

Course information

Course Name: INF385S Digital Libraries

Course ID: 28810

Semester: Fall 2021

Pre-requisites: Graduate standing

Class Meets: Wednesdays, 6:00-9:00 pm, with 1-2 breaks, in UTA 1.212

Course Mode: In Person

Course Description: Examines design, development, management, and evaluation issues in digital libraries. Covers project management, collection development, and digitization; provision of access to multimedia materials; metadata and interoperability; access strategies and interfaces; policy and social issues.

Instructor information

Melanie Cofield, She/Her/Hers

Contact: Use Canvas to email

Weekly office hours via Canvas course Chat:

- Mondays 6:30-7:30pm
- Wednesdays 4:00-5:00pm

Schedule appointment: contact me via email to request a one-on-one appointment in person or online via Zoom.

Course Objectives

Course modules and assignments are designed to support specific learning objectives. At the end of this course, students will be able to...

1. Recognize and explain knowledge, skills, and abilities important for digital library work.
2. Compare and evaluate digital representation formats for a variety of materials.
3. Read and interpret standards-based metadata documentation.
4. Design standards-compliant metadata to describe and manage digital objects.
5. Make informed recommendations for adopting digital object formats and descriptive practices.
6. Describe how digital collections and user interfaces serve the target audience/s.
7. Ask essential questions and develop criteria to maximize the benefits of digital collections for all stakeholders.
8. Identify and use appropriate tools for performing digital library work.
9. Critically evaluate digital library initiatives.
10. Demonstrate effective communication, collaboration, and project management skills.

Course Materials

No textbook is required; readings will be freely available online, posted as PDFs in Canvas, or available through UT Libraries/UT EID authentication.

Pedagogy

This course is designed as a [Flipped Classroom](#) course, where students complete weekly modules (readings, Canvas discussions and assessments) on their own time, and come together in class to collaborate, share, work on assignments, and further discuss. This format requires participation of all class members.

Class meetings will include:

- Short topic-based presentations, talks, or Q&A sessions by instructor or guest speakers
- Student-led reflections and discussions on readings and assignments
- Collaborative, inquiry-based activities involving feedback from instructor and classmates to support learning objectives, skill development, and assignment completion
- Review of upcoming modules and assignments

Presentations, talks, and Q&A sessions will highlight important aspects of weekly topics, introduce related concepts and materials, and provide a venue for the instructor and guest speakers to share expertise and perspectives. The goal is to create a learning environment where together we raise significant questions, discuss concepts, exchange ideas and develop skills collaboratively.

This course also includes a trauma-informed approach, including:

- Warnings that detail content, severity, and duration of material that might be triggering
- Check-ins at the open and close of class meetings: a few minutes at the beginning to talk about how everyone is doing, a few minutes at the end to discuss the personal and emotional reactions to the course material.
- Permission for students to tune out or leave the class meeting to attend to personal and emotional needs when necessary.

Classroom Safety and COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- The university has determined that all students coming to campus for the fall semester must receive a viral COVID-19 test in their local community within 72 hours prior to arrival in Austin for move in. If they already reside in Austin, they must test within 72 hours of moving into the residence where they will reside for the academic semester. Finally, individuals who are already living in the residence in Austin where they will reside this academic semester should test within 72 hours (3 days) prior to the start of class on Aug. 25.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services'](#) Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

Land Acknowledgment

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon us at The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn.

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our 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.

Recognizing the land and the history of place in this way is an expression of deep appreciation for those who were here before us. I am grateful to be able to study, learn, work, and teach here, working to decolonize our practices and make this present learning moment and environment more inclusive.

Land Engagements and/or Commitments

In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

My Personal Goals

During this course, I will do my best to:

- Communicate early and often about course assignments and syllabus/schedule changes.
- Provide opportunities to think deeply and engage in lively discourse.
- Cultivate a welcoming, inclusive environment where students feel free to share knowledge, hopes, and concerns.
- Develop students' skills to support professional pursuits.
- Encourage interest in and commitment to life-long learning.
- Foster pride in achievements, both individual and collaborative.
- Support an enjoyable experience.

