**INF 392L**

**INTRODUCTION TO AUDIO PRESERVATION AND REFORMATTING**

**UNIQUE NUMBER: 28540**

**Spring 2021**

**Class Meets:** *6:00 – 8:45 Tuesdays (online)*

**Course Mode:** *Internet*

|  |  |
| --- | --- |
| **Instructor: Sarah Cunningham****Pronouns: she, hers****Email: shcunningham1@utexas.edu****Phone: (512) 721-0156** | **Office:** LBJ Presidential Library**Office Hours: by appointment, email, Zoom** |
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 **Course Description**

**University Catalog Course Description**

**Description**: An introduction to the preservation of audio including:

* - A chronological examination of the development and history of recording
* - A study of issues in the care and preservation of recordings
* - The economics of in-house vs. "outsourced" audio reformatting
* - Study of methods to create digital surrogates

**Objectives:** This class will introduce students to the preservation of sound recordings. Students will gain an understanding of:

* - The various types of sound recordings and formats
* - The Administration of Audiovisual Archives
* - Current best practices and methods for preserving recordings
* - Standards for archival methods of storage and retrieval
* - The professional communities and organizations involved with the preservation of sound recordings.

## How will I learn?

## This class will consist of readings, discussions of the readings, lectures, guest lectures from the authors of the articles and from the profession.

## Pre-requisites for the course

## No Pre-requisites

## How to succeed in this course

## Success is gained by completing the readings each week and participating in the discussions.

**Course Requirements**

## Required Materials


## All readings for this course will be available on-line through Canvas and/or links posted on the Canvas site for this course.

Brylawski, Sam. (2015) ARSC Guide to Audio Preservation. Council on Library and Information Resources. <http://www.clir.org/pubs/reports/pub164/pub164.pdf>

Casey, Mike and Bruce Gordon. (2007) “Sound Directions: Best Practices for Audio Preservation.” In Sound Directions: Digital Preservation and Access for Global Audio Heritage. Bloomington, IN: Indiana University, 2007.<http://www.dlib.indiana.edu/projects/sounddirections/papersPresent/sd_bp_07.pdf>

International Association of Sound and Audiovisual Archives. (2009) IASA-TC04 guidelines on the production and preservation of digital audio objects: Standards, recommended practices, and strategies. Second Edition. Auckland Park, South Africa: International Association of Sound and Audiovisual Archives, Technical Committee. <http://www.iasa-web.org/tc04/audio-preservation>

## Required Devices

##  All students must be able to access the Canvas site for this class

## Classroom expectations

**Deadlines** – All students are expected to turn assignments in at the beginning of the class period of the day that it is due. If a student must miss a class, the assignment must be sent via e-mail to me 1 hour before the class begins.

**A letter grade will be deducted for each day an assignment is late.**

**Papers - will be graded on: Research, Content, Writing and Presentation**

Students that need assistance with writing may visit the **Sanger Learning Center** for feedback, tips to improve writing skills and sessions with a writing tutor: <http://www.utexas.edu/ugs/slc/grad>

## Assignments- for each class meeting can be found on the Canvas course page for this class.

## Assignments

#### Assignment 1: *Class participation*

 40 % of grade

#### Assignment 2:  *Paper/project*

 40 % of grade

## Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points possible** | **Percent of Total Grade** |
| **1. Class participation**  | 40 | 30 |
| **2. Paper/project** | 40 | 30 |
| * Topic
 |  5 |  |
| * Outline
 | 10 |  |
| * Paper
 | 25 |  |
|  |  |  |
| **3. Final** | 20 |  |
|  |  |  |

**Course Outline**

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at

[https://utexas.instructure.com.](https://utexas.instructure.com/) Check this site regularly and use it to ask questions about the course schedule.

