

Spring 2022
INSC 565-Digital Libraries
The School of Information Sciences
The University of Tennessee, Knoxville
Class Meetings Monday, pm on ZOOM
ZOOM Course ID/Link:

<https://tennessee.zoom.us/j/98636098387?pwd=a1JXS1pmbzlaeSs1dk9jazBmdndCUT09>

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I. COURSE DESCRIPTION

In this course, we will explore both the technological and social aspects of digital libraries (DLs) and digital collections. 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 digital libraries and digital collections. As a capstone experience, students will complete a group project, a research paper, or some DL related work.

Prerequisites: You must have completed at least two of the required courses—INSC 511, 512, 514 (or the old version of the required courses, INSC510, INSC520, and INSC530). Completion of all required 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;
- 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 digital libraries and digital collections;
- Understanding of the role of digital libraries in widening access to information and in promoting diversity and minority cultures.

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 hybrid 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 the readings and 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 site 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:

Banerjee, K., & Reese, T. (2019). *Building Digital Libraries: A How-To-Do-It Manual for Librarians*. 2nd ed. ALA Neal-Schuman. ISBN: 978-0838916353 (a technology-oriented textbook)

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

Witten, I.H., & Bainbridge, D. (2010). *How to Build a Digital Library*. 2nd ed. Morgan Kaufmann. ISBN-13: 978-0123748577 (available through UT’s library subscription) (a comprehensive, technology-oriented textbook with an emphasis on Greenstone DL software)

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/>. (a classic, foundational book on DL)

JOURNALS OF INTEREST

Ariadne

International Journal of Digital Libraries

World Digital Libraries

Digital library Perspectives

Journal of the Association for Information Science and Technology

Library Hi Tech

International Journal of Digital Curation

The American Archivist

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 I will try to help. For immediate Zoom support, call 865-974-3117 or 1-877-974-3117.

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 all 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 Zoom to meet in real-time with your group members outside class to work together on your group assignments.

Once the final project is identified, each group (if you choose the group project) 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 or switch to the individual project option upon consulting the instructor. 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 be in .docx format, letter size, with 11 or 12-point Calibri or Times New Roman font and 1" margins on all sides. Use **single line spacing** and **appropriate paragraph spacing** (no more than 12pt). 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. Exception: Topic presentation & paper should be submitted to Discussion Board instead of "Assignments" (and please also 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- | 90-92.99 | (3.7 quality points per semester credit hour) intermediate grade performance. |
| B+ | 88-89.99 | (3.5 quality points per semester hour) better than satisfactory performance. |
| B | 83-87.99 | (3 quality points per semester hour) satisfactory performance. |
| B- | 80-82.99 | (2.7 quality points per semester credit hour) intermediate grade performance. |
| C+ | 78-79.99 | (2.5 quality points per semester hour) less than satisfactory performance. |
| C | 70-77.99 | (2 quality points per semester hour) performance well below the standard expected of graduate students. |
| D | 60-69.99 | (1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements. |
| F | ≤59.99 | (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 <i>Graduate Catalog</i> . 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. The table below provides a brief summary of assignment names, grade distribution, and the MSIS Program Outcome(s). A fuller description of each assignment follows the table.

| Assignment | Value | MSIS Program Outcome |
|--|-----------|------------------------|
| PARTICIPATION | 15 | n/a |
| CROWD SOURCING EXERCISE Alternative: ANNOTATED BIBLIOGRAPHY | 15 | #1 #9 |
| DL TOPIC PRESENTATION | 20 | Varies |
| PROJECT PROPOSAL | 10 | #2, #3, #7 |
| FINAL PROJECT (THREE OPTIONS) | 40 | |
| - DL PROJECT | | #1, #4, #6, #8 |

| Assignment | Value | MSIS Program Outcome |
|------------------|------------|--|
| - PAPER | | #9, and more, depending your topic |
| - MINI PRACTICUM | | # 3 or #8, depending on the nature of the practicum work |
| TOTAL | 100 | |

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.”

CROWD 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.

Please name your files as YourLastName_Crowd.

ANNOTATED BIBLIOGRAPHY (15 POINTS)

This is an alternative assignment to the CROWD SOURCING EXERCISE. If you have finished the crowd sourcing exercise in the digital curation course, you should choose this option (be sure to let me know at the beginning of the semester) and develop an annotated bibliography in a specific area within digital libraries that you are most interested in. The bibliography should represent **key readings** (books, journal articles, technical reports, etc.) in the area of interest and provide you with a valuable resource for future professional activities in the chosen area. Each entry for the annotated bibliography should include a full citation in APA style or Chicago/Turabian style and at least three paragraphs that

- (1) briefly reviews the content of the article,
- (2) notes how it is pertinent to the particular domain of interest, and
- (3) evaluates the article in terms of quality, impact, and/or methodology.

The complete annotated bibliography should have at least 10 items. The annotated bibliography will be graded based on the thoroughness of each entry, appropriateness of selected items, analytical insight, and relevance of the collection of entries to the student’s area of interest. **Be sure to include a title** or a sentence that indicates the topic/domain of interest.

Please name your files as YourLastName_Bibliography.

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. Students choosing the same topic will team up to finish the presentation. Starting Week 3, each student or team will make an oral presentation video recording (about 10 minutes) using Zoom or any

screencast software (e.g., Adobe Captivate, Camtasia, Screencast-o-matic, Ezvid, and CamStudio) and write a short paper on the topic. The paper should be 2-3 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 or team 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. **Please also indicate in the Assignment area that you have submitted this assignment**, so that I can grade this assignment submission in a timely manner. 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.

FINAL PROJECT (40 POINTS)

There are three 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.