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 (visit <https://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. Students are encouraged to add preferred pronouns to their Canvas account settings and Zoom name display. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

Student Participation Expectations

General Participation

Student preparation for discussion and participation is extremely important for the success of everyone in the class. Students are expected to:

- **Participate actively.** Active participation includes being prepared to discuss course readings and resources, assignments, and concepts; engaging yourself in classroom activities and discussion; and putting your best effort into both formal and informal assignments. The more you put into it, the more you will get out of it.
- **Understand that respect is vital.** You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging of creativity, reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance. As a student, you are expected to work individually and with others, to create an atmosphere that is safe, valuing of one another, and open to diverse perspectives. Everyone is expected to show

courtesy, civility, and respect for one another. Comments or online postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.

- **Complete all assignments**, including reflection surveys that follow class meetings.
- **Read and digest material in advance** of weekly discussion deadlines; use the course readings and resources to inform participation in discussions, team activities, and completion of assignments.
- **Post discussion questions and comments** to Canvas before the deadline.
- **Turn in all assignment deliverables fully and on time.** Late submissions will only be accepted as specified in the grading policies or the assignment. For exceptions related to emergency situations and university excused absences, please contact me as soon as possible (see also Grading and Policies).
- **Communicate with and educate each other.** Team activities and discussion of the readings, resources, and assignments are designed to encourage this kind of collaboration.
- **Ask for additional help** from peers or instructor when needed.
- **Have fun!** This course is an adventure in exploring your thought processes, empowering yourself with the ability to evaluate information, and reasoning through arguments that you encounter. Some of what we do may be personally and intellectually uncomfortable. It is OK to express your discomfort as long as you are open to safely exploring beyond those comfort zones. Make the most of it!

Canvas Participation

Students are expected to:

- **Confirm your email address on file with UT is accurate** - [review University policy](#) and update your information in UT Direct as needed.
- **Complete weekly course modules in Canvas**, including engagement in discussion of assigned readings and resources, submission of assignments and peer reviews, completion of assessments, and team collaborations.
- **Turn on Canvas notifications** in order to receive weekly course announcements at confirmed UT email address.

Class Recording Privacy

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.

Online Instruction

All students must use a UT Zoom account in order to participate in online class components, office hours, and any UT affiliated events.

Schedule

Changes to the syllabus or schedule may be made at my discretion and if circumstances require. Students are responsible for noting these changes when announced.

Week	Class Meeting	Topic	Assignments due (not including participation)
1	August 25	Introductions, syllabus & course review	
2	September 1	What are digital libraries? Historical narrative	
3	September 8	What are digital libraries? Tour, tools & resources, librarianship	Group project signup due Sept. 7th
4	September 15	File formats and metadata standards	
5	September 22	Ethical practice in digital libraries	
6	September 29	Infrastructure, repositories, digital objects, identifiers	Group project DRAFT statement of work due Sept. 28th
7	October 6	User interfaces	Pair project tech topic signup due October 5th
8	October 13	Interoperability and crosswalks	Pair project presentation outline and Individual assignment 1 due October 12 th
9	October 20	Data aggregations	Group project progress report due Oct. 19th
10	October 27	Digital scholarship	
11	November 3	Research data	Pair project presentation due November 2 nd
12	November 10	Sustainable development and management	Individual assignment 2 due November 9 th
13	November 17	Group project presentations	Group project presentations
14	November 24	No class meeting; Challenges, trends, future outlook	All group project deliverables due Nov. 23rd
15	December 1	Challenges, trends, future outlook; Course wrap	Extra credit assignments

Grading

Grades will be determined both by individual performance as well as the performance of small teams on course projects. These components will be weighted as follows:

Individual performance

20% - Participation (including pre-survey, personal introduction in Canvas, weekly class discussions and assessment surveys, peer reviews of assignments)

15% - Assignment 1 – Imagine a future where something from your personal digital collections ends up in a publicly-accessible archive, available for research and potential re-use. Create and encode metadata for a personal digital object of your choice (image, document, audio or video recording), using the Dublin Core schema and one additional schema from choices provided.

