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

**Term:** Fall 2009

**Syllabus Modified:** August 28, 2009, 11:50 a.m.

**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 Intellectual property concerns	ú Overview of Metadata
ú Content Selection for Digitization	ú Digital Permanence
ú Digitization Processes	ú Digital Curation

**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.

***Textbooks:***

Hughes, Lorna. *Digitizing Collections: Strategic Issues for the Information Manager*. New York: Neal Schuman, 2004. ISBN: 9781856044660, Cost \$85.00. Available through the SU Bookstore, Neal-Schuman.com and Amazon.com. Please check the ISBN to ensure that you order the correct book.

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://www.nedcc.org/resources/digitalhandbook/dman.pdf>.

***Additional Reading:*** Additional readings will 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).

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<sup>1</sup> I purposefully give you several different ways to contact me. Please use whichever suits you. Please note that the discussion of grades should occur in the LMS (using its email feature) or by telephone.

**D. Learning Outcomes:** At the end of the semester, students should be able to:

- ú Understand all aspects of a digitization program
- ú Be conversant in the terminology used when discussing digitization
- ú Have theoretical and practical knowledge that would be of value to many organization that are considering digitization programs
- ú Gain a basic understanding of copyright law.

**E. Course Calendar, Assignments & Grading:**

**Course Calendar:** Please note that this class begins on Monday, August 31. Our weeks will begin on Mondays, unless that day is a holiday for Syracuse University. The last day of classes is December 14.

**Readings:** We will be reading all of the two textbooks. The schedule as well as additional readings for this class will be posted in the LMS.

**Assignments:** The assignments for this class are outlined below. Students are encouraged to ask questions via LMS in order to clarify the assignments.

All assignments (except for the blog posts) are to be submitted via the LMS Assignment Dropbox. Do not email assignments unless specifically directed. When submitting assignments in the LMS, submit them in MS Word (.doc) or RTF format. Do not use the docx format. File names must be comprised of your last name and the assignment number, e.g., hurst-wahl2.doc.

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.

Within this syllabus is a statement on Academic Integrity. What is academic integrity? To this instructor it means that:

- You have completed your own research for the assignments.
- Your written work is comprised of your own thinking and words.
- You have not plagiarized or used inappropriately the work of someone else.
- If you have obtained information from another source that you have cited that source in a footnote or endnote within your document.
- You have not collaborated on a project with another student (unless collaboration is part of the assignment).

<b>Assignments</b>	<b>Points</b>	<b>Due</b>
Blog postings	18	See assignment details
Interview assignment	20	October 3
Copyright Assignment	20	November 14
Annotated Bibliography	20	December 6
Class participation	<u>22</u>	Weekly throughout
<b>Total</b>	<b>100</b>	

**Assignment #1: Six blog postings, due beginning Sept. 14.** First blog post is due before Sept. 26 and the remaining five (5) are due before Nov. 22.

Blogs are one of several communication methods that are being employed to make online communication more immediate and interactive. Business people<sup>2</sup> as well as college students<sup>3</sup> 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.<sup>4</sup> 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 40 - 45 minutes per posting*. In other words, this is not supposed to be 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.

After your first blog post, 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> and <http://www.loc.gov/rr/program/bib/statememory/>.<sup>5</sup> 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:

- ú Project name and URL
- ú Organization name
- ú Description of what was digitized
- ú Audience for the project (stated or assumed)
- ú 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:

- ú How are the digital assets presented?

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<sup>2</sup> For example, <http://www.Digitization101.com> and <http://digitizationblog.interoperating.info/>

<sup>3</sup> See <http://filipinibrarian.blogspot.com/> or <http://edwards.orcas.net/blog/>

<sup>4</sup> For example, see <http://mulford.utoledo.edu/mblog/> and <http://pittsfieldlibrary.weebly.com/>

<sup>5</sup> 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.

- ú What additional information is presented? Enough? Too much? Worthwhile?
- ú What metadata is present?
- ú Is it easy to use?
- ú ???

Outside of the time that you spend writing your blog posts, 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-F2009.blogspot.com/>) will be placed on the LMS 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.

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. Please note that this username will display in the “dashboard” for the blog, which is not open to the public. The public view of the blog will not display your name.

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

**IMPORTANT** – Your first blog post is due by midnight (Eastern Time) on September 26. It is important that you get your first blog post out of the way early in the semester so that you understand how to use Blogger.

The remaining five (5) blog posts are due before midnight (Eastern Time) on November 22. Any blog posts after that will not count for this assignment.

### **Assignment #2: Interview Assignment, due Saturday, Oct. 3.**

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 3 – 4 page must:

- ú Include:
  - An introduction and conclusion
  - The person’s name, job title
  - Organization’s name and location (city, state)
- ú Discuss:
  - What are the person’s responsibilities?
  - 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 part of the digitization process has given the person (or organization) the most problems?
- What aspect of the digitization process has been the most time consuming? Why?
- What aspect has required the most resources (money, time or staff)? Why?
- What three specific ways (e.g., conferences, blogs, journals) does this person use to stay up-to-date on digitization? (Have the person name specific conferences or journals.)
- Any additional information that you want to share.

***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.<sup>6</sup> 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 interview someone at the same time as a fellow classmate?*** No.

***Can you interview more than one person in an organization?*** Yes.

Please note that the paper cannot be a transcript of the conversation.

