

INSC 562: DIGITAL CURATION

SPRING 2017 (ZOOM)

School of Information Sciences (SIS)

College of Communication and Information (CCI)

University of Tennessee

Mondays via Zoom, 6:30pm-9:10pm Eastern

ZOOM Meeting ID # (if applicable): 405-315-8783

UTK Syllabus, Provost's Office: <http://tenntlc.utk.edu/the-syllabus/>

COURSE OVERVIEW

Instructor: Dr. Carolyn Hank

Office Location: 420B Communications Bldg

Office Hours: By appt. (via Zoom or Phone)

Email: chank@utk.edu

Phone: 865-974-4049

Text: 865-242-7170

SIS Location/Contact info

420B Communications Bldg.

1345 Circle Park Drive

Knoxville, TN 37996-0341

SIS Office: 865.974.2148

Fax (SIS): 865.974.4667

Course Timeline: Class meets via Zoom Mondays from 6:30 pm until 9:10 pm. The first day of regularly scheduled class is January 23, 2017; our last day is April 24, 2017. You are welcome to log on to Zoom **up to 20 minutes before class (6:10 pm)**, but be aware class will not start until 6:30pm. Further, the instructor may not be available until class starts. Be aware that all times in this syllabus are for the Eastern Time Zone.

Course Description: This course concerns the life cycle, value-added management and maintenance of scholarly and scientific digital content. Digital curation requires a diverse set of skills to select, execute and administer a range of approaches and procedures across the lifecycle of digital objects, from conceptualization, creation, appraisal and selection, and ingest through preservation, storage, access, use and re-use. Lifecycle management of digital content transcends boundaries and occurs across a broad array of professional, disciplinary and organizational contexts. This course introduces principles and practices to inform digital curation planning and implementation for application in a variety of organizational settings, including archives, libraries, museums, data centers, and other cultural heritage and information agencies.

Course Objectives: At the end of this course, students will be able to:

- Define and apply essential terminology related to digital curation;
- Identify and describe stages in the life cycle of digital information, from conceptualization and pre-creation through disposition;
- Demonstrate familiarity with key digital preservation and digital curation projects worldwide;
- Identify standards important to digital curation practice;
- Identify good or smart digital curation practice guidelines, and the organizations that are creating them;

- Discuss the development of digital repositories, including institutional repositories and data archives;
- Discuss key aspects of a “trustworthy” or trusted digital repository;
- Discuss the OAIS Reference Model and how it fits into the trusted digital repository movement;
- Identify common tools and standards for risk assessment and audit and certification;
- Explain different technical approaches to digital preservation;
- Identify appropriate metadata for access, management, and preservation purposes;
- Discuss essential aspects of a digital curation policy framework; and
- Understand and identify essential elements of an effective data management plan.

Course Design (Readings, Activities and Expectations): The course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All required readings are listed in the **Course Outline** section of this syllabus (beginning on page 10). Optional readings are also provided. While not required, you may find it helpful to consult these optional readings when completing select assignments.

Required Textbooks

There is a required textbook for this course, available for purchase in the bookstore and various online retailers. Throughout the **Course Outline**, reference to required readings from this text are abbreviated as Ross (2010), along with the corresponding book chapter and page numbers.

Harvey, R. (2010). *Digital curation: A how-to-do-it manual*. New York: Neal-Schuman.

*BE AWARE: A second edition was published in May 2016 (authored by Oliver, J., & Harvey, R.). We will be using the **first edition**, however, for this class. If you purchase a second edition by accident, there is no need to return it. Chapter titles between the editions are consistent, though there is variation in page numbers. Contact the instructor if you have any questions or concerns.*

Optional Texts and Other Resources

There are other optional resources to further your understanding of digital curation, including the text listed below and sources listed to the **Digital Curation Awareness Supplement** (available on the Blackboard class website). These resources are truly optional. You are not required to acquire or read these. They are simply provided as additional resources for you to consider during this course or post-course.

Harvey, R. (2012). *Preserving digital materials* (2nd ed.). Berlin: De Gruyter Saur.

Weekly Readings

All readings listed in the **Course Outline** section of this syllabus are available through a number of channels, including: (1) the open Web and (2) the University of Tennessee Libraries, unless otherwise noted in the **Course Outline**. If you have any challenges accessing these readings, please let the professor know as soon as possible. It is assumed, however, **before contacting the professor**, that: (1) you have already contacted a library staff member if it is an issue with accessing a resource listed to the library catalog or contained within a library-licensed database; (2) you have looked at the respective Session Folder on the class Blackboard site to see if any links are provided there; or (3) if a web-based resource, you have searched by the resource title and author (especially as URLs are subject to change).

Be sure to orient yourself to using library resources at the University. Consult the Library Resources for Graduate Students webpage: <http://www.lib.utk.edu/info/grad/>

Also, please note that resources shared or shown in class, including lecture slides and handouts, are made available on the class Blackboard site **before** the start of class. Materials are organized by class session (e.g., Session 1: January 23, 2017). Because of the diversity of preferences for making use of information, materials are made available in multiple formats. For example, lecture slides are presented as a PowerPoint file, showing 1 slide per page, as well as a PDF file (3 slides per page). Content across these files is the same; it is just presented in multiple formats to satisfy students' individual preferences.