15% - Assignment 2 – Choose, explore, describe, and critically evaluate a digital library collection.

Individual performance will be assessed on a satisfactory/unsatisfactory basis. For Assignments 1 & 2, assignment details will be provided in Canvas. Satisfactory work will receive full credit; incomplete or unsatisfactory work will receive no credit.

Each student will have **1 token/opportunity** to *either* revise an unsatisfactory individual assignment (case-by-case negotiation) *or* submit an individual assignment up to 48 hours late.

Group performance

15% - Pair project (team of 2)

Technology topic presentation - choose and present to the class a particular technology that supports any of the myriad activities involved in creating or managing digital collections.

35% - Group project (groups of 3-ish)

semester-long project involving sign up for a project from options provided; development of formal statement of work; progress reports; presenting as a group to class and project contacts; submission of all final project deliverables to project contact and instructor.

Pair project performance will be assessed via rubrics laid out in Canvas. Group project performance will be assessed on a broad project rubric, including the unique expectations defined in project proposals created by students and their project contacts.

As I hope you can see, flexibility is built into the assignments to support your success in this course. Consequently, the final grades are firm.

Policies

Statement on Learning Success

Your success in this class is important to me. I recognize we all learn differently, and accommodations are necessary. 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.

Late Work

Late work will be handled on a case-by-case basis. Generally, except in the case of an excused absence or use of 1 token for late individual assignments (see details about individual assignments above), work submitted after an assigned deadline will not be eligible for full credit. Please communicate with me if you are having problems keeping to the schedule. It is better to talk through problems than ignore them.

Absences

If you are absent on the day that your team (pair or group) meets, you are responsible for providing them 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 your instructor and your team know if you cannot make it to a class or team meeting.*

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency (including COVID-19-related circumstances). By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

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 drop in during office hours or schedule a meeting with your instructor 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.

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 Student

Honor Code and Institutional Rules which can be found online:

<https://deanofstudents.utexas.edu/conduct/academicintegrity.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>

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 or Canvas course 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. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with a specific student, 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.

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/>

Staying Healthy on Campus

Students are encouraged to stay connected and engaged while prioritizing their physical health and mental well-being: <https://protect.utexas.edu/students-families/>

Student Emergency Services

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.

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. This class respects and welcomes students of all backgrounds, identities, and abilities. 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](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' wellbeing, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515 or visit <https://cmhc.utexas.edu/contactcmhc.html>. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

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>.

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 <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).

University of Texas Libraries

UT Libraries provides a wide range of research help and support, study spaces and technology, maintaining more than 10 million volumes and providing access to the latest digital journals, databases and web resources. <http://www.lib.utexas.edu/>

Graduate Student Services at the Undergraduate Writing Center

<https://uwc.utexas.edu/how-we-help/graduate-students/>

Information Technology Services

<https://its.utexas.edu/>

Campus Safety

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://protect.utexas.edu/>

If you have concerns about the safety or behavior of fellow students, TAs or instructors, call [BCAL \(the Behavior Concerns Advice Line\)](https://bc.albany.edu/bcal/): 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.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation are from the Campus Safety Office, 512-471-5767, <https://safety.utexas.edu/>

- Occupants of buildings on The University of Texas at Austin campus must 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.
- During an evacuation — follow the instructions of faculty or class instructors.
- 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.
- For more information, please visit [emergency preparedness](#).

Campus Climate and Title IX Reporting

The University of Texas at Austin is committed to addressing incidents that impact our campus climate. The [Office for Inclusion and Equity](#) provides many resources for students, faculty and staff, including a [concern submission form](#) to report incidents.

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, 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 sexual misconduct 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](#).

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **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 want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.