Spring 2018
INSC 565-Digital Libraries
The School of Information Sciences
The University of Tennessee
Class Meetings: Thursday, 12:00-1:15 pm on ZOOM;
ZOOM Course ID/Link: https://tennessee.zoom.us/j/276164467

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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—INSC510, INSC520, and INSC530. Completion of all core courses is highly recommended.

II. STUDENT OUTCOMES:

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 library[1];

- 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.

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

III. COURSE DESIGN

The course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, perform all graded and ungraded activities and assignments, and participate actively in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All required readings are listed in "Modules" on the Canvas course site. Optional readings are also provided. While not required, you may find it helpful to consult these optional readings when completing select assignments.

This online course consists of **a synchronous, live class meeting component and an asynchronous component with various learning activities**. Each week, we will meet online using the Zoom platform for 1 hour and 15 minutes. Before each class meeting, you will complete specially designed learning activities (such as online discussions and watching lecture videos) that will also take approximately 1 hour and 15 minutes. All activities are listed in "Modules" on the Canvas course site.

The sessions of this course consist of lectures, demonstrations, discussions, individual and group work, exercises, presentations, and other activities. Listening to lectures and participating in class discussions are essential to effective learning. Be sure to watch the lecture playback on the class video channel (check our Canvas course site for the link) if you have to miss a class.

IV. REQUIRED TEXTS:

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

RECOMMENDED TEXTS:

Kresh, D. (ed.) (2007). The Whole Digital Library Handbook. American Library Association. ISBN-13: 978-0838909263 | ISBN-10: 0838909264
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 CANVAS:

In addition to the required textbook, we have some class readings available on the Canvas course site, downloadable from each class module. Your computer must have Adobe Acrobat or a comparable pdf reader installed.

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.

V. POLICIES

COMMUNICATION

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). I usually answer emails within 48 hours, but it does take longer during weekends. You are welcome to make appointments and meet with me in person or chat with me via Zoom (6086585155).

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

Content on Canvas course site may change without further notice. You should regularly visit our Canvas course site for class announcements, updates, assignments, and class discussions. You should also set up your Canvas account correctly so that you can receive class announcements via email.

COMPUTING REQUIREMENTS

This course relies heavily on technology. It is expected that students have adequate computing skills, including but not limited to use of word processing, PowerPoint, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology (OIT)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

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 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.

You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

CLASS ATTENDANCE POLICY

It is assumed that each student be present and speak in class, as well as completing the asynchronous learning activities on time—the equivalent of a "B" grade for "participation." Missing classes or failing to participate will lower your grade; frequent participation and engagement will raise the grade.

Regular attendance is required and necessary. Unexplained absences will affect your grade; there will be a penalty of three (3) points for each class you miss without acceptable reasons. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies,

- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

INCLEMENT WEATHER

"*The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at http://utk.edu.*" (http://safety.utk.edu/emergency-management/inclement-weather-policy/). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

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 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.

CIVILITY

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/.

CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in http://hilltopics.utk.edu/academics/ as: "*Study, preparation and presentation should involve at all times the*

student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work."

Students should abide by the ***Honor Statement*** described in the same Hilltopics, http://hilltopics.utk.edu/academics/:

"An essential feature of The University of Tennessee 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."

PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in <u>all</u> written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;

- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);

- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);

- Collaborating on a graded assignment without the instructor's approval;

- 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 who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

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.

VI. ASSIGNMENTS AND GRADING

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

WRITING STYLE

- All writing assignments should **include name(s),** 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.

- Name all assignment documents following the file name designation specified in section VII.

- Assignments that do not follow the writing style requirements or have typos and grammatical errors will earn reduced credit of at least one grade step (i.e. an "A" becomes a "B+").

DUE DATES AND LATE ASSIGNMENTS

Most assignments should be submitted to the "Assignments" area of Canvas and are due (officially) at 11:59 p.m. EST on the due date specified on the course site. Topic presentation & paper should be submitted to Discussion Board instead of "Assignments" (it would be very helpful if you could indicate in the Assignment area that you have submitted this assignment). If your assignment is not ready by the deadline…

- You must send me an email informing me that your assignment will be late.

