LIBR 581 / ARST 556M: Digital Libraries and Archives – Course Syllabus (3)

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓̑əmin̓əm̓ speaking Musqueam people.

Program: MLIS, MAS, Dual MAS/MLIS
Year: Winter Session 2016/17, Term 1
Course Schedule: Mondays, 2:00 p.m. – 4:50 p.m.
Location: IKBLC 155
Instructor: Richard Arias-Hernandez
Office location: IKBLC 484
Office phone: 604-822-1458
Office hours: Thursdays, 9:00 a.m. – 12:00 p.m. or by appointment
E-mail address: rarias@mail.ubc.ca
SLAIS Student Portal: http://connect.ubc.ca

Course Goal: The goal of this course is to provide students with the theoretical and practical knowledge required to understand the processes and techniques involved in creating, organizing, presenting, and using information in digital environments.

Course Objectives: Upon completion of this course students will be able to:

- Outline the major components of a digital library/archive [1.4, 4.1]*
- Use current technologies associated with the development and implementation of digital libraries/archives [1.1, 1.2, 1.3]*
- Analyze issues related to curation of and access to digital resources [1.4, 4.1]*
- Apply a critical perspective in analyzing current digital library/archive efforts [1.4, 2.1, 3.1]*
- Analyze the role, potential, and challenges of digital libraries/archives in relation to societal needs and concerns [1.1, 3.1]*
- Design a digital library/archive solution to satisfy users’ information needs and information organizations’ mission and goals [1.1, 1.3, 2.1, 3.1, 3.2]*

* Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies: http://slais.ubc.ca/programs/about-department/graduate-competencies/

Course Topics:

- Digital libraries & archives - definitions and examples
- Resources - multimedia and text
- Digital collection development
- Privacy and Intellectual Property Rights
- Information organization and representation
- Metadata
- Resource discovery
- Information needs and information seeking
- Digital library/archive services
- Digital preservation
- Digital library & archive systems and technology platforms
- Design and evaluation of digital libraries & archives
Prerequisites:
MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor
MAS: completion of MAS core or permission of the SLAIS Graduate Adviser

Format of the course: Class sessions will combine short lectures, student-led class colloquia discussing main ideas and issues raised by weekly topics, guest speakers, and technology workshops/demos in-class or at the Terrace Lab.

Required Readings:
- **Book chapters:**
- **Journal Articles, Web Articles/Tutorials:**


• Reports:


Course Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Student-led colloquia</td>
<td>10 %</td>
<td>Various dates</td>
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<tr>
<td>Short paper 1</td>
<td>10 %</td>
<td>September 26</td>
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<tr>
<td>Short paper 2</td>
<td>15 %</td>
<td>October 24</td>
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<tr>
<td>Issues paper</td>
<td>25 %</td>
<td>November 14</td>
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<td>Term project</td>
<td>30 %</td>
<td>November 28</td>
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<td>Participation</td>
<td>10 %</td>
<td>Throughout</td>
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<td>Date</td>
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<tr>
<td>Sep. 12</td>
<td>Introduction to course</td>
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<td>History of digital libraries and</td>
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<td>digital library initiatives</td>
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<td></td>
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<td>Calhoun (2014), pp 1-26 Erickson (2014)</td>
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<td>Sep. 19</td>
<td>Conceptual frameworks, theories,</td>
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<td>definitions</td>
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<td>Digital Library Exemplars</td>
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<td>Sep. 26</td>
<td>Text resources</td>
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<td>TEI, TEI Lab</td>
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<td>Session 4</td>
<td>DIGITAL OBJECTS (II)</td>
<td>Witten et al. (2010) Ch. 5 ALCTS (2013)</td>
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<td>Oct. 3</td>
<td>Images and multimedia resources.</td>
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<td>Digitization.</td>
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<td>Oct. 10</td>
<td>Thanksgiving holiday – No class</td>
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<td>Oct. 17</td>
<td>Collection development, Selection</td>
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<td>policies, IPR.</td>
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<td>Oct. 24</td>
<td>Information architecture</td>
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<td>Unique identifiers</td>
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<td>Metadata, ExifTool Lab</td>
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<td>Session 7</td>
<td>USER BEHAVIOUR/INTERACTIONS</td>
<td>Xie &amp; Matusiak(2016) Ch. 10 Head and Eisenberg (2010) [Skim read]</td>
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<td>Oct. 31</td>
<td>Information needs/ relevance,</td>
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<td>Search strategy, information</td>
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<td>seeking behavior, Islandora Lab</td>
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Attendance: The calendar states: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” Up to two excused absences are allowed with prior notification to me. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark.

Evaluation: All assignments will be marked using the evaluative criteria given on the SLAIS web site [http://slais.ubc.ca/resources/ischool-policies/letter-grades-and-grading-policy/]. While these criteria are stated at the level of course marks they also apply to the marks awarded to assignments. Please note that based on these criteria, if on a given assignment you do a good job of meeting ALL the required elements the mark will typically be in the range of B to B+. In order to achieve a mark in the overall "A" range [A-, A, A+] you must demonstrate excellence that goes considerably beyond the basic requirements of an assignment. If you receive a mark such as A-/B+ you should interpret it as a low A-, likewise a mark of B+/A- should be interpreted as a high B+. The top mark represents the awarded letter grade, and the bottom mark indicates the relative position of the numerical equivalent in the range for the letter grade on the SLAIS web site. Use of this split/letter marking scheme allows to more fairly assigning the course marks at the end of the term.

Assignments will not be accepted late. Consideration will be given to legitimate emergencies. If an extension is granted, a late penalty may be imposed; this will be discussed when you request an extension.

Written & Spoken English Requirement: Written and spoken work may receive a lower mark if it is, in the opinion of the instructor, deficient in English.
**Access & Diversity:** Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [http://www.students.ubc.ca/access/drc.cfm](http://www.students.ubc.ca/access/drc.cfm). You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation:** The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: [http://www.universitycounsel.ubc.ca/policies/policy65.pdf](http://www.universitycounsel.ubc.ca/policies/policy65.pdf).

**Academic Integrity**

**Plagiarism**

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work," [http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html](http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."
Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: the Academic Integrity Resource Centre http://help.library.ubc.ca/researching/academic-integrity. Additional information is available on the Connect site http://connect.ubc.ca.

If after reading these materials you still are unsure about how to properly use sources in your work, please ask me for clarification.

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.

**Connect:** Connect, UBC’s e-learning system http://connect.ubc.ca will be used to organize class resources, slides, and additional material. It will also be used to manage assignments, grades, and in-class exercises. Make sure that you check the course space in Connect constantly for announcements, resources, assignments, feedback and grades.