Assignments and Evaluation

To accommodate varied individual interests and student-driven learning goals, a variety of assignments are provided on which your final grade will be based, allowing flexibility in choosing amongst assignments (an “ala carte” approach). One series of assignments is mandatory (**see Table 1 below**). These assignments account for 45% of your final grade. **Table 2** lists the other assignments from which to choose, accounting for the remaining 55%. When deciding which assignments to choose from Table 2, be sure to consider this percentage. No extra credit points are awarded for completing assignments from Table 2 that account **for more** than 55% of your final grade. *If you have any questions about selecting assignments from Table 2, or if your selections exceed 55 pts., please contact the instructor as soon as possible; I may be able to offer modified point values for select assignments.*

You may choose to **complete any assignments from Table 1 or 2 as an individual, a pair or a small group** (between 3 and 5 persons). **Be aware:** For group work, the same grade will be assigned to all group members UNLESS special circumstances demand otherwise. You are **responsible** for communicating with the instructor if concerns arise impacting the completion of your group work.

Descriptions, instructions and rubrics for all Table 1 and 2 assignments are provided in the **Assignments** section of Blackboard. **Review this documentation ASAP** at the start of the semester. You are responsible for selecting and completing assignments. The instructor will not “police” your progress, except for general reminders made to the class as a whole (during class or via email) about upcoming due dates. You **may** provide the instructor with a listing of the assignments you anticipate completing for this course, as well, if applicable, who you will be completing these assignments with if a pair or small group. An Excel spreadsheet has been created in on Blackboard (see link under ‘Assignments’) for you to share this information. This does not obligate you to complete those particular assignments (you are welcome to change your mind as the semester progresses and due date, etc. allow), but **it will be very beneficial** for you to make such determinations early on in the course so you do not miss point opportunities later on. **AGAIN: Be sure to review assignment documentation on Blackboard Learn for more detailed information.**

Table 1: Mandatory Assignments (45% of final grade)

Digital Curation Journal	Due Date (mm/dd/yyyy)	Percent of Grade	Maximum Points Possible
Digital Curation in Practice: Scenario 1 or 2	02/13/2017	15%	15 pts
Digital Curation in Practice: Scenario 3 or 4	02/27/2017	15%	15 pts
Digital Curation in Practice: Scenario 5 or 6	04/03/2017	15%	15 pts
TOTAL		45%	45 pts

Table 2: Other (Ala Carte) Assignments (55% of final grade)

Assignment	Due Date (mm/dd/yyyy)	Percent of Grade	Maximum Points Possible
Digital Image Capture	02/20/2017	15%	15 pts
Data Curation Profile	03/06/2017	25%	25 pts
Data Management Plan	03/06/2017	20%	20 pts
Digital Repository Ingest Survey	03/27/2017	20%	20 pts
Position Paper	04/10/2017	20%	20 pts
Tool Assessment and Demonstration ¹	04/17 or 04/24	25%	25 pts
Digital Curation in a Nutshell ¹	04/17 or 04/24	25%	25 pts
Funder Identification ¹	04/17 or 04/24	15%	15 pts
Annotated Bibliography	05/01/2017	35%	35 pts
Literature Review	05/01/2017	40%	40 pts
Webinar	Flexible [must be completed by 05/05]	10%	10 pts
Crowd Source Transcription	Flexible [must be completed by 05/05]	10%	10 pts
Digital Curation in the News	Varies [must be completed by 04/10]	5% to 10%	5 to 10 pts
Chat Recap	Varies [must be completed by 04/10]	5%	5 pts
Flipboard Magazine	Begin by 02/06/17	5%	5 pts
SELECT APPROPRIATE MIX OF ASSIGNMENTS TO TOTAL ...		55%	55pts

¹ These assignments include a mandatory class presentation component

The grade scale to be used in calculating your final letter grade for the course is as follows (next page):

A	93-100 pts	Superior performance (4 quality points per semester hour)
A-	90-92.75 pts	Intermediate grade performance (3.7 quality points per semester hour)
B+	88-89.75 pts	Better than satisfactory performance (3.5 quality points per semester hour)
B	83-87.75 pts	Satisfactory performance (3 quality points per semester hour)
B-	80-82.75 pts	Intermediate grade performance (2.7 quality points per semester hour)
C+	78-79.75 pts	Less than satisfactory performance (2.5 quality points per semester hour)
C	70-77.75 pts	Performance well below the standard expected of graduate students (2 quality points per semester hour)
D	60-69.75 pts	Clearly unsatisfactory performance and cannot be used to satisfy degree requirements (1 quality points per semester hour)
F	0-59 pts	Extremely unsatisfactory performance and cannot be used to satisfy degree requirements (0 quality points per semester hour)

Incompletes

A grade of **I (Incomplete)** is reserved for emergencies preventing a student from completing the course on time (**see description below**). An I is granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete required work. **(All assignment instructions are provided at the start of the semester to help you in managing your workload)**. For students simply "disappearing" without contacting the instructor and without completing the required form, an "F" is submitted.

