IRLS574 Digital Libraries

Updated Fri, 08/06/2010 - 07:00

COURSE NAME, NUMBER AND PREREQUISITES:

IRLS 574 Digital Libraries

IRLS 504 is the sole prerequisite for this course. This course does not assume you have any technical qualifications beyond the skills of an experienced academic library user.

Instructor: Peter Botticelli

COURSE DESCRIPTION:

This 3-credit course is intended for all master’s-level students with an interest in digital library collections and services. The course is a distributed elective under the “Information Technology and Networked Digital Information.” As such, 574 serves as an introduction to the key issues facing libraries as they adapt to the historic growth of digital resources, and it paves the way for more specialized learning with library technology. So if you expect to work with digital resources in your career, this course will introduce you to the people, organizations, and technologies that are shaping the world of libraries as they adapt to the digital revolution in education, culture and society.

COURSE OBJECTIVES:

This course is designed to introduce students to the following topics:

— Research and development activities in the digital library field.
— Organizational issues facing libraries in adapting to the rise of digital collections and services.
— Metadata for describing and managing digital resources.
— Changing user needs and expectations in the digital environment.

Our overall aim is to understand how digital librarianship is both different from, and similar to, traditional print-based librarianship. In so doing, this course is designed to pave the way for more advanced and specialized learning related to...
creating, managing and preserving all types of digital collections.

REQUIRED COURSE MATERIALS:

All readings for this course will be available online. The majority can be accessed openly on the Web. Some will be available only through the UA Library’s e-journal databases. A small number of readings may be made available through D2L, for educational purposes as outlined by the fair use doctrine.

This course tends to have a substantial number of assigned readings, but please note that students are not expected to absorb and recall all of the contents of each reading. Instead, students will be expected to show mastery of the key ideas or main points of each reading, as presented in the lecture.

At the beginning of each unit I will give you detailed instructions that in many cases will limit the number of sections or pages you are required to read, and as noted above, I often make last-minute substitutions or deletions for that week’s readings. Finally, keep in mind that all readings labeled as “supplemental” are strictly optional.

COURSE REQUIREMENTS:

This course is taught entirely online through UA’s D2L platform, and yet it’s structured like a traditional university course, with a weekly schedule of readings and required class discussion. So while the course is taught asynchronously (so you will not be required to log in at any specific time), this is not a self-paced course, and students are expected to keep up with the weekly schedule and to log in to D2L—and to check your D2L email inbox—regularly.

The course content itself is divided into 12 weekly units. On Thursday of each week, I will post lecture notes, a podcast, a reading list, and sample discussion questions. As a guideline, the lecture and accompanying readings for each unit should be read within four days, giving you three days to complete the assignment each week.

For each unit, students will be required to contribute to a graded discussion forum that will be set up for each unit. Guidelines for discussion postings are given below. Besides the weekly discussion assignment, students will be required to complete a semester project during the course, based on guidelines that will be distributed early in the semester.

Finally, please note that because this course covers a rapidly evolving field, I will be revising the reading list and other course content on a week-by-week basis through the semester. Thus, the course outline posted at the beginning of the semester is the list for Fall 2009 and, as such, it should be taken as a preview of the topics we’ll be covering but not an exact list of required readings for each week. Naturally, you are welcome to read ahead if you wish, but note that I make every effort to come up with a manageable set of readings for each week.

574 Course Topics:

Unit 1. Introduction: The changing role of libraries in the digital age

This unit introduces the broad institutional challenges facing libraries arising from the rapid growth of digital resources as a proportion of total library collections. We will also discuss some basic strategic issues raised by the historic shift in user behavior toward Web-based digital resources.

Unit 2. Just what is a digital library?

In this unit we will examine some key research and technology development efforts underpinning digital resources and collections today. We will discuss the concept of a digital library as it has been developed by researchers and practitioners, as a way to understand long-range trends in the move toward large-scale digital collections.

Unit 3. Libraries and the e-journal revolution

Since the 1990s, the dramatic rise of e-journals has revolutionized serials librarianship. In this unit we will discuss the organizational impact e-journals have had on libraries to date, and the still-evolving role of e-journals within scholarly communities.

