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Course Title & Number: Creating, Managing and Preserving Digital Assets, IST 677

Term: Spring 2008, January 14 (Monday) – May 4 (Sunday)²
 (Spring break: March 9 - 16)

Syllabus Modified: December 26, 2007

A. Pre-and/or Co-requisites: None.

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

C. Required Texts, Readings and Supplies: It is assumed that each student will have regular access to the Internet in order to obtain the readings as well as for participating in the class.

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 available online (only) at <http://nedcc.org/oldnedccsite/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).

¹ I purposefully give you several different ways to contact me. Please use whichever suits you.

² The spring 2008 academic calendar is available at http://registrar.syr.edu/acadcalendars/cal_springdeadlines.html

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

- Understand all aspects of a digitization program
- 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 programs

E. 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 #2.

Week	Focus	Reading Assignment
Week #1	Introduction / why is digitization important	<p>“The Long Tail” by Chris Anderson³ (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>Serenson Colet, Linda. “Planning an Imaging Project.” <i>Guides to Quality in Visual Resource Imaging</i>, CLIR, 2000. http://www.rlg.org/visguides/visguide1.html (28 pp.)</p> <p>Optional:</p> <p>“What do you do with a million books” by Gregory Crane (<i>Diglib Magazine</i> March, 2006) http://www.dlib.org/dlib/march06/crane/03crane.html (~9 pp.)</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> <p>“Selection for Digitizing: a Decision Making Matrix”</p>

³ Mr. Anderson wrote a book about this that was published in 2006. His blog is at http://longtail.typepad.com/the_long_tail/

		<p>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 #4	Copyright and digital rights	<p>Please read at least the first six items.</p> <p>Blog post (copyright overview), http://hurstassociates.blogspot.com/2006/10/copyright-first-of-two-articles.html</p> <p>Blog post (copyright clearance), http://hurstassociates.blogspot.com/2006/10/copyright-second-of-two-articles.html</p> <p>Blog post (privacy & publicity), URL to be posted.</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>If you have time and ambition, you may want to skim:</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> <p>Condition of use statement (sample), http://ubdigit.buffalo.edu/about/policies/conditions.php</p> <p>There are additional resources of copyright (and on digitization) at http://www.copycense.com/2006/06/k_matthew_dames.html</p>

Week #5	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> <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 #6	Digitizing audio	<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> <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> <p><i>NINCH Guide to Good Practice.</i> Chapter 7. Audio / Video Capture & Management. http://www.nyu.edu/its/humanities/ninchguide/VII/ (17 pp.)</p> <p>Additional Resource (FYI):</p> <p>Sustainability of Digital Formats: Planning for Library of Congress Collections: Sound (Audio): http://www.digitalpreservation.gov/formats/content/sound.shtml</p>
Week #7	Digitizing video	<p>Judith Thomas. “Digital Video, the Final Frontier.” <i>Library Journal netConnect</i>, January 2004. http://www.libraryjournal.com/article/CA371213& (~2 pp.)</p> <p>Additional Resources (FYI):</p> <p>Howard Wachtlar & Michael G. Christel. Digital Video Archives: Managing through Metadata. <i>Building a National Strategy for Preservation: Issues in Digital Media Archiving.</i> http://www.clir.org/pubs/reports/pub106/video.html (17 pp.)</p> <p>Jerome McDonough. “Preservation Worthy Digital Video; or, How to Drive Your Library into Chapter 11.” Paper presented at the AIC Electronic Media Group 2004 Meeting in Portland, Oregon. (12 pp.) http://aic.stanford.edu/sg/emg/library/pdf/mcdonough/McDonough-</p>