### **Assignment #3: Copyright Assignment, due November 14.**

During this assignment, the class will be producing information to help James Krueger with his Masters Thesis Project and the creation of an Electronic Film Reserve. Krueger will be a guest lecturer for the class in October in order to present background for this assignment. This assignment – focused on copyright – will expose the students to the issues faced by digital archives and digitization programs.

Assignment #3a: Films are complex objects that contain words from a script, music, and much more. Even unscripted documentaries will have copyright concerns. Digitizing and creating a digital library of films means understanding the copyright considerations involved which will need to be negotiated.

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<sup>6</sup> Peter Verheyen has been interviewed many times for this assignment. Out of respect for his time, please don't automatically turn to him for this assignment. Take time to think creatively and see if you can find someone else to interview.

For this assignment, investigate which rights would need to be cleared or negotiated on films that are going to be deposited in the Electronic Film Reserve and licensed to academic institutions. Write a paper that discusses the rights, why they are a concern, and what process would be used to clear them. In addition, develop a form that could be used when films are ingested into the archive that would allow for specific rights to be noted and assigned.

Assignment #3b: Now that the films are in the archive, those that use the films must understand what rights they have to the materials. To assist them, develop a “terms of use” statement that could be included on the web site and sent to users.

#### **Assignment #4: Resource List on Digitization, due December 6.**

This class has provided many resources for you to use, but will be most important for you as an information professional are those resources that matter most to you. For this assignment, you will need to envision what you will be doing after this class is over (or perhaps after you have finished all of your coursework) and the resources that you will need to have on hand. The result of this thinking – and research – should be an annotated bibliography that contains 25 (or more) existing resources to which you will need to have access. (Information on writing an annotated bibliography can be found at <http://owl.english.purdue.edu/owl/resource/614/01/>). This annotated bibliography should include books, web sites, articles, and blogs if appropriate. In your annotation either assess or reflect on the resource. In other words, why is the resource useful or how does it fit into what you want to do? The annotated bibliography should have a short introduction that provides context for it.

The text for the annotated bibliography should be your own words (original work). If you include quotes from other reviews or from the sources themselves, you must include a citation (e.g., footnote).

Besides submitting this annotated bibliography through the LMS Assignment Dropbox (by December 6). After December 6, please post your complete annotated bibliography to the Discussion area created specifically for sharing this assignment. This will allow your classmates to benefit from your research and for you to benefit from theirs.

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

***Attendance & Class Participation:*** 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 (e.g., during Week #1 in the discussion for Week #1 and in Week #2 in the discussion for Week #2), then you have not been present in class.

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 (e.g., during Week #1 in the discussion for Week #1 and in Week #2 in the discussion for Week #2). 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 LMS several times a week in order to stay current with the conversations.

**Group Projects:** There are no group projects.

**Grading:** Points are given for each completed assignment and are based on adherence to requirements and the quality of work. All assignments (except for the blog posts) should be single-spaced and use Times New Roman, 12-point font. Assignments should be prepared in a professional manner with correct grammar, spelling, citations, 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. Students should pay particular attention to any comments that are written on the papers, since they will show where improvements can be made.

If you are having problems completing an assignment, please discuss your situation with the instructor before the assignment is due for guidance and advice. Any extenuating circumstances should be discussed with the instructor when they arise. Assignments that are handed in more than 24 hours will automatically be given one letter grade lower. Thus an “A” would automatically become a “B” on that assignment. Once the paper is 48 hours late, the grade will decrease one-full letter grade again. If the paper is more than 72 hours late, the grade is an “F”.

Each assignment is worth a specific number of maximum points (see assignment details). Points earned from the assignments will be tallied for your final grade. The scale for final grades is as follows:

A	96 - 100
A-	91 - 95
B+	86 - 90
B	81 - 85
B-	76 - 80
C+	71 - 75
C	66 - 70

- G. The Writing Center:** Experienced consultants at the Writing Center (101 Huntington Beard Crouse Hall, on the Quad) are available to work one-on-one with you at any stage of your writing process and with any kind of writing you're creating. Whether you need help understanding an assignment, brainstorming ideas, revising subsequent drafts, or developing editing strategies, face-to-face and online chat appointments are available for 25- or 50-minute sessions throughout the semester. Appointments can be reserved up to seven days in advance via their online scheduling program, WOnline. In addition, drop-in appointments are welcome Monday through Thursday from 10:00 a.m. to 2:00 p.m. and brief concerns, questions, or drafts (max of 5 pages) can be emailed to consultants via their eWC service. For more information on hours, location and services, please visit <http://wc.syr.edu>. This is a free resource to all students and highly recommended for every assignment you work on in this class.
- H. Your Instructor:** Jill Hurst-Wahl, MLS, is a Professor of Practice at Syracuse University. Hurst-Wahl 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, Hurst-Wahl writes 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.

- I. **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](http://supolicies.syr.edu/ethics/acad_integrity.htm).
- J. **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](mailto:ilms@syr.edu) or Peggy Brown at 315-443-9370.
- K. **Disabilities:** If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.
- You are welcome to contact me privately to discuss your academic needs, although I cannot arrange for disability-related accommodations.
- L. **Ownership of Student Work:** This course may use course participation and documents created by students for educational purposes. 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.
- M. **Future Use of Student Work:** Because of the advantage of viewing and critiquing examples of work created for this class, some students' work will be shown to future classes. Any work shown to a future class will be rendered anonymous.