I (Inc.): A temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record. (No quality points)

Class Conduct and Policies

University, CCI and SIS Policy Statements

*In addition to the policies and guidelines **detailed below**, you should also refer to the Campus Syllabus, prepared by the University Provost, for a summary of key policy statements and related links. The Campus Syllabus is provided on page 8.*

Academic Integrity and Honesty

The School and University values academic integrity. Plagiarism in any of its several forms is intolerable, and attention to appropriate and required citation in written work is expected and required. (More information on citation style is described later in this section, under **Class Policy Statements: Assignments and Evaluation**). Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism **are not acceptable excuses**. *Specific examples of plagiarism are:*

1. Copying written or spoken words, phrases, or sentences from any source **without proper documentation** (e.g., quotation marks and a citation);
2. Summarizing **without proper documentation** ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students unsure of the nature of plagiarism should consult a librarian, the instructor or a guide for writing research reports.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.**

Each student's work is to be the product of their own study and/or research, not a joint effort of any sort **unless the instructor gives explicit permission, such as for group assignments or collaborations**. The UTK Honor Statement, adopted in 1987, and subscribed to *de facto* by all entering students reads in part: "*An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*" (For more academic policies and procedures, including the Honor Statement, see: http://catalog.utk.edu/content.php?catoid=1&navoid=156#hono_stat).

UT ODS Disability Statement

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their

eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

CCI Diversity Statement

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

Computing Requirements

You must have adequate computing skills, including but not limited to use of word processing and presentation software, Web browsers, email, Blackboard, and Zoom. The Office of Information Technology (OIT) provides help and training classes in using various technologies for students at no charge (advance registration is typically required for courses). Also, as a **Training FYI:** Be aware that OIT offers extensive, free Online Training courses and on-campus Workshops, across a range of IT-related topics. For more information, see: <https://oit.utk.edu/Training/Pages/default.aspx>.

Class Policy Statements

Assignments and Evaluation

- Whenever you use the words or ideas of others, these should be properly quoted and cited. For in-text citations and reference lists for your written work, **this instructor's preference** is for students to adopt the style conventions of the ***Publication Manual of the American Psychological Association (APA), 6th Edition***, and use it consistently. Citation for preferred source: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- If there is **another style convention you would like to use**, you must contact the instructor with your request via email before the assignment due date. Requests will be granted on a case-by-case basis. Be aware that making a request does not guarantee that your request will be honored.
- Be sure to turn in assignments **on time. I do not accept late assignments.** There are, however, very limited exceptions determined on a case-by-case basis. If you will be late with submitting an assignment or if you will miss a class session where you will be presenting as part of an assignment, it is **your responsibility** to contact me **ASAP**, in advance of the date the assignment is due (when possible). I reserve the right to dock students points for any marked assignments etc. for which they may be given permission to submit late, though again, such an opportunity is not guaranteed but determined based on the circumstance in which the assignment is late or presentation is missed.
- Please note that any questions concerning the grading scale or any specific grade you receive should be discussed first with this instructor. If you remain dissatisfied, then you may refer to the Grade Appeal Procedures. (For more academic policies and procedures, including Grade Appeal Procedures, see: the SIS Student Handbook and/or Graduate School Catalog).
- After receiving your assignments, I make every effort to return your graded assignments within two weeks, though this is not a guarantee. Be aware it may take three or more weeks for grading to be completed.
- Your grades for each assignment are be posted to Blackboard.

Communicating via Email and Other Channels

- In line with University policy, any official email sent to students will be addressed to their UTK email address. It is the student's responsibility to ensure that time critical e-mail is accessed, read, and acted upon. Be advised I send class-related emails to your UTK email account throughout the semester. Please be sure to check your email frequently.
- If you have any questions, concerns, or other topics you would like to discuss, you are welcome to contact me via phone or email to arrange a time to meet, either in-person, via FaceTime or the phone. I strive to accommodate all meeting requests in a timely fashion. Be aware I do not maintain a set schedule of office hours during the semester.
- Please be aware that I respond to all email and phone messages **within 72 hours** after receipt of the message. In the event other activities prevent me from responding within 72 hours, such as travel, I will send a message to the class listserv informing you of the duration of my temporary unavailability. If you have an urgent problem, the best way to get in touch with me is via text message or email; if email, be emphatic in the subject line of the emergency message that you need a response ASAP. You are welcome to also flag the message (e.g., red flag for "urgent").
- While you are welcome to use the Discussion Board on Blackboard, be aware questions for me to which you need a response should be communicated via email (or during/after class). I read the Discussion Board, but less frequently than I access my email in-box.