		<p>EMG2004.pdf</p> <p>Conservation Online (COOL) : Video Preservation Page http://palimpsest.stanford.edu/bytopic/video/</p> <p>Sustainability of Digital Formats: Planning for Library of Congress Collections: Moving Images, http://www.digitalpreservation.gov/formats/content/video.shtml</p>
Week #8	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><i>Understanding Metadata</i>. National Information Standards Organization, 2004. http://www.niso.org/standards/resources/UnderstandingMetadata.pdf (20 pp.)</p> <p><i>Descriptive Metadata Guidelines for RLG Cultural Materials</i>. RLG Cultural Materials Alliance, January 2005. pp. 6-8. http://www.rlg.org/en/pdfs/RLG_desc_metadata.pdf (28 June 2006) (Note that this document is 67 pages but you only need to read three pages.)</p> <p>Additional Resources (FYI):</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 • http://www.loc.gov/standards/mets/ • Research Libraries Group. Automatic Exposure: Capturing Technical Metadata for Digital Still Images, www.rlg.org/en/page.php?Page_ID=20462&Printable=1&Article_ID=1676
Mar. 9 - 16	Spring Break	
Week #9	Developing best practices; Project outsourcing and vendor selection	<p>Section 7 in <i>Handbook for Digital Projects</i>, “Developing Best Practices: Guidelines from Case Studies” (pp. 113 – 148)</p> <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 #10	Storage and access of digital materials	<p>Three articles from RLG DigiNews, Dec. 15, 2006 (http://www.rlg.org/en/page.php?Page_ID=20999):</p> <ul style="list-style-type: none"> • Guest Editor's Note: Special Issue Introduction: Managing Digital Assets in US Museums • Feature Article 1: Why Digital Asset Management? A Case Study • Feature Article 2: Digital Image Asset Mget at the Nat'l Gallery of Art (US)

Week #11	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, 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> <p>"The Digital Black Hole" by Jonas Palm, http://www.tape-online.net/docs/Palm_Black_Hole.pdf (14 pp.)</p>
Week #12	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> <p>"Digital Preservation: An Overview" (web presentation with audio, 77 minutes) by Peter Van Garderen, http://archivemati.ca/wp-content/shockwave-flash/digital_preservation_overview.html. His reference list is at http://archivemati.ca/wp-content/DigitalPreservation-AnOverview-Oct2006-References.html (FYI only).</p> <p>Additional Resource (FYI):</p> <p>How To Choose CD/DVD Archival Media (blog post) by Ad Terras Per Aspera. http://adterrasperaspera.com/blog/2006/10/30/how-to-choose-cddvd-archival-media/</p>
Week #13	Digital preservation	<p>"Attributes of a Trusted Digital Repository: Meeting the Needs of Research Resources." http://www.rlg.org/longterm/attributes01.pdf (56 pp.)</p> <p>Brian Lavoie. "Meeting the Challenges of Digital Preservation: The OAIS Reference Model." http://www.oclc.org/research/publications/archive/2000/lavoie/ (7 pp.)</p> <p>Digital Preservation Coalition: Decision Tree for Selection of Digital Materials for Long-Term Retention http://www.dpconline.org/graphics/handbook/dec-tree.html (PDF version is 7 pages)</p> <p>About LOCKSS, http://www.lockss.org/lockss/About_LOCKSS (4 pp.)</p> <p>LOCKSS: How It Works, http://www.lockss.org/lockss/How_It_Works (5 pp.)</p> <p>Additional Resources (FYI):</p> <p>An Audit Checklist for the Certification of Trusted Digital Repositories (draft), http://www.rlg.org/en/pdfs/rlgnara-repositorieschecklist.pdf</p>

		OAIS Modeled Repositories: http://www.rlg.org/en/page.php?Page_ID=377
Week #14	Catch-Up	This week will be used for any catch-up that will be needed. There are no assigned readings.
Week #15	Wrap-up	This week we will wrap-up the semester.

Assignments and Grading: The assignments for this class are outlined below. Students are encouraged to ask questions via iLMS in order to clarify the assignments. Assignments that are handed in late⁴ will automatically be given one letter grade lower. Thus an “A” would automatically become a “B” on that assignment.

Assignments	Points	Due
Blog postings	18	See assignment details
Interview assignment	19.5	February 17
Copyright Assignment	20	March 23
Proposal for the Development of a Digitization Plan	20	April 27
Class participation	<u>22.5</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: Six blog postings, due beginning Jan. 28.

