

IS 565 DIGITAL LIBRARIES
Spring 2017
Tuesday, 2:10 pm-4:50 pm Online

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I. COURSE DESCRIPTION

In this course, we will explore both the technological and social aspects of electronic publishing and digital libraries (DLs). We will briefly look at the history of electronic publishing and DLs including how these resources interact with traditional concerns of user needs and information provision. We will thoroughly review the technologies and standards that enable electronic publishing and digital libraries. As a capstone experience, students will complete a project or a research paper working individually or in teams.

Prerequisites: You must have completed at least two of the core courses—IS510, IS520, and IS530. Completion of all core courses is highly recommended.

II. COURSE GOALS/OBJECTIVES

This course is an elective that has been determined by SIS faculty to contain specialized knowledge useful to most information professionals. Upon completing this course, students will obtain:

- Familiarity with the major techniques and software used in the creation and maintenance of digital libraries;
- Ability to evaluate and compare different data presentations, user interfaces, and search facilities adopted by digital libraries;
- Hands-on experience in the planning and creation of a small-scale, but functional, digital library¹;
- Understanding of the role of librarians and information professionals in the planning, creation and management of digital libraries;
- Awareness of emerging trends and issues in electronic publishing and digital libraries;
- Understanding of the role of digital libraries in widening access to information and in promoting diversity and minority cultures.

III. COURSE CONTACT AND FEEDBACK

I encourage you to ask questions and give me feedback at any time so that I may assist you or adjust my teaching plan. The best way to reach me is by email (xzhu12@utk.edu). You are welcome to drop by my office to meet with me in person or chat with me via social networking tools (methods are announced in

¹ Depending on the final project you choose, you may gain research experience rather than hands-on experience.

class) during my office hours. You may also make appointments with me by email if you would like to meet/chat outside of office hours.

IV. LEARNING ENVIRONMENT AND REQUIREMENTS

This is an online course that relies heavily on synchronous learning technology. For most of the semester, we will meet online using the Zoom platform. We may have one asynchronous class session, in which you will listen to a pre-recorded lecture at your own chosen time and perform activities assigned by the instructor during the lecture.

The sessions of this course consist of lectures, demonstrations, discussions, individual and group work, exercises, and presentations. Listening to lectures and participating in class discussions are essential to effective learning. You should watch the playback if you have to miss a class. You are required to complete the assigned readings before class meetings and participate actively in class.

It is expected that students have adequate computing skills, including use of word processing, Web browsers, e-mail, PowerPoint, the Blackboard Course Management software (<https://online.utk.edu/>), and the Zoom software. You should regularly visit our Blackboard course site for class announcements, updates, assignments, and class discussions. You are required to purchase a headset with microphone to participate actively in the class. It is your responsibility to ensure your technology is working.

If you have questions on administrative issues or course content, please email the instructor or post questions on the Blackboard discussion board in the "Q&A" forum. I'll usually answer within 24 hours. If you encounter technical problems during class meetings, please post questions on the text chat and you will receive feedback from Tech Support. For immediate Zoom support: call 865-974-3117 or 1-877-974-3117.

Your UTK email address will be used by default for all communications in this course. If you prefer to use your personal email, you should configure forwarding messages from your UTK email to your preferred email. If you have not already done so, you should visit the Office of Information Technology (<http://oit.utk.edu/>) to get familiar with the resources and support.

V. TEXTS/MATERIALS/RESOURCES FOR THE COURSE

Required Texts

Xie, I, & Matusiak, K. K. (2016). *Discover Digital Libraries: Theory and Practice*. Elsevier. ISBN: 978-0-12-417112-1

Recommended Texts for Further Study

1. Kresh, D. (ed.) (2007). *The Whole Digital Library Handbook*. American Library Association. ISBN-13: 978-0838909263 | ISBN-10: 0838909264
2. Arms, William Y. (2000). *Digital Libraries*. [The Online Edition]. Cambridge, MA: The MIT Press. ISBN: 0-262-01180-8. <http://www.cs.cornell.edu/wya/diglib/>.

Readings on Course Site

In addition to the required textbook, we have some class readings available on the course site, downloadable from each module.

Texts of Interest Available through UT's Library Subscription

Witten, I.H., & Bainbridge, D. (2010). How to Build a Digital Library. 2nd ed. Morgan Kaufmann. ISBN: 978-0123748577

Borgman, C. (2000). From Gutenberg to the Global Information Infrastructure: Access to Information in the Networked World. MIT Press.

Shneiderman, B. (2002). Leonardo's Laptop: Human Needs and the New Computing Technologies. MIT Press.

VI. ASSESSMENT AND EVALUATION METHODS

Documents/reports should be submitted electronically to the course site. Submissions without identity cannot be credited. Due dates are stated in the Course Calendar.