Class Participation

Class participation is a valued aspect of this course. Discussions on class-related materials and business, whether they take place in the class via Zoom or outside of class (e.g., via the discussion board on Blackboard), should be conducted in a respectful manner, in line with the University Civility Statement (see the Campus Syllabus on page 8). Specifically:

- Be considerate of your classmates by arriving to class *on time*.
- Be considerate of your classmates by participating fully in class-related activities.
- Be prepared for each class by completing the assigned reading(s)/viewing(s), enabling you to ask questions and participate in class discussions and activities.
- Be an active and positive participant in class discussion

Class Attendance and Cancellation

- Class attendance is EXPECTED. **Contact me ASAP if you cannot attend class.** Not attending class on a date an assignment is due does not excuse you from submitting the assignment on time.
- If you miss a class you must also review any materials posted to the class session folder on the Office 365 Video channel and view the recorded class session. You should also contact classmates or me to receive additional guidance on the missed content.
- Examples of *acceptable reasons for absence from class* include: (1) illness; (2) serious family emergencies; (3) special curricular activities or job requirements; (4) participation in official university activities such as music performances, athletic competitions or debate; (5) military obligation, (6) religious holidays; and (7) obligations for court imposed legal obligations (i.e., jury duty, subpoena).
- Even if it is an acceptable reason, remember to contact me as soon as reasonably possible.
- While unexcused class absences or excessive excused absences are not a factor in determining your final grade, I reserve the right to reconsider attendance as a factor if a pattern of irregular attendance occurs.
- Should it be necessary to **cancel a class meeting**, every effort will be taken to do so in advance. Look for e-mail announcements sent by me or my Graduate Teaching Assistant via Blackboard.

- The School has explicit class cancellation policies (<http://www.sis.utk.edu/courses/guidelines>). Be aware, particularly in regard to inclement weather:
 - If UT cancels classes, SIS cancels class, including classes delivered over Zoom. UT generally cancels classes due to bad weather; this impacts students, faculty and DE support.
 - If a class is delayed because of weather or software issues, students will not be expected to wait in the Zoom “classroom” more than 60 minutes. So, if the class has not started after 60 minutes from the class start time (6:30 pm), the class is automatically canceled and the students should not be expected to join class after 60 minutes. After 60 minutes, instructors should send out an email to students informing them that the class is canceled.
 - When a class is cancelled due to any of the above-mentioned reasons, I will record a makeup class that can be attended asynchronously by students. Cancellation of class should not mean a smaller number of classes will be taught in the semester.

Other Policies

The class policies listed above are not exhaustive. Specifically, in terms of conduct, both within and outside the classroom, students are encouraged to review any related academic policies and procedures as contained in the SIS Student Handbook and/or the Graduate School Catalog

Disclaimer

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.

Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester.

Provost Susan Martin



UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

DISABILITIES THAT CONSTRAIN LEARNING

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

KEY RESOURCES FOR STUDENTS:

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

COURSE OUTLINE

GUIDANCE FOR USING COURSE OUTLINE:

The course outline is organized by session number and date (e.g., Session 1, January 23, 2017). Each session is further identified by topical theme (e.g., Permanence and Other Fundamental Concepts).

The following information is provided for each scheduled session:

Objectives: Listed here are the main topics and anticipated learning goals for the respective session. To aid in your class preparation, review before completing that session's assigned readings.

Required: You are expected to complete the reading(s) listed here **before the start** of the respective session, and be prepared to apply these materials to class discussions as well as course assignments. Remember to look at the respective session folder on Blackboard as links to harder-to-find readings may be located there.

Optional: Optional readings are listed for all class sessions. These readings are not required. Additionally, remember to see the **Digital Curation Awareness Supplement** posted to Blackboard if interested in other additional resources at any point throughout the semester.

Assignment Due: Due dates for all assignments listed to Tables 1 (Mandatory) and 2 (Ala Carte) on page 3 of the syllabus are indicated in the outline. **Be sure to carefully review the Submit Assignments section of Blackboard** for all assignment instructions.

THEME: COURSE OVERVIEW (SESSION 1)	
SESSION 1, JANUARY 23, 2017: COURSE OVERVIEW	
Objectives	<ul style="list-style-type: none"> • Review syllabus and identify course objectives and expectations. • Review other course materials, including course assignments and organization of class Blackboard site. • Identify framework for course, based on the Matrix of Digital Curation Knowledge & Competencies (see: http://ils.unc.edu/digccurr/digccurr-matrix.html)
Required (Post-Class)	<ul style="list-style-type: none"> • Class syllabus • Assignments section on Blackboard (Skim) • Matrix of Digital Curation Knowledge & Competencies (Skim) • Digital Curation Awareness Supplement (Skim) • APA How-To Slideshow (Skim)
Assignment Due	<ul style="list-style-type: none"> • None BUT be sure to review and begin to make your selections of assignments to complete from Table 2 on page 3 of the syllabus.