NOTE: Your first blog post is due on or after Jan. 28. Your last blog post is due before midnight on April 20. Any blog posts after that will not count for this assignment.

Blogs are one of several communication methods that are being employed to make online communication more immediate and interactive. Business people⁵ as well as college students⁶ 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.⁷ Projects use blogs to communicate activity and to document progress.

In this class, you are being asked to do six (6) blog postings. In each posting, you will 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

⁴ 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).

⁵ For example, <http://www.Digitization101.com> and <http://digitizationblog.interoperating.info/>.

⁶ See <http://filipinolibrarian.blogspot.com/> or <http://edwards.orcas.net/blog/>

⁷ For example, see <http://fulton.blogspot.com/> and <http://pittsfieldlibrary.vox.com>

something on which you spend endless hours. However, it is an assignment that will allow you to quickly look at many digitization projects. In addition, you should read your classmates postings so you can learn about even more projects.

Please note that there is not a specific schedule for submitting these blog posts. Although you might be tempted to do all of them at the beginning of the semester (or all at the end of the semester), I will encourage you *to set a schedule for yourself* that allows you do them throughout the semester, thus allowing what you are learning to impact some of the blog postings. It is your job to keep track of how many you have done and to keep yourself on schedule.

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>.⁸ 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? You must include the following in each blog post:

- Project name and URL
- Organization name
- Description of what was digitized
- Audience for the project (stated or assumed)
- Type of project background information available on the site

After that, consider blogging about what strikes (or intrigues) you about the project from the viewpoint of someone who is learning about digitization (and who hopefully will soon be working on such projects). For example, you might think about:

- How are the digital assets presented?
- What additional information is presented? Enough? Too much? Worthwhile?
- What metadata is present?
- Is it easy to use?
- ???

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

A link to the blog (<http://ist677.blogspot.com/>) will be placed on the iLMS homepage for this class. Once the semester begins, you will receive an invitation to join the blog so you can post to it. 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.

⁸ You might also find inspiration in similar blog posts done by IST 677 students during previous classes (<http://ist677.blogspot.com/>) and those done by students at Univ. of Texas at Austin (<http://survey-of-digitization.blogspot.com/>). If you decide to blog on a project that has already been covered, please ensure that you bring your own thoughts and ideas to what you write.

The username – that you use for your blog posts – does not have to be your real name, if you are concerned about privacy. If you decide to use a name that is not obviously “you,” please inform the instructor so you will receive proper credit for your blog posts.

All blog posts will be read and checked for adherence to requirement. Each student will receive 3 points for each blog post (18 total).

Assignment #2: Interview Assignment, due Sunday, February 17.

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 program. The person’s involvement should be recent (e.g., current or within the last 12 – 18 months). The person should have some “in the trench” or operations-level experience. Please talk to the person about his/her background and experience in digitization. The resultant 2 - 3 page paper (single space, 12 point font, Times New Roman) should discuss:

- What is the person’s position and responsibilities?
- 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/program is the person now involved in? (Please include the URL for the project, if available.)
 - What are (or were) the project’s goals?
 - What types of materials are being digitized (or were digitized)?
 - Who is the audience for the project?
 - How is it being funded?
- What has the person found to be most challenging about his/her work?
- What lessons has the person learned from this project/program that he/she feels you should know?
- If the person could give you one piece of advice, what would it be?
- Any additional information that you want to share.

Please include an introduction and conclusion.

How can you locate a person to interview? Check with the public or academic libraries, library consortia, museums and historical societies in your region. If the person you contact has not done any digitization, can that person provide a referral to someone who has? For those of you in

Syracuse, please think creatively about who to interview so that you all do not descend on the same person. When arranging the interview, please ask if the person is being interviewed by someone else for this class. Although it is acceptable for a person to be interviewed more than once, you may find it more rewarding to interview someone who not assuming – perhaps incorrectly – what *you* want to know.