Unit 4. Libraries, the Web, and e-books
As an access system, the Web has been the principal catalyst behind the rise of e-journals and digitization efforts, and it has also revolutionized the search process for library users. Given that the Web is still at a relatively early stage of its development as a technology, in this unit we will need to consider the potential of the Web for more revolutionary changes in digital collections and information services.

Unit 5. Digitizing Library Collections, Part 1

For libraries, the digitization of print works has played a crucial role in building digital collections. In this unit we discuss the results of digitization projects within individual libraries, and potential impact of the ongoing mass digitization programs.

Unit 6. Digitizing Library Collections, Part 2

For libraries, the digitization of print works has played a crucial role in building digital collections. In this unit we discuss the results of digitization projects within individual libraries, and potential impact of the ongoing mass digitization programs.

Unit 7. Copyright issues for digital librarians

In this unit, we will see how mass digitization has been held back by ongoing conflicts and the uncertainty surrounding copyright law, and by the reluctance of publishers to allow open access to digital information. We will consider how librarians in particular have responded to these challenges, and what steps the library profession as a whole is now taking to resolve outstanding copyright issues affecting digital collections.

Unit 8. Metadata: resource description in the digital environment

This unit will be the first of a three-part introduction to metadata in the digital environment. In Unit 7 we will cover some basic issues and problems related to descriptive practices for digital collections, and we will discuss the current evolution of standards for describing digital resources.

Unit 9. Metadata: the future of library catalogs

In this unit we will consider the changing role of the library catalog in the digital age. We will cover the debates that have taken place recently on the future of cataloging practices, and we will assess the potential for revolutionary change in this essential area of librarianship.

Unit 10. Metadata: making digital library resources more accessible

In this unit we will examine metadata initiatives that seek to further interoperability within digital libraries and especially to support federated searching across collections and Web-based resources.

Unit 11. Digital libraries and the user experience

This will be the first of a two-part unit on digital library services. This unit will focus on how libraries are adapting traditional reference services to the digital environment. We will also examine how research methods related to user needs and usability can inform libraries in their development of new technologies and services.

Unit 12. Digital library services and the user experience: new directions

In this unit we will consider new kinds of information services that are being developed by libraries in an effort to add value to existing collections. Much attention is being paid to the interactive software tools associated with Web 2.0. We will survey some key trends in the fast-evolving area of digital search and suggest how access systems and services may in turn be driving changes in library organizations.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:
Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity. 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Instructions and Deadlines

Each weekly discussion assignment will have a specific due date; this means that all postings should be submitted to the appropriate discussion forum by midnight of the due date. This semester, each weekly unit will begin on Tuesday, so all assignments for the previous unit will be due on Monday.

Late assignments will carry a penalty of 1 point per day, with a maximum penalty of three points. Since D2L is subject to outages, assignments will not be officially counted as late unless they are time-stamped for later than 12 noon on Tuesday.

Exceptions to the deadline policy will be made if (a) a legitimate, documented emergency arises, or (b) if you email me before the deadline (that is, before the assignment is late) and request an extension. I consider these requests on a case-by-case basis, though I generally approve one or two extensions per student per semester.

Normally, I will not approve an extension if it is not requested in advance of the due date. Especially in an online course, careful planning is an essential factor in the learning process. This includes planning for those times when your schedule is likely to make it difficult to keep up with the syllabus. If at any time you find that you're running into difficulty keeping up with the course, I strongly urge you to contact me as soon as possible. I am willing to consider adjustments to the weekly schedule to accommodate students’ needs, if I am informed of the need for such changes in a timely manner.

Communicating Online

Given the importance of text in online learning, all assignments for this course will be graded not only on intellectual content but also on writing style and presentation. Thus, norms of graduate level writing, including organization, grammar, spelling, and citation of resources, are expected in this class. Problems will be indicated in returned assignments, but the instructor will not edit students’ work. For advice on improving writing style, students should make an appointment to consult the instructor.

Extra help in improving writing is available through the Writing Center http://web.arizona.edu/~uawc/. The following Web sites offer excellent advice as well: The OWL at Purdue University (owl.english.purdue.edu) and Paradigm Online Writing Assistant (www.powa.org).

Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...
If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

**GRADING:**

The final grade for the course will be based on the following elements:

Weekly class discussion: 300 points
(12 weeks, 25 points each)

Semester project: 100 points

Course total: 400 points

In grading the weekly discussion forum, my main concern is that all postings make a substantive contribution to the discussion. This means that you need to do more than state an opinion, or respond to another’s position. You also need to provide a context for your argument, including supporting details and concrete examples. Postings should be written in complete sentences and with correct grammar. Keep in mind that the purpose of assignments like this is to help you learn to communicate effectively in professional settings. Thus, to fulfill the grade requirement you will need to contribute one or more posts with a cumulative total of at least 300-400 words.

For the semester project, a document with detailed guidelines and minimum requirements will be posted early in the semester; please refer carefully to the guidelines in carrying out your project and ask questions as soon as possible if you encounter any problems or if any aspect of the assignment is not clear.

**INSTRUCTOR NAME AND CONTACT ADDRESSES:**

Teaching is more than presenting information. It includes guiding the learning process, and helping students acquire skills as well as knowledge. Students should never hesitate to contact the instructor whenever they have concerns about how well they are doing. Not only will this help the students get assistance they need, it will also provide valuable feedback as to how the course can be improved.

For questions that may be of general interest to the class, please use my instructor’s discussion forum in D2L. For more specific questions or to discuss matters that are personal in any way, please use my UA email account:

Peter Botticelli
pkb@email.arizona.edu

Also, if you are in Tucson, feel free to make an appointment for a face-to-face meeting.

**Attachment Size**

<table>
<thead>
<tr>
<th>Attachment</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>574info.pdf</td>
<td>93.77 KB</td>
</tr>
</tbody>
</table>

**Navigation**

- Browse Site
- For Authors

**Courses**
Syllabi

Fall 11
- Summer 2011
- Spring 11
- Fall 10
  - IRLS418/518 Information Quality
  - IRLS432/532 Online Searching Fall 2010
  - IRLS506-001 Research Methods
  - IRLS506-010 Research Methods for Fall 2010
  - IRLS506-011 Research Methods
  - IRLS515-010/011 Organization of Information (Fall 2010 Virtual, Cui)
  - IRLS520-010 Ethics for Library and Information Professionals (Virtual Fallis)
  - IRLS520-011 Ethics for Library and Information Professionals (Virtual Mathiesen)
  - IRLS521 Fall 2010
  - IRLS524 Information Resources and Services Fall 2010
  - IRLS550 Information Environments from Hispanic and Native American Perspectives
  - IRLS553 Issues in Culture & Information Technology (Draft)
  - IRLS561 Academic Libraries Practice and Administration
  - IRLS563 Readers' Advisory Services in Public Libraries
  - IRLS566 Small and Rural Libraries Administration and Practice
  - IRLS571 Introduction to Information Technology Atkinson
  - IRLS571-010 Introduction to Information Technology for Fall 2010
  - IRLS574 Digital Libraries
    - IRLS588-011 ISSUES IN INFORMATION RESOURCES: Intellectual Freedom
    - IRLS608 Fall 2010
    - IRLS671 Introduction to Digital Collections
    - IRLS675 Advanced Digital Collections (Fall 2010)
- Summer 10
- Winter 10-11
- Spring 10
- Winter 09 10
- Fall 09
- Summer 09
- Spring 09
- Winter 08 09
- Fall 08
- Archive of Old Syllabi

Schedules
- Core Courses
- Course Delivery Options
- Course Descriptions
- Distributed Electives
- Individual Studies: Internships, Independent Studies & Practica
- Registration
- Required first course: IRLS504
- Suggested Courses by Specialization
- Suggested Out of Department Courses
- Workload
Guided exploration

Click a term to initiate a search.

Audience
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)
- more...

Course
- IRLS417 (2)
- IRLS418 (1)
- IRLS432 (1)
- IRLS470 (2)
- IRLS488 (6)
- more...

People
- Adjunct Faculty (152)
- Faculty (150)
- Staff (17)
- Friends (6)

Semester
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 10 11 (1)
- Fall 10 (20)
- more...

Task
- Choosing Courses (27)
- Advising (5)
- Applying (5)
- Registering (2)
- Submitting Final Paperwork (2)
- more...

Topic
- Index (33)
- Masters (33)
- Research (20)
- Knowledge River (16)
- News (14)
- more...

Related categories

Course: IRLS574
People: Faculty » Botticelli
Semester: Fall 10

Guided keyword