THEME: PREREQUISITE KNOWLEDGE (SESSIONS 2, 3 & 6)	
SESSION 2: JANUARY 30, 2017: PERMANENCE & OTHER FUNDAMENTAL CONCEPTS	
Objectives	<ul style="list-style-type: none"> • Define key digital curation terminology and identify fundamental concepts, with a focus on the notion of "permanence." • Identify milestones in information and communications technology (ICT) development, and emerging call for digital curation solutions. (Continued on next page)

SESSION 2 CONTINUED FROM PREVIOUS PAGE	
Required	<ul style="list-style-type: none"> • Harvey (2010): <i>Preface</i> (pp. xv-xix). • Harvey (2010): <i>Chapter 1. Introduction</i> (pp. 3-18). • Harvey (2010): <i>Chapter 2. The Changing Landscape</i> (pp. 19-31). (Continued on next page)
Optional	<ul style="list-style-type: none"> • Digital Curation Centre (DCC). Glossary of Terms (on Digital Curation). http://www.dcc.ac.uk/resource/glossary/ • "Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems." Read "Setting the Stage," then view the timeline, and take the timeline quiz. (Available at: http://www.dpworkshop.org/dpm-eng/timeline/index.html). • O'Toole, J.M. (1989). On the Idea of permanence. <i>American Archivist</i>, 52(Winter), 10-25.
Assignment Due	<ul style="list-style-type: none"> • None BUT again be sure to review and begin to make your selections of assignments to complete from Table 2 on page 3 of the syllabus. Time will be made available in class for those interested in finding partners/coordinating for paired or group assignments.

SESSION 3, FEBRUARY 6, 2017: DIGITAL PRESERVATION AND THE DIGITAL CURATION LIFE CYCLE

Objectives	<ul style="list-style-type: none"> • Identify important works on the historical impetus for programmatic digital preservation and curation approaches. • Describe contemporary issues and challenges of digital preservation. • Identify and define key aspects of the digital curation life cycle model and other conceptual models
Required	<ul style="list-style-type: none"> • Harvey (2010): <i>Chapter 3. Conceptual Models</i> (pp. 33-43). • Higgins, S. (2008). The DCC curation lifecycle model. <i>International Journal of Digital Curation</i>, 1(3). Retrieved from http://www.ijdc.net/index.php/ijdc/article/viewFile/69/48 • LaVoie, B., & Dempsey, L. (2004). Thirteen ways of looking at ... digital preservation. <i>D-Lib Magazine</i>, 10(7/8). Retrieved from http://www.dlib.org/dlib/july04/lavoie/07lavoie.html
Optional	<ul style="list-style-type: none"> • Garrett, J., & Waters, D. (1996). Preserving digital information: Report of the Task Force on Archiving of Digital Information. Washington DC: The Commission on Preservation and Access and RLG. Retrieved from http://www.oclc.org/content/dam/research/activities/digpresstudy/final-report.pdf?urlm=161430
Assignment Due	<ul style="list-style-type: none"> • Flipboard Magazine should be begun by this date <i>[Ala Carte]</i>

THEME: TYPE OF RESOURCES (SESSION 4)

SESSION 4, FEBRUARY 13, 2017: DATA, METADATA, FILE FORMATS AND STORAGE MEDIA

Objectives	<ul style="list-style-type: none"> • Discuss the various ways "data" is defined in a digital curation context. • Describe attributes necessary for creating and describing durable digital objects. • Identify and apply criteria for selecting appropriate file formats and storage media.
Required	<ul style="list-style-type: none"> • Harvey (2010): <i>Chapter 4. Defining Data</i> (pp. 45-51). • Harvey (2010): <i>Chapter 6. Description and Representation Information</i> (pp. 65-82). • Harvey (2010): <i>Chapter 10. Creating Data</i> (pp. 115-130).
Optional	<ul style="list-style-type: none"> • Brown, A. (2008, August). <i>Digital preservation guidance note 1: Selecting file formats for long-term preservation</i>. London: The National Archives. Retrieved from http://www.nationalarchives.gov.uk/documents/selecting-file-formats.pdf • Brown, A. (2008, August). <i>Digital preservation guidance note 2: Selecting storage media for long-term preservation</i>. London: The National Archives. Retrieved from http://www.nationalarchives.gov.uk/documents/selecting-storage-media.pdf
Assignment Due	<ul style="list-style-type: none"> • Digital Curation Journal Entry (Scenario 1 or 2) <i>[Mandatory]</i>