Can you do group interviews? No.

Papers will be evaluated based on 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). Papers that adhere to the standards will receive the maximum number of points allowed.

Assignment #3: Copyright Assignment, due March 23.

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

For this assignment, imagine that your public library has been given these three documents:⁹

- **A personal letter** written by Kate Gleason dated December 23, 1932. During her lifetime, Gleason had been president of the First National Bank of East Rochester, NY. The letter was written to a friend, who is also deceased, and contains her impressions of several suffragists including Susan B. Anthony. The letter is believed to be unpublished.
- **A postcard** from the 1940 U.S. Presidential elections. The postcard contains a publicity picture of the Republican candidate, Wendell Willkie. The slogan “Force Franklin Out at Third” is printed at the bottom of the picture. The postcard was produced by Hurstborough Press and the picture was taken by Harold Hurstborough. The postcard contains a note from Philip noting that dad’s chances look better than anticipated at winning the election. The postcard was delivered to Tom in Rushville, IN but most of the address is smeared.
- **A book** that is described as:
 - Wright Jr., B. F., et al. *Essays in history and political theory in honor of Charles Howard McIlwain*. Cambridge, MA: Harvard university press, 1936.

For each item, write approximately one-page that discusses whether or not the item can be digitized and why, based on your interpretation of Copyright Law. You may also want to consider the rights of privacy and publicity, in general. Include pointers to rules or guidelines that you might follow or consult. Please note that your decision cannot be to do more research. You must decide “yes” or “no” based on the information that you have, and provide your reasoning. You will be graded on your methodology and the decision.

If you are located outside of the United States, you may base this paper on the copyright laws in your country. Please inform your instructor in advance if you decide to take this option and provide links to your country’s copyright law in your paper.

⁹ Students are generally told that they do not need any additional information about these items. For example, you don’t need to know what they look like, if they are fragile, etc. In fact, two of the items do not actually exist. You may, however, need to do some investigation to help you understand how to apply Copyright Law to each item.

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.¹⁰

Papers will be evaluated based on the methodology used and decision reached for each item, as well as resources used.¹¹ In addition, papers will be evaluated on 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). Papers that adhere to the standards will receive the maximum number of points allowed.

Assignment #4: A Position Paper on Digitization, due April 27.

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 (and two of your classmates) will write a position paper that discusses either the pros or cons of beginning a digitization program for an academic institution. Would the digitization program be worthwhile (good) or a waste of time (bad)? (You must only take one position, not both.) Your goal is to convince the key decision-makers of your viewpoint and solution.

The academic institution (college) is privately funded. Its library is described as having 400,000 volumes; 2,000 current periodicals; 1,400,000 microform items; 6,000 films and videocassettes, and a growing collection of music compact discs. The library has a professional staff of 12 people, including one person who maintains the archives as part of his job. Besides the professional staff, there are three dozen student workers who are given jobs in the library as part of their financial aid package. The skill levels of the students vary greatly. Some understand the idea of digitization, but there are no classes on campus that teach it.

The library is currently doing no en masse digitization. It does digitize materials for electronic reserves and interlibrary loan. Because of those efforts, it owns a modest flatbed scanner.

The library owns some unique materials that have been acquired through many sources, including first edition books by famous authors. One American author, whose work is included in the collection, lived between 1838 – 1910 and had heirs who inherited the copyright on his materials. It is unclear if any of the materials collected from these famous authors are held by other institutions. Also because the college was founded in 1856, it has materials that document its history going back to that time. Those materials include letters, books, photos, scrapbooks and ephemera.

What is a position paper? In talking about a position paper, Michael Stelzner¹² writes:

¹⁰ Citation style guides are available at <http://library.syr.edu/cite/index.html>

¹¹ One of the resources used should be “Copyright Term and the Public Domain in the United States” <http://www.copyright.cornell.edu/training/copyrightterm.pdf>

¹² 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.

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....

Think of it as being “on the debate team” and having to defend a specific position.