**Changes**to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week | Date | Day | Class Topic | Out of class activities |  | Assignments due |
| 1 | 1-19-20 | 1 | Introduction to Audio Preservation |  | None |
| **Unit 1: Audio Recording** |  |  |  |
| 2 |  | 2 | History of Audio Recording part 1 |  | In class Discussion |
|  |  |  |  |  |  |
| 3 |  | 4 | Standards for Audiovisual Archives |  |  |
|  |  |  |  |  |  |
| 4 |  |  | Preservation Policies |  |  |
|  |  |  |  |  |  |
| 5 |  |  | Best Practices for Audio Preservation |  |  |
|  |  |  |  |  |  |
| 6 |  |  | Researchers and Restoration |  |  |
|  |  |  |  |  |  |
| 7 |  |  | Audio Technology and Media Archeology |  |  |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 2:**  |  |  |  |
| 8 |  |  | Copyright and New Tools for Preservation |  |  |
|  |  |  |  |  |  |
| 9 |  |  | Projects |  |  |
|  |  |  |  |  |  |
| 10 |  |  | Preserving Radio Archives |  |  |
|  |  |  |  |  |  |
| 11 |  |  | Digital Humanities |  |  |
|  |  |  |  |  |  |
| 12 |  |  | Research Papers Due and Student Presentations |  |  |
|  |  |  |  |  |  |
| **Unit 3:**  |
| 13 |  |  | Future of Audio Archives |  |  |  |
|  |  |  |  |  |
| 14 |  |  | Review |  |  |
|  |  |  |  |  |  |
| 15 |  |  | Exam |  |  |
|  |  |  |  |  |  |

**Policies**

**Classroom Policies**

**Statement on Learning Success**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

**Grading Policies**

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don’t do as well on your earlier journal entries, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

|  |  |  |
| --- | --- | --- |
| Grade | Cutoff | Points needed |
| A | 94% | 940 |
| A- | 90% | 900 |
| B+ | 87% | 870 |
| B | 84% | 840 |
| B- | 80% | 800 |
| C+ | 77% | 770 |
| C | 74% | 740 |
| C- | 70% | 700 |
| D | 65% | 650 |
| F | <65% | <650 |

**GRACE POLICY: Time-bank options**

Sometimes we have bad days, bad weeks, and bad semesters. In an effort to accommodate any unexpected, unfortunate personal crisis, I have built “time banks” into our course. You do not have to utilize this policy, but if you find yourself struggling with unexpected personal events, I encourage you to e-mail me as soon as possible to notify me that you are using our grace policy. You may use this policy one of two ways (please choose, and let me know):

You may have a two-day grace period for one assignment, OR

You may have 2 one-day extensions for two different assignments.

#### Absences

If you are absent or unable to participate on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class*.

*Excused Absence***:** The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

*If you have to be absent, use your resources wisely*. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

**Student Rights & Responsibilities**

* You have a right to a learning environment that supports mental and physical wellness.
* You have a right to respect.
* You have a right to be assessed and graded fairly.
* You have a right to freedom of opinion and expression.
* You have a right to privacy and confidentiality.
* You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
* You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

***With these rights come responsibilities:***

* You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
* You are responsible for acting in a way that is worthy of respect and always respectful of others.
* Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
* You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
* You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

#### Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name, unless they have added a “preferred name” with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

#### University Resources for Students

***COVID-19 Update****: “Keep Learning” Resources*

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

***Land Acknowledgment***

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay my respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

#### *Services for Students with Disabilities*

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

***Counseling and Mental Health Center***

The [Counseling and Mental Health Center](https://cmhc.utexas.edu/index.html) serves UT’s diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students’ well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515.

If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

***The Sanger Learning Center***

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit  <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

***Undergraduate Writing Center***: <http://uwc.utexas.edu/>

*Libraries*: <http://www.lib.utexas.edu/>

*ITS*: <http://www.utexas.edu/its/>

*Student Emergency Services*: <http://deanofstudents.utexas.edu/emergency/>

***BeVocal***

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: [https://wellnessnetwork.utexas.edu/BeVocal](http://wellnessnetwork.utexas.edu/BeVocal).

#### Important Safety Information:

***COVID-19 Update:*** While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://coronavirus.utexas.edu/students>

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

* Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
* Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
* In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
* Link to information regarding emergency evacuation routes and emergency procedures can be found at:

[www.utexas.edu/emergency](http://www.utexas.edu/emergency)

***Title IX Reporting***

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s [relevant policies](https://titleix.utexas.edu/relevant-polices/).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and** **must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

**Emergency Evacuation Procedures**

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

#### University Policies

#### Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.**Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: <https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

#### Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

**COVID-19 Updates: Spring 2021 Semester**

Safety and Class Participation/Masks:

For every face-to-face class experience, we will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner.  Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms.  Therefore, for the benefit of everyone, this is means that all students are required to follow two important rules.

* **Every student must wear a cloth face covering properly in class and in all campus buildings at all times.**
* **Every student must engage in documented daily symptom screening.**  This means that each class day in which on campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas.  Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

If a student is not wearing a cloth face covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university’s Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](https://orientation.utexas.edu/students-with-disabilities) (<https://orientation.utexas.edu/students-with-disabilities>)

**Sharing of Course Materials is Prohibited:**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**Class Recordings:**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.