Total Points: 100 points

- **DL Topic Presentation 20%**
- **Personal DL Exercise 15%**
- **Project/Paper Proposal 15%**
- **Final Project 40%**
- **Participation 10%**

DL Topic Presentation (20 points)

At the start of the semester, each student will choose a presentation topic from the list provided by the instructor. Starting Week 3, each student/team will make an oral presentation (about 10 minutes) to the class and will be prepared to answer questions from their colleagues. Both the presentation slides and a written document should be submitted to the course site. The written document should be 3-4 pages (see [Writing Style](#)) and should present the key points related to the DL topic, including links to any appropriate websites. The document will also include three **vocabulary words and definitions** related to the topic.

The file designations for this assignment are TPSlides (for the presentation slides) and TPEssay (for the essay). Please name your files as YourLastName_TPSlides and LastName_TPEssay, e.g., Zhu_TPSlides, Zhu_TPEssay. The evaluation rubrics is available on the course site.

Personal DL Exercise (15 points)

Over the course of the semester, each student will develop a small, basic personal digital library using the Omeka platform to gain hand-on DL experience. The instructor will ask students to create an account and perform certain tasks. Detailed instructions and due dates of this assignment will be given in class.

This exercise will be graded based on the completeness and quality of work.

Project/Paper Proposal (15 points)

There are two options for the final project (see Final Project), and you will develop a proposal before starting the project.

Group Project Proposal:

This document will have four parts. Part 1 (minimum 1 page) will introduce your project including the topic, significance, and any background information or history related to it. Part 2 (2-4 pages) will outline what you propose to do, i.e. details about this project, specific goals, content, potential users, etc. Part 3 (2-4 pages) will discuss, as appropriate to your project, how you will accomplish your goals including, but not limited to, assigning specific tasks to group members, outlining what materials will be used as references, and identifying the projected timeline for key milestones that will lead to completion of the project. Part 4 (1 page for each member) will state your personal goals regarding what you hope to learn from the project and how it may benefit your professional or academic goals. Parts 1, 2, and 3 will be written by the group, and Part 4 is an individual effort of each member of the group. The whole document should be submitted as one file for the group. Part 1-3 will account for 12 points, and part 4 will account for 3 points. In the proposal, please also provide the URL for the blog (for group project, see below). The file designation for this assignment is Proposal. Please name your file as GroupNumber_Proposal².

Paper Proposal:

The paper proposal will have four parts. Part 1 (Introduction, 1 page) will introduce your purpose, research question(s), background info, and significance of the study. Part 2 (Literature review, 2-3 pages) will summarize what has been done in this area of research. Part 3 (Research Design, 1-3 pages) will specify the method you will use to conduct the research and answer your research questions. Part 4 (Timeline) will identify the projected timeline for key milestones that will lead to completion of the paper. The file designation for this assignment is Proposal. Please name your file as LastName(&LastName)_Proposal, i.e., Zhu_Proposal or Zhu&Huitt_Proposal.

Final Project (40 points)

There are two options for the final project. Each option has an equal value in terms of your overall grade—either one accounts for 40% of your total grade. For each option there will be a deliverable (a project or paper) and you (or your group) will make a presentation to the class about your work. Also be prepared to answer questions from your colleagues.

Option one—Build a DL: This is a group project (3-5 people to a group). You will identify a DL you would like to build. Team members will each choose to spearhead one/two of the following tasks, although all tasks should be a group effort. Tasks include (1) identifying the target community or communities and designing and performing a community analysis, (2) developing collection guidelines, (3) creating recommendations for metadata, (4) making decisions about technological infrastructure including digitization options, and (5) implementing a prototype DL that includes a small selection of sample records (we will discuss available technological solutions). Each team member will also write an essay (1-2 pages) on your thoughts about what you have learned from this project. The deliverable for this option is a final report that includes all important documents (community analysis report, collection development guideline, metadata guideline, technology infrastructure, and each team member's individual essay), and the "beta version" of your DL. The file designation for the final report is Final. Please name your file as GroupNumber_Final. It is highly recommended that at least one member of the team be a person who is very comfortable with learning technology (although programming experience is not needed). For group work policy, see section VII, [Class Policies](#). During the semester, you will submit drafts of the three components—community analysis, content guidelines, and metadata

² Group numbers will be announced after the final projects have been identified.

guidelines—to the instructor and get feedback for improvements. Please name these documents as GroupNumber_user, GroupNumber_content, and GroupNumber_metadata, separately.

Option two—DL research paper: This research paper may be an individual project or be the collaborative effort of no more than two authors. You will identify and research an issue related to digital libraries or electronic publishing. It is expected that you will use all the resources available to you, including journals, books, websites, and interviews with relevant parties. If you are interested in conducting original research with human subjects (for example, surveying students about their use of DLs), please talk to the instructor as soon as possible. If there are two authors, the project proposal should designate specific responsibilities for each author. The deliverable for this option is your paper that is expected to be 15-20 pages (See [Writing Style](#)). The file designation for this paper is Final. Please name your file as LastName[&LastName]_Final, e.g., Zhu_Final or Zhu&Huitt_Final.