THEME: PROFESSIONAL, DISCIPLINARY, AND INSTITUTIONAL CONTEXTS (SESSIONS 5)	
SESSION 5, FEB. 20, 2017: DIGITAL CURATION STAKEHOLDERS AND PROFESSIONAL COMPETENCIES	
*** Guest Speaker: Chris Eaker, University of Tennessee Libraries (8:00 – (9:00) ***	
Objectives	<ul style="list-style-type: none"> Recognize digital curation takes place across a variety of professional, disciplinary, institutional, organizational, and cultural contexts. Identify high-level digital curation functions and skills for “doing” digital curation, and strategies and sources for continued professional development. Discuss the specific role of a data curator. Explore the impetus for and approaches to data management planning for research data.
Required	<ul style="list-style-type: none"> Harvey (2010): <i>Chapter 5. Curation and Curators</i> (pp. 55-63). Harvey (2010): <i>Chapter 8. Sharing Knowledge and Collaborating</i> (pp. 93-101). Harvey (2010): <i>Chapter 9: Designing Data</i> (pp. 105-113). Strasser, C., Cook, R., Michener, W., & Budden, A. (2012, February 15). Primer on data management: What you always wanted to know. [CDL Staff Publications series]. Retrieved from http://escholarship.org/uc/item/7tf5q7n3 - page-1
Optional	<ul style="list-style-type: none"> Data Curation Profiles. Explore website and “Data. Curation Profiles” Toolkit (Skim). Retrieved from http://datacurationprofiles.org/ Walters, T., & Skinner, K. (2011, March). <i>New roles for new times: Digital curation for preservation</i>. Washington DC: Association of Research Libraries. Retrieved from http://www.arl.org/storage/documents/publications/nrnt_digital_curation17mar11.pdf Robinson, M. (2009, August 25). Institutional repositories: Staff and skills sets (2nd revision). Retrieved from http://www.sherpa.ac.uk/documents/Staff_and_Skills_Set_2009.pdf
Assignment Due	<ul style="list-style-type: none"> Digital Image Capture [Ala Carte]

THEME: PREREQUISITE KNOWLEDGE (SESSIONS 2, 3 & 6)	
SESSION 6, FEBRUARY 27, 2017: OAIS AND PAIMAS	
*** Guest Speaker: David Pcolar, The Digital Preservation Network (DPN) (7:30 – 8:30) ***	
Objectives	<ul style="list-style-type: none"> Identify functional components and stakeholder roles of the OAIS Reference Model. Specifically, describe key considerations to be negotiated at the ingest stage. Discuss criteria for assessing storage requirements for digital repository programs. Identify widely adopted digital repository platforms, including DSpace, Fedora and others. Explore cooperative approaches to digital preservation, such as LOCKSS and DPN.
Required	<ul style="list-style-type: none"> Harvey (2010). <i>Chapter 12. Ingesting Data</i> (pp. 151-159). Harvey (2010). <i>Chapter 14. Storing Data</i> (pp. 181-198). “Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems.” Read “Section 4b. OAIS Reference Model.” (Available at: http://www.dpworkshop.org/dpm-eng/foundation/oais/index.html). Lavoie, B. (2014, October). <i>The Open Archival Information System (OAIS) Reference Model: Introductory guide</i> (2nd ed.). DPC Technology Watch Report 14-02. York: Digital Preservation Coalition. doi: http://dx.doi.org/10.7207/twr14-02. Digital Preservation Network (DPN): Read “About” page, including “How it Works.” Retrieved from http://dpn.org/about
Optional	<ul style="list-style-type: none"> Consultative Committee for Space Data Systems (2012). <i>Reference model for an Open Archival Information System (OAIS)</i>. [Recommended practice, CCSDS 650.0-M-2, Magenta Book]. Washington DC: CCSDS. Retrieved from http://public.ccsds.org/publications/archive/650x0m2.pdf <p>(Continued on next page)</p>

SESSION 6 CONTINUED FROM PREVIOUS PAGE	
Optional, cont.	<ul style="list-style-type: none"> Consultative Committee for Space Data Systems (2012). Producer-Archive Interface Methodology Abstract Standard (PAIMAS). [CCSDS 651.0-M-1]. Washington DC: CCSDS. Retrieved from http://public.ccsds.org/publications/archive/651x0m1.pdf
Assignment Due	<ul style="list-style-type: none"> Digital Curation Journal Entry (Scenario 3 or 4) <i>[Mandatory]</i>

THEME: FUNCTIONS AND SKILLS (SESSIONS 7-11)	
SESSION 7, MARCH 6, 2017: DIGITAL PRESERVATION APPROACHES	
Objectives	<ul style="list-style-type: none"> Describe the core goals of digital preservation. Define and distinguish between active and passive approaches to preservation. Describe what's meant by "authenticity" in regard to digital objects. Continue to explore cooperative approaches to digital preservation, such as LOCKSS.
Required	<ul style="list-style-type: none"> Harvey (2010). <i>Chapter 13. Preserving Data</i> (pp. 161-179). Lynch, C. (2000). Authenticity and integrity in the digital environment: An exploratory analysis of the central role of trust. In <i>Authenticity in a Digital Environment</i> (pp. 32-50). Washington, DC.: Council on Library and Information Resources. Retrieved from http://www.clir.org/pubs/reports/pub92/pub92.pdf Rothenberg, J. (1999, February 22). <i>Ensuring the longevity of digital information</i> (rev.). Santa Monica: Rand. Retrieved from http://www.clir.org/pubs/archives/ensuring.pdf
Optional	<ul style="list-style-type: none"> Caplan, P. (2008). The preservation of digital materials. <i>Library Technology Reports</i>, 44(2). "Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems." Read "Digital Preservation Strategies." (Available at: http://www.dpworkshop.org/dpm-eng/terminology/strategies.html) Thibodeau, K. (2002). Overview of technological approaches to digital preservation and challenges in coming years. In <i>The State of Digital Preservation: An International Perspective. Conference Proceedings</i>. Washington, DC: Council on Library and Information Resources. Retrieved from http://www.clir.org/pubs/reports/pub107/thibodeau.html
Assignment Due	<ul style="list-style-type: none"> Data Curation Profile <i>[Ala Carte]</i> Data Management Plan <i>[Ala Carte]</i>