Option one—Build a DL (group):

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 digital objects (typically 30-50 digital objects; we will discuss available technological solutions during the course). Each team member will also write an essay (0.5-1 page) 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 guidelines
- metadata guidelines
- technology infrastructure report
- each team member's individual reflection essay
- the link to and at least three screenshots of the "beta version"/prototype of your DL

The file designation for the final report is Final. 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).

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 digital collections. Your paper has to involve some **original research**—typically, it should involve raising a valid, somewhat original research question, selecting a research method to answer that question, and collecting and analyzing first-hand data on your own. It should not be a summary of the knowledge you learned from the literature. I expect that you will use all the resources available to you, including journals, books, websites, and/or interviews with relevant parties. If you are interested in conducting original research with human subjects (for example, interviewing librarians on their views of certain issues or surveying students about their use or perceptions 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 final paper should at least include the following basic components of a research paper:

- Introduction (1 page)
- Literature review (1.5-2.5 pages)
- research design/methodology (1-2 pages)
- results/findings (2-3 pages)
- discussions (1.5-2 pages)
- conclusion (0.5-1 page)
- references

The deliverable for this option is your paper that is expected to be about 5000 words. The file designation for this paper is Final. Please name your file as LastName[&LastName]_Final, e.g., Zhu_Final or Zhu&Smith_Final.

Option three—Mini DL practicum:

This is an individual project. You will work with a mentor to determine an area of interest and gain some actual work experience in digital librarianship (30-50 hours work and no “double dipping” with your actual work or internship/practicum). Your mentor could be a digital librarian, a digital archivist, a special collection librarian, a metadata librarian, or a practitioner in another digital-library-related area. You are responsible for finding a potential mentor (local or remote to the student) and forging the final arrangement with the potential mentor. **If you have not confirmed a mentor by January 31, you will switch to another option.** During the course of this experience you will keep a log of your activities. The deliverable for this option includes:

- your activity log (variable length)
- a report (5-6 pages) that describes your experience including a technical description of the work accomplished
- recommendations for librarians who might be pursuing this same type of work (1-2 pages)
- a personal account of “lessons learned” (1-2 pages)
- a brief comment/summary prepared by your mentor (with signature) evaluating your performance during the mini practicum

The file designation for this deliverable is Final. Please name your file as LastName_Final, e.g., Zhu_Final.

Option four—Guided DL Project (group):

These are real-world, community-based DL initiatives guided by the instructor and community members. More details will be announced in class or on Canvas. The assessment measures will be different from other final project options. Proposal and presentation will be required but the format and other requirements will likely be different.

More on Final Project:

- **By January 31, you will identify which option you have chosen.** Each group/team (for Build-a-DL and co-authored papers) or individual (for individual research papers and mini-practicums) should submit a brief description of your topic (1 page; not graded; file designation: ProjDesc). Please name your file as LastNames_ProjDesc. Students choosing Option Four only need to indicate “Option four” in the assignment submission.
- I will assign group numbers after receiving all project descriptions.
- Presentations of the final projects will be scheduled during the last week of class. The deliverable due date is noted on Canvas.
- Your grade will be based on the quality of the presentation and on the content of your deliverable. Evaluation criteria will be provided on the course site.
- For group and collaborative work, group member evaluations will also be taken into consideration. For group work policy, see section V, Policies.

PROJECT PROPOSAL (10 POINTS, DEADLINE VARIES FOR OPTIONS)

Learning to write proposals is very important for digital librarians. Whichever option you choose for the final project (see Final Project), you will develop a proposal before starting the project.

Build-a-DL Project Proposal:

This document will have at least four parts.

- Part 1, “Introduction” (0.5-1 page), will introduce your project including the topic, significance, and any background information or history related to it.
- Part 2, “Project Details” (1-2 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, “Project Plan” (1-2 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, “Personal Goals” (0.5-1 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.
- References, if any.
- 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 Proposal. Please name your file as GroupNumber_Proposal, i.e., Group1_Proposal.

DL Research Paper Proposal:

The paper proposal will have five parts.

- Part 1, Introduction (1 page), will introduce your purpose, research question(s), background information, and significance of the study.
- Part 2, Literature review (1.5-2 pages), will summarize what has been done in this area of research. Cite at least 15 scholarly relevant scholarly papers/books.
- Part 3, Research Design (1-1.5 pages) will specify the method you will use to conduct the research and answer your research questions.

- Part 4, Timeline (1 page) will identify the projected timeline for key milestones that will lead to completion of the paper.
- Part 5, References (variable length) will list the sources you cite in the proposal.
- Please note, the paper proposal **due date is later** than the other two options because **I expect that you will conduct a good literature review and design your research project well.**
- The file designation for this assignment is Proposal. Please name your file as LastName(&LastName)_Proposal, i.e., Zhu_Proposal or Zhu&Smith_Proposal.

Mini DL Practicum Proposal:

This document will have at least four parts.

- Part 1, "Introduction" (0.5-1 page), will introduce your mini practicum including the topic/specific area of work, significance of the work, and any background information related to the work.
- Part 2, "Practicum Details" (1-2 pages), will outline the specific tasks, experiences, or activities you propose to complete (with the help of your mentor), details about these project, specific goals to achieve, details about the work environment, analysis of the difficulty, etc.
- Part 3, "Practicum Plan" (1-2 pages), will discuss, how you will accomplish your goals including, but not limited to, things you need to learn to perform these tasks, materials you will be used as references. You will also develop a projected timeline for key milestones. Also discussion how your tasks will be evaluated (with the help of your mentor).
- Part 4, "Personal Goals" (1 page), will state your personal goals regarding what you hope to learn from the project and how it may benefit your professional goals and objectives.
- References, if any.
- The file designation for this assignment is Proposal. Please name your file as LastName_Proposal, i.e., Zhu_Proposal.

Guided DL Project Proposal:

To be announced.

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.