Important:

- By January 29, you will identify which option you have chosen. Each group (for group projects) or individual/team (for papers) should submit a brief description of your topic (1-2 pages; no grade; file designation: ProjDesc). Please name your file as LastNames_ProjDesc.
- If you do not choose an option by January 29, you will be responsible for Option Two: DL paper.
- Presentations of the final projects will be scheduled during the final class session. The deliverables due date is noted on the course calendar.
- Your grade will be based on the quality of the presentation and on the content of your deliverable. Peer reviews will also be taken into consideration. Evaluation criteria for the presentation will be provided on the course site after the proposals are returned.
- For group work policy, see section VII, [Class Policies](#).

Attendance and Participation (10 points)

Class attendance is essential. There will be a penalty of 3 points for each class you miss without acceptable reasons (illness, serious family emergencies, severe weather conditions, religious holidays, etc.). Contact the instructor as soon as possible if you cannot attend class. Listen to the session recording if you miss a class.

Full attendance does not guarantee full points for participation: you also need to participate actively in class, e.g., answer the instructor’s questions and participate in class discussions. Failing to speak up in class will lower your grade.

Writing Style

All writing assignments should be in .docx format, letter size, with 11 or 12-point Calibri or Times New Roman font and 1" margins on all sides. Use **double line spacing** and zero paragraph spacing. Include page numbers. Follow general conventions of academic writing, e.g., use clear and concise sentences, avoid slang, keep one idea to one paragraph, and use proper transitional words/phrases (good resource of academic writing: <http://owl.english.purdue.edu/owl/section/1/2/>). Whenever you use external material for a course assignment, follow the APA Style Manual or the Chicago/Turabian style guide for citing sources and be consistent in formatting the citations. Run spelling check and grammar check before submitting each assignment. Assignments having typos and grammatical errors will earn reduced credit of at least one grade step (i.e. an “A” becomes a “B+”).

Submission of Assignments

Assignments are due on the date designated on the course schedule. Assignments must be submitted via the Blackboard (except the topic essay, which is to be submitted on the Discussion Board).

Be sure to properly name each file you submit; incorrectly named files will have a one-step grade deduction (i.e. an "A" becomes an "B+"). Note that the file designation and file naming for each assignment is specified above.

When appropriate, additional guidelines for completing each assignment will be provided.

On Evaluation and Grading

Evaluation of your work is based on quality not quantity. Thus, all assignments should be **concise, specific, organized, and follow the instructions**; they must be turned in by the deadline. For grade disputes, see "VII: Class Policies."

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.75	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.75	(3 quality points per semester hour) satisfactory performance.
B-	80-82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.75≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) 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.

VII. CLASS POLICIES

Late Work Policy: Late submission will earn reduced credit of at least one grade step (i.e. an "A" becomes a "B+") and perhaps more than one grade step depending on the tardiness. Mark your calendars for due dates.

Group Work Policy: Collaboration and group work are part of work practices in all information environments. You are responsible for contacting and responding to other group members in a timely

manner and for coordinating efforts with others. I encourage you to use various tools (such as instant messengers, Google+, and Zoom) to meet in real-time with your group members outside class to work together on your group assignments or discuss course materials.

Once the final project is identified, each group will remain the same during the semester and under usual circumstances, changing groups is not possible. If the situation does arise where it is impossible for you to work in your group, then you will have to negotiate with other group members to warrant an exchange. If there are complaints from group members about a lack of professionalism (e.g., poor or untimely communication and inadequate contribution) and unreasonable behavior from one group member then disciplinary action will be taken against the person about which the complaint is being made.

Attendance policy: See section VI, under "Attendance and Participation."

Policy on Inclement Weather & Unforeseen Circumstances: If the university is officially closed, classes will be canceled. Any changes and make-up classes will be announced via Blackboard and email.

Driving Policy: SIS does not recommend that students attend class while driving or riding in motorized vehicles. You will assume full responsibility for attending class while driving or riding in motorized vehicles.

Academic Integrity: You must agree to abide by the UT honor statement: "An essential feature of the University of Tennessee at 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 information, see <http://dos.utk.edu/files/Hilltopics2013-2014.pdf>)

Grade Dispute: Grading by its very nature is a subjective process, and it is virtually impossible to design exercises that can be objectively quantified with precise numeric scores. If you need clarification for the grade you receive, you should first submit a request in writing, explaining your question and, if you think your answer is correct, documenting your belief with evidence. After receiving the written request, I will review your documentation and your assignment/test, decide if a grade change is warranted, and then return your request with written comments. If you still have a concern, I will meet with you in person or on the phone to discuss the matter. Please make your request immediately after the distribution of the assignments; after one week, the grades reported to you are final.

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."

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."

THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.