdf) and Capital District Library Council, a preliminary assessment report for the Northern NY Library Network and several private (in-house)

projects. During 2005 – 2006, she is working with the Western NY Library Resources Council on a planning project for that region. Her knowledge in the area of digitization includes project planning, project management, vendor selection, material selection and material access.

As a trainer, Jill has designed and taught courses on specific information technologies, management principles, information reporting and presentation, and research methods. During 2002 - 2003, she delivered workshops on digitization planning for Rochester Regional Library Council, Central New York Library Resources Council, Northern New York Library Network and the South Central Regional Library Council. In 2003, she facilitated a five-session seminar series for Central New York Library Resources Council on digitization in both Syracuse and Rome.

Jill received her MLS from the University of Maryland. Additional information on her can be found online at <http://www.hurstassociates.com/Hurst-Wahl.htm>.

- G. Academic Integrity:** The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations.

The academic integrity statement can be found at:
<http://www.ist.syr.edu/courses/advising/integrity.asp>

- H. Computer Literacy Skills for Graduate Students in IST:** Graduate students are expected to meet the minimum and recommended information technology literacy skills required of students in all School of Information Studies master's programs.

Please refer to: <http://istweb.syr.edu/prospective/graduate/literacyreq.asp> for the "Computer Literacy Requirements" document.

- I. WebCT:** The School of Information Studies uses a Web-based teaching and learning environment called WebCT. Most IST campus courses use WebCT as a supplement to classroom activities and all distance learning courses are conducted in WebCT. Access to WebCT is available at the following URL: <http://istwebct.syr.edu> Your professor will let you know the date the course will be available on WebCT. Questions regarding WebCT itself should be directed to istwebct@syr.edu or Peggy Brown at (315) 443-9370.
- J. Student with Disabilities:** In compliance with section 504 of the Americans with Disabilities Act (ADA), Syracuse University is committed to ensure that “no otherwise qualified individual with a disability...shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you feel that you are a student who may need academic accommodations due to a disability, you should immediately register with the Office of Disability Services (ODS) at 804 University Avenue, Room 308 3rd Floor, (315) 443-4498 or (315) 443-1371 (TTD only). ODS is the Syracuse University office that authorizes special accommodations for students with disabilities.