

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7997
Digital Preservation
3 CREDIT HOURS
Fall 2020 Syllabus**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from <http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*
- PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

INSTRUCTOR

Name: Tamara Livingston, Ph.D.

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Office hours: By appointment for online chat, or via telephone (I am employed at Kennesaw State University and have an office there).

COURSE DESCRIPTION

This course introduces the student to digital preservation, defined as the set of processes and activities that ensures long-term, sustained storage of, access to and interpretation of digital information. Digital preservation is vital to protect digital assets of institutions, organizations and cultural heritage institutions. Over the years, libraries and archives have developed extensive collections consisting of the fruits of digitization projects, community scanning and oral history projects. They may also host e-books, electronic dissertation and faculty research and research data. In addition, many institutions also have a significant number of born-digital assets including photos, publications and videos created by the institution or gifted to them. Digital preservation requires an understanding of the nature of digital assets, the characteristics that make them usable and meaningful, and threats to their integrity and usability.

Students in the course will gain insight into how computers utilize physical and electrical elements to create, store and transmit digital information. Students will become familiar with basic archival principles and concepts as they apply to digital preservation, and will be able to identify management, technical and content components. Students will gain a broad knowledge of digital preservation program development, workflows, tools, reference models, and standards and learn how to evaluate digital repositories. The course introduces students to preservation metadata, file formats, and concepts such as fixity. In addition, students will understand the necessity of including digital preservation as a component of digitization projects, and strategies for preserving complex digital objects including websites, video games and audiovisual materials.

Course Prerequisite or Co-requisite: MLIS 7000 or consent of instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1. Trevor Owens, *The Theory and Craft of Digital Preservation* (Baltimore: Johns Hopkins University Press, 2018). ISBN-10: 1421426978; ISBN-13: 978-1421426976
2. Edward M. Corrado & Heather Moulaison Sandy, *Digital Preservation for Libraries, Archives, and Museums*, 2nd ed. (Lanham: Rowman & Littlefield, 2017). ISBN-10: 1442278722; ISBN-13: 978-1442278721

All other required reading material will be made available via Blazeview.

Online Resource Materials:

- Other online resource materials will be assigned and made available as needed.

COURSE OBJECTIVES

Digital Preservation Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to:

- SLO1.** Defend the need for digital preservation in cultural heritage institutions (aligns with PO1, PO2, PO4).
- SLO2.** Explain the threats to the integrity and renderability of digital objects and strategies to mitigate them (aligns with PO1, PO2, PO4).
- SLO3.** Evaluate national standards and models important to digital preservation (aligns with PO3, PO4).
- SLO4.** Classify digital preservation tools in terms of function (aligns with PO1, PO2).
- SLO5.** Define key concepts and terminology in digital preservation (aligns with PO1, PO4)
- SLO6.** Apply archival concepts of selection, preservation and usability to digital preservation (aligns with PO1, PO3, PO4).
- SLO7.** Interpret key library and archives digital preservation professional literature (PO3, PO 4).
- SLO8.** Explain the three-part scope of digital preservation (management, technology and content) and identify two components within each component (PO1, PO4).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Learning Modules

Course content is delivered in weekly modules. In order to get the maximum benefit from this course, students are expected to complete all modules. This includes clicking through the content, working through assigned tasks and participating in assigned discussion board activities, whether specifically graded or not.

Each module begins on the date indicated on the schedule. Each module should be completed in full before moving on to the next module. It is best to work a little each day on the modules so as not to fall behind.

Each module consists of:

- **Module lessons:** these mini presentations are designed to help synthesize and contextualize the module content. Go through the lesson first, then consult the module checklist for module objectives and activities.
- **Module activities:** a list and description of activities to complete during the module.
- **Module content:** includes links to videos, articles, book chapters, websites and other materials.
- **Module checklist:** a tool to help keep you on track and complete all the requirements for the module.

Value: 70% of Total Grade. DUE WEEKLY AS INDICATED ON SCHEDULE.

Research Paper:

Write a research paper (8-10 pages) on a topic related to digital preservation. Topics might include case studies, an investigation of strategies, tools or techniques, or preserving special formats not covered in class.

Value: 15% of Total Grade. ABSTRACT DUE MONDAY 10/12; PAPER DUE MONDAY 10/26 BY MIDNIGHT.

Graded Discussions:

There will be 5 graded discussions (GD). You will be required to post an initial substantive response to the discussion topic, and then post focused and amplifying commentaries to two of your classmates' substantive responses to the discussion topic.

Value: 15% of Total Grade. DUE AS ASSIGNED.

Writing Mechanics and Tips:

Please follow file naming conventions in the Assignment Instructions. Use spelling and grammar check Use spell check. The Publication Manual of the American Psychological Association (APA) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

Communication:

For personal questions, please use the BlazeView course e-mail feature. If you have a general question that may be of interest to your classmates, please post it to the "Questions" topic on the discussion boards. I will answer e-mails to both telivingston@valdosta.edu and through the Blazeview e-mail application. On Mondays through Fridays you will receive a response within 24 hours, if not faster. I will reply during weekends and holidays as well but cannot guarantee a response time.

Distance Learning Support:

An online guide for distance education students is on the Odum Library Web site at: <https://www.valdosta.edu/academics/library/services/distance-education.php>

COURSE EVALUATION

Graded Deliverables:

Item	Percent of Total	Due Date
Completion of Weekly Modules	70%	Due weekly as indicated on schedule
Research Paper	15%	MON 10/12 Abstract MON 10/26 Paper
Graded Discussions	15%	As assigned

Grading Scale

The grading scale will be based on percentage of total available points. Course grades will be assigned based on the following percentage breakdown:

- A = 90-100 % = exceptional work, exceeds expected graduate level work
- B = 80-89 % = consistently good work, meets expected graduate level work
- C = 70-79 % = consistently poor work, fails to meet expected graduate level work
- D = 60-69 % = perfunctory, incomplete work, fails to meet expected graduate level work
- F = ≤ 60 % = missing, incomplete work, fails to meet expected graduate level work

Standards for core courses:

- **No grade below a C will be credited toward a VSU graduate degree.** To be **eligible** to receive an A in this course a student must complete every graded deliverable.

Withdrawal: You may drop the course without academic penalty on or before the official withdrawal date. As discussed on pages 30-31 of the VSU graduate catalog, "Students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of Dean of Students."

ATTENDANCE POLICY

This is a Web-delivered course, with no required face-to-face meetings. Online classroom meetings are optional. They will be recorded and made available for students.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act

of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <https://www.valdosta.edu/academics/academic-affairs/sois/directions-for-accessing-and-completing-sois.php>.