SPRING BREAK: NO CLASS ON MARCH 13, 2017

SESSION 8, MARCH 20, 2017: TRUST AND REPOSITORIES	
*** Guest Speaker: Dr. Nancy McGovern, MIT Libraries (7:30– 8:30) ***	
Objectives	<ul style="list-style-type: none"> Identify good practices for developing digital repositories and issues and challenges impacting planning and deployment. Describe what is meant by "trusted" in relation to digital preservation repositories. Identify current audit and certification initiatives, and describe essential criteria for establishing and evidencing trust. Discuss the necessary infrastructures (technological and organizational), and resource framework required for digital preservation programs.
Required	<ul style="list-style-type: none"> Consultative Committee for Space Data Systems (2011). <i>Audit and certification of trustworthy digital repositories</i>. [Recommended practice, CCSDS 652.0-M-1, Magenta Book]. Washington DC: CCSDS. Retrieved from http://public.ccsds.org/publications/archive/652x0m1.pdf "Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems." Read "Section 4a. Trusted digital repositories" (Available at: http://www.dpworkshop.org/dpm-eng/foundation/tdr/doccontent.html). <p><i>(Continued on next page)</i></p>

SESSION 8 CONTINUED FROM PREVIOUS PAGE	
Required, Cont.	<ul style="list-style-type: none"> • “Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems.” Read “Program Elements.” (Available at: http://www.dpworkshop.org/dpm-eng/program/index.html).
Optional	<ul style="list-style-type: none"> • Lynch, C. (2003). Institutional repositories: Essential infrastructure for scholarship in the digital age. <i>Portal: Libraries and the Academy</i>, 3(2), 327-336. doi: 10.1353/pla.2003.0039 • Research Libraries Group. (2002, May). <i>Trusted digital repositories: Attributes and responsibilities</i>. [RLG-OCLC Report]. Mnt. View, CA: RLG. Retrieved from http://www.oclc.org/content/dam/research/activities/trustedrep/repositories.pdf?urlm=161690 • Ross, S., & McHugh, A. (2006). The role of evidence in establishing trust in repositories. <i>D-Lib Magazine</i>, 12(7/8). Retrieved from http://www.dlib.org/dlib/july06/ross/07ross.html
Assignment Due	<ul style="list-style-type: none"> • None (but be aware of other upcoming dues dates)

SESSION 9, MARCH 27, 2017: CURATION READINESS, PROJECT PLANNING & WORKFLOWS	
Objectives	<ul style="list-style-type: none"> • Identify and describe critical steps in digital curation project planning. • Identify and describe good practices in designing project workflows and developing policy. • Identify functional competencies to initiate, plan, implement, and manage these programs. • Understand and discuss costs associated with preservation approaches.
Required	<ul style="list-style-type: none"> • Harvey (2010): <i>Chapter 7. Presentation Planning and Policy</i> (pp. 83-92). • Blue Ribbon Task Force on Sustainable Digital Preservation and Access (2010). <i>Sustainable economics for a digital planet: Ensuring long-term access to digital preservation</i>. http://brtf.sdsc.edu/biblio/BRTF_Final_Report.pdf • National Initiative for a Networked Cultural Heritage. (2002). II: Project planning. In <i>The NINCH guide to good practice in the digital representation and management of cultural heritage materials</i>. Retrieved from http://www.ninch.org/guide.pdf • National Initiative for a Networked Cultural Heritage. (2002). IX: Working with others. In <i>The NINCH guide to good practice in the digital representation and management of cultural heritage materials</i>. Retrieved from http://www.ninch.org/guide.pdf
Optional	<ul style="list-style-type: none"> • National Information Standards Organization (NISO). (2007, December). <i>A framework of guidance for building good digital collections</i> (3rd ed.). [A NISO Recommended Practice]. Baltimore: NISO. Retrieved from http://www.niso.org/publications/rp/framework3.pdf • Russell, A. (2007). Surveying the digital readiness of institutions.” <i>First Monday</i>, 12(7). Retrieved from http://firstmonday.org/ojs/index.php/fm/article/view/1921/1803
Assignment Due	<ul style="list-style-type: none"> • Digital Repository Ingest Survey [<i>Ala Carte</i>]

