IRLS675 Advanced Digital Collections

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COURSE NAME, NUMBER AND PREREQUISITES:

IRLS 675 Advanced Digital Collections
Instructors: Bruce Fulton, Peter Botticelli

The prerequisite for this course is IRLS 672 (Introduction to Applied Technology). Master's level students must also have completed IRLS 504.

COURSE DESCRIPTION:

This three-credit course is one of six required for completion of the Certificate in Digital Information Management (DigIn). This course will provide an in-depth look at the processes involved in building and managing digital collections and institutional repositories. The course will have a strong hands-on component in which students will apply advanced resource description methods to a collection, and then build a prototype repository along with a basic access system. Students will also analyze and discuss case examples of digital collections, focusing on technology management issues and organizational strategies for building digital collections.

COURSE OBJECTIVES:

This is a two-part course. One part, taught by Bruce Fulton, involves a series of hands-on technology exercises that will give students an introduction to some of the applications and technologies that are being used to create and manage digital
resources today. The other part, taught by Peter Botticelli, focuses on management and policy issues related to digital collections, giving students a broad look at the current state of the art in technology and organizational practices for managing digital information.

REQUIRED COURSE MATERIALS:

All readings for the case assignments will be freely available on the Web, through the UA Library e-journals collections or in the UA Library eReserves.

We will use virtualization software to conduct hands-on assignments. If your primary computer system is a Mac, you may need to purchase a copy of the software application VMWare Fusion. Check with the instructor to determine the correct version for your model and processor. For the Windows/PC platform, VMWare Server is freely available. Student licenses for other virtualization software may also be made available at no cost. Any of these applications may be downloaded during the first week of class.

The primary computer you use for the course must be either a Windows machine (Windows XP or Vista) or an Intel-based Mac (OS-X v10.3 or higher). Older versions of the Mac running the PowerPC chip will not work nor will older versions of the Windows operating system. The software we will use won’t run on older versions of these platforms. This computer must be reliable. We will install virtualization software on it that will allow you to create one or more virtual computers running the Linux operating system, so you must have administrator rights on your computer. You should already have or be able to install plug-ins such as Flash and Java. You’ll also need recent versions of Internet Explorer, Firefox or Safari as your web browser.

You should also have adequate RAM to run multiple programs. You will need a minimum of 1GB RAM for Mac and Windows XP systems, and 2GB RAM for Windows Vista systems. Depending on individual configurations, you may need to install more than these minimums.

Because many of the resources we will use are large (up to 1GB downloads, and more in some cases), you MUST HAVE reliable BROADBAND connectivity to your Internet service provider. Most cable or DSL connections will be adequate. Download speeds of one megabit or more are preferred. Slower connections will lengthen the time it takes to acquire the necessary files. Standard telephone-based modem connectivity will not be a practical way to acquire the necessary files.

You will need adequate disk space to install some new software and virtual machines you create on your computer. If you don’t have at least 20GB of free disk space, you may need to consider acquiring a second hard drive, either internal or USB external.

Because several different application configurations will be explored over the semester with differing requirements, use of the demo system acquired in IRLS 672 may not be practical, and all students should count on completing the assignments using virtual machine technology. However, students with demo systems are encouraged to continue experimenting with them, and optionally, using them to develop a personal repository.

COURSE REQUIREMENTS:

The course will be taught asynchronously, so you will not be required to log in at any specific time. But this is not a self-paced course, so students will be expected to keep up with the weekly discussions and assignments. Students should plan to log in to eCollege several times each week and check their email regularly.

In the hands-on technology portion of the course, students will be guided through a set of exercises involving the building of a repository, metadata creation, and the building of access systems for digital collections.

The management portion of the course will involve one case example per week of a working digital collection and other readings as assigned. As a graded assignment, students will be expected to read and discuss the case with the class in a discussion forum.

For both portions of the course, content for each unit will be uploaded by Monday of each week, with all assignments due the following Tuesday by 11:00pm.

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 Policies

All weekly assignments for both the Management and Technology portions of the course will be due each Tuesday by 11:00pm or otherwise as announced. All assignments are due on the day and time indicated. Late assignments will not be accepted without a grade penalty except in documented extreme cases involving circumstances beyond the student's control. Late assignments may be penalized one or more letter grades at the instructor's discretion.

Incompletes

This course and the previous course, Introduction to Applied Technology, are the foundation for success in the DigIn program, so it is definitely in your best interest to complete the course on schedule. Incompletes will not be given except in documented extreme cases involving circumstances beyond the student’s control.

Incompletes are strongly discouraged.

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.

Workload

All DigIn certificate courses are required to meet or exceed the Arizona Board of Regents (ABOR) guidelines for hours of expected work. ABOR requires a minimum of 135 hours of work for a 3-credit course. As a rule of thumb, students should expect to spend a minimum of 9-10 hours per week over the 14 weeks of this course.

GRADING:

Technology exercises

Weekly exercises - All assignments completed on time. Where applicable, the writing is clear, concise and relatively free of grammatical and spelling errors. Evidence is provided that the hands-on portions of the assignment were completed and documented.

Class participation - The student blog is updated at least weekly. Blog entries are responsive, articulate, topical and on
time. Weekly posts on assigned discussion topics and responses are frequent, well articulated, timely and responsive.

Project paper – The paper is responsive to the assignment and addresses required points of discussion. The paper conforms to norms of graduate level writing and is free of grammar and spelling errors.

Case exercises

In grading the discussion forum for case exercises, the main concern is that your posts should 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. Posts are also expected to be clearly written and also free of spelling and grammatical errors. To complete the assignment in a satisfactory fashion you will need to contribute at least one post and at least 200-300 words total, including your own analyses and responses to the class.

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 appropriate organization, standard grammar and 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/](http://web.arizona.edu/~uawc/). The following Web sites offer excellent advice as well:

The OWL at Purdue University: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

Chuck Guilford, Paradigm Online Writing Assistant: [http://www.powa.org/](http://www.powa.org/)

Grading Scale

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

Weekly case assignment: 300 points total  
(12 assignments worth 25 points each.)

Technology exercises: 700 points total  
200 points – Class participation including timely discussion, blog and other course components as assigned  
200 points – Satisfactory and timely completion of hands-on technology assignments, usually weekly  
300 points – Final project

Course Total: 1000 points

Grade Scale:

900-1000 points = A  
800-900 points = B  
700-800 points = C  
600-700 points = D

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 either 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 the instructors’ discussion and activity forums in eCollege. For more specific questions or to discuss matters that are personal in any way, please use our UA email accounts:

pkb@email.arizona.edu
Also, if you are in Tucson, feel free to make an appointment for a face-to-face meeting.
IRLS588 Issues in Indigenous Information Services
IRLS608 Planning and Evaluation of Libraries and Information Centers
IRLS622-010 Information Quality
IRLS675 Advanced Digital Collections
IRLS688: Books and Society: From the Late Middle Ages to Early Cyberspace

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...