This document will need to have an introduction and conclusion. You should clearly outline/discuss your points (either pro or con, not both) 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.

As for format, this document should be in 12-point, New Times Roman font and single-spaced, be 3 – 6 pages in length.

Before mid-term break, the instructor will create 3 – 4 person teams for this assignment. Students are encouraged to use iLMS as well as other Internet-based collaboration tools in order to interact and complete the assignment. While one student from each team should be charged with submitting the assignment, all team members will be asked to provide information on the effectiveness of the team and its interactions.

Papers will be evaluated on based the logic used and the argument presented (is the paper convincing?). In addition, papers will be evaluated on 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). Papers that adhere to the standards will receive the maximum number of points allowed. Unless feedback from team members suggests otherwise (e.g., one student did not contribute to the paper), the team grade will become the individual grade for each team member.

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

Attendance: Since this is an online class, you attend the class by participating in the online discussion. If you do not participate in the discussion during the week, then you have not been present in class.

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 iLMS several times a week in order to stay current with the conversations.

Group Projects: There is one group project for this class (Assignment #4). After the assignment has been turned in, students will be asked to comment on their group's interaction as well as member participation.

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.

G. Your Instructor: Jill Hurst-Wahl, MLS, is president of Hurst Associates, Ltd. and a senior instructor in Syracuse University's School of Information Studies. Jill has over 20 years of diversified professional experience with significant accomplishments in information retrieval and information technology. She has worked on digitization planning projects with several library consortia. As an outgrowth of her work in digitization, Jill writes daily on the topic in her blog, [Digitization 101](#), which strives to keep people up-to-date on changes in the digitization landscape. She has given workshops on digitization planning in New York State, Florida, and in the Washington, D.C. area.

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

H. 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://supolicies.syr.edu/ethics/acad_integrity.htm

I. iSchool's Learning Management System (LMS): The iSchool's learning management course tool is Blackboard Learning System CE (used to be called WebCT6). This learning management course tool (LMS) is used to facilitate distance learning and enhance main campus courses at the iSchool. It is a flexible, integrated environment where students can integrate course experiences into the real world communities of work and play. The environment is composed of a number of elements that will help you be successful in both your current coursework and your lifelong learning opportunities.

Note: The iSchool uses its own version of Blackboard. We are not affiliated with the SU campus-wide Blackboard Enterprise System.

Here is the direct URL to bookmark your access to the iSchool's learning management system (LMS): <http://ischool.syr.edu/learn/> Questions regarding the LMS should be directed to ilms@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.

K. Ownership of Student Work: In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.

K. Netiquette and Online Participation: [based on text from Scott Nicholson, Ph.D.] When discussing content on iLMS (or any electronic forum), students should strive to use proper netiquette. You are expected to be “visible” in the electronic environment. This means participation in online topics and questioning. Students are expected to participate in the discussion each week. I expect you to log on at least once a week until class begins, but visiting iLMS more often will prevent you from feeling overloaded.

Here are a few ground rules about posting in the public iLMS forums:

1. The tone of your messages should be similar to the tone you would use in a classroom discussion, and should be placed in the appropriate Bulletin Board section. “Assignment Questions” should be used whenever possible so that all students may benefit from the answer.
2. If you present an opinion, also try to present some support from the readings or from other sources you have discovered or a logical argument from commonly accepted beliefs. Part of the graduate education experience is help you learn how to present information with support and not just say “Well, I think that...”. This also applies to agreeing with someone; the statement “I agree” should be presented with some other fact or information new to the discussion.
3. Remember that there is someone behind every Bulletin Board message, and there is a reason that the author wrote what they did. Before taking offense, getting upset, or lashing out, think about why that individual made that message. Treat each other with respect.
4. Review the standard rules of Net Etiquette (a.k.a. netiquette) at <http://www.albion.com/netiquette/corerules.html>
5. When discussing a point from a previous Bulletin Board message, use the Quote feature in iLMS to include the appropriate points from the previous message into yours. This will help to provide context for your message.