- After submitting your assignment to Canvas, send me an email informing me that your assignment has been submitted.

- One point will be deducted for each 24-hour hour period the assignment is not turned in.

- Late submissions will not be credited if the graded assignments have already been returned to the rest of the class.

INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are 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 insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

ASSIGNING GRADES

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale below for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/total possible points over the course of the semester.

GRADING 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, please make your request immediately after the distribution of the assignments; after one week, the grades reported to you are final.

EVALUATION

Grades will be assigned according to the following scale:

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.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the *Graduate Catalog*. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

VII. ASSIGNMENTS: DESCRIPTION

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

Total Points: 100 points

- **PARTICIPATION 15%**
- **CLOUD SOURCING EXERCISE 15%**
- **DL TOPIC PRESENTATION 20%**
- **PROJECT/PAPER PROPOSAL 10%**
- **FINAL PROJECT 40%**

PARTICIPATION (15 POINTS)

Participation will be evaluated based on the student's performance on the asynchronous activities in addition to class attendance. The asynchronous activities are not "assignments" but class activities, and therefore they will not be graded. However, the timeliness and quality of completion and the level of engagement in these activities are good indications of class participation. Completing all the activities on time is necessary for a "B" grade; a grade above B requires active participation and engagement. Also see "Class Attendance Policy."

CLOUD SOURCING EXERCISE (15 POINTS)

Participate in a crowd source transcription project from Smithsonian Digital Volunteers: Transcription Center (https://transcription.si.edu/). From the Website, review available projects and select a project (or multiple projects) to join. Each student will participate by transcribing documents and reviewing documents transcribed by other volunteers. As the final deliverable for this assignment, student will write brief, informal reflection paper that provides insights on completing this assignment. Detailed instructions and evaluation criteria are available on the Canvas course site.

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 will make an oral presentation video recording (about 10 minutes) using Zoom or any screencasting software (e.g., Adobe Captivate, Camtasia, Screencast-o-matic, Ezvid, and CamStudio) and write a short paper on the topic. The paper 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. It should include additional material rather than repeat the oral presentation. The student will upload the paper and the recording (or provide a link to the screencast/recording) on the dedicated Canvas discussion board, so that the whole class can view the presentation & paper and engage in the discussions on the topic. (Again, it would be very helpful if you could indicate in the Assignment area that you have submitted this assignment.) The presenter should also answer questions from their colleagues on Canvas discussion board.

The file designations for this assignment are TPcast (for the presentation recording/cast) and TPessay (for the essay). Please name your files as YourLastName_TPcast and LastName_TPessay, e.g., Zhu _TPcast, Zhu_TPessay. The evaluation rubrics are available on the Canvas course site.

PROJECT/paper proposal (10 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, details about the content, initial analysis of the 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 8 points, and part 4 will account for 2 points. The file designation for this assignment is <u>Proposal</u>. Please name your file as GroupNumber_Proposal[2], i.e., Group1_Proposal.

Paper Proposal:

The paper proposal will have four parts. Part 1 (Introduction, 1 page) will introduce your purpose, research question(s), background information, 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 <u>Proposal</u>. Please name your file as LastName(&LastName)_Proposal, i.e., Zhu_Proposal or Zhu&Huitt_Proposal.

FINAL PROJECT/PAPER (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 (3-4 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 <u>Final</u>. 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 V,

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

Policies. During the semester, you may submit drafts of the three components—community analysis, content guidelines, and metadata guidelines—to the instructor and get feedback for improvements (not graded). 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.

More on final project/paper:

- By January 21, 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 21, you will be responsible for Option Two: DL paper.

- Presentations of the final projects will be scheduled during the last two class sessions. The deliverables due date is noted on the course calendar on Canvas.

- 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 V, Policies

VIII. COURSE SCHEDULE

The complete, most updated course schedule (topics, readings, asynchronous activities, and due dates) is available on Canvas course site, under "modules". Asynchronous activities of each week will be available five to six days prior to the due date.

DISCLAIMER

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