SESSION 10, APRIL 3, 2017: SELECTION, APPRAISAL AND RISK	
Objectives	<ul style="list-style-type: none"> • Define key terms in relation to selecting and appraising digital objects for preservation. • Discuss criteria and approaches for selection and appraisal. • Describe risk criteria and current guidelines for identifying and evaluating risks associated with selection, acquisition and stewardship.
Required	<ul style="list-style-type: none"> • Harvey (2010): <i>Chapter 11. Deciding What Data to Keep</i> (pp. 131-149). • “Decision Tree for Selection of Materials for Long-Term Retention.” Modified and updated by Deborah Woodyard-Robinson. Digital Preservation Coalition, March 8, 2006. http://www.dpconline.org/docman/digital-preservation-handbook/298-preservation-handbook-decision-tree/file (<i>Continued on next page</i>)

SESSION 10 CONTINUED FROM PREVIOUS PAGE	
Required, Cont.	<ul style="list-style-type: none"> Digital Curation Centre & DigitalPreservationEurope. (2007, February 28) <i>DRAMBORA: Digital repository audit method based on risk assessment</i>. (ver. 1.0). Retrieved from http://www.repositoryaudit.eu/ (a PDF version is also provided in the Session Material folder). Read sections 1 (Executive Summary), 3 (Introduction); and 4 (Part 1: Background ...). Skim the remainder. National Initiative for a Networked Cultural Heritage. (2002). III: Selecting materials: An iterative process. In <i>The NINCH guide to good practice in the digital representation and management of cultural heritage materials</i>. Retrieved from http://www.ninch.org/guide.pdf
Optional	<ul style="list-style-type: none"> Task Force on the Artifact in Library Collections. (2001). <i>The evidence in hand: Report of the Task Force on the Artifact in Library Collections</i>. Washington DC: Council on Library and Information Resources (CLIR). Retrieved from http://www.clir.org/pubs/abstract/pub103abst.html
Assignment Due	<ul style="list-style-type: none"> Digital Curation Journal Entry (Scenario 5 or 6). <i>[Mandatory]</i> Schedule of presentations for Sessions 13 and 14 (April 17th and 24th) to be determined.

SESSION 11, APRIL 10, 2017: STORAGE, USE AND REUSE	
Objectives	<ul style="list-style-type: none"> Discuss strategic approaches to enabling current and future use and re-use. Describe the implications of copyright and other information policies for digital preservation and access, now and into the future.
Required	<ul style="list-style-type: none"> Harvey (2010): <i>Chapter 15. Using and Reusing Data</i> (pp. 199-216). Hirtle, P.B. (2003, November 10). <i>Digital preservation and copyright</i>. Stanford CA: Stanford University Libraries. Retrieved from http://fairuse.stanford.edu/commentary_and_analysis/2003_11_hirtle.html National Initiative for a Networked Cultural Heritage. (2002). IV: Rights management. In <i>The NINCH guide to good practice in the digital representation and management of cultural heritage materials</i>. Retrieved from http://www.nyu.edu/its/humanities/ninchguide/IV/.
Optional	<ul style="list-style-type: none"> United Nations Educational, Scientific and Cultural Organization (UNESCO). (2014). <i>Institutional repository software comparison</i>. Paris: UNESCO. Retrieved from: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/institutional_repository_software.pdf
Assignment Due	<ul style="list-style-type: none"> Position Paper <i>[Ala Carte]</i> Be aware: Last chance to present 'Digital Curation in the News' <i>[Ala Carte]</i> Be aware: Last chance to complete a "Chat Recap" <i>[Ala Carte]</i>

SESSION 12, APRIL 17, 2017: GROUP PRESENTATIONS AND DISCUSSION	
Objectives	<ul style="list-style-type: none"> Class presentations
Assignment Due	<ul style="list-style-type: none"> Tool Assessment and Demonstration <i>[Ala Carte]</i> Digital Curation in a Nutshell <i>[Ala Carte]</i> Funder Identification <i>[Ala Carte]</i>

**SESSION 13, APRIL 24, 2017: WRAP-UP DISCUSSIONS AND (IF NEEDED) GROUP PRESENTATIONS
(Last Class; No Readings for Today)**

Objectives	<ul style="list-style-type: none">• In addition to any remaining class presentations begun in Session 13, we will have discussions on key course take-aways and future challenges and opportunities in digital curation.• Be prepared: Come with your own take-aways/insights into future challenges etc.)• Additionally, this class session may include any overflow content from topics not covered in earlier class sessions (due to time constraints or student requests for more info).
Assignment Due	<ul style="list-style-type: none">• Be aware: Annotated Bibliography due on/by Monday, May 1, 2017 [<i>Ala Carte</i>]• Be aware: Literature Review due on/by Monday, May 1, 2017 [<i>Ala Carte</i>]• Be Aware: Any other outstanding assignments not yet received, or any assignments with a “flexible” due date, must be submitted on/by Friday, May 5, 2017.