Instructor: Kenneth W. Heger, Ph.D.  Class Time: Wednesday 2 – 4:45
Email: kheger@umd.edu  Classroom: HBK 4110

Please put INST 746 in the subject line of course-related e-mail messages
I will respond to student e-mails as soon as I can.

Office Hours: By Appointment

Course Overview
Students will focus on how digitization affects analog records, i.e. records not born digital. Instruction will stress how to look at digitized images and perform basic quality control functions, name the digital images, how to enhance description of records looking at legacy description, use digital images to create dynamic datasets, and undertake a hands-on digitization project. That project will be the largest component of the class; it will include processing the records, organizing them to scan them, curating the digital images, and enhancing the description.

Learning Objectives
- Develop work plans for digitization projects and implement a plan through a digitization project
- Evaluate potential candidates for digitization
- Demonstrate skill in digitizing records that are not born digital by creating digital images
- Show the ability to develop and apply quality control procedures to digitized assets
- Recognize relationships among digitized records
- Identify metadata to facilitate locating information among records
• Assess the value of legacy description and articulate how digitization of legacy assets affects the usefulness of this description
• Link digitized assets to existing legacy description and to each other
• Develop strategies to connect new user groups with digitized assets using blogs, crowd sourcing projects, and articles

Readings
Readings are suggested for most weeks; their location (e.g. SAA Website) is indicated in the syllabus. Access to course documents is through your ELMS account. Additional readings and other materials may be distributed during the semester. Students are expected to participate in class discussions, and to read any article the instructor assigns.

There are no required textbooks for the course.


Course Requirements
Textual Document Exercise 20% - Due March 13
Evaluation of Work Plan Exercise 30% - Due April 24
In-Class Digitization Project 50%

ASSIGNMENTS

1. TEXTUAL DOCUMENT EXERCISE (20%)
Due March 13
• Based on class discussions, lectures, and in-class work, answer the following questions; be sure to cite specific examples from the documents you work with:
• How does existing (“legacy”) description influence your decisions in naming digital images? In particular
  o The concept of original order and the arrangement statement in legacy description?
• How the discovery process as you digitize allow you to enhance/improve existing description?

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How does digitization allow you to link related records?
How does digitization point people to hidden collections of records?
As you worked with the documents did you find anyone’s name in more than one of the series? If so, how would it help a researcher find the records and create a more complete story?
What did you learn about your ability to start creating Big Data sets as you digitize records?

The paper should be 8 - 10 pages in length

2. EVALUATION OF THE DRAFT WORK PLAN (30%)
Due April 24
You will evaluate the draft work plan the class created in light of your experience doing the work. The purpose is for you to think critically about how to undertake such a project and to demonstrate that you learned how to be flexible when problems arise. Topics you should address are

- Was the initial work plan thorough enough, i.e. did it provide enough detail?
- Did the plan put the work in the right order?
- Did the plan allot enough time for each step?
- Did the plan overlook any steps because at the time the planners thought those steps too “self-evident” to add to the plan?
- Should the plan account for differences among scanning equipment? If so why?
- Did the plan link the digitization process clearly enough to legacy description?
- Did you discover you needed more training in any area as you embarked on the project?

The paper should be 7 – 10 pages.

5. BLOGS, IN-CLASS EXERCISES & PARTICIPATION IN CLASS DIGITIZATION PROJECT (50%)
This final part of your grade will recognize your hands-on work in the course through discussions, blogs and your work on teams working on the class digitization project.

**Blogs** – Each week a student will be responsible for writing a blog on an iSchool platform describing what the class did during the week as a reminder to the rest of the class, and information to people outside of the class who might be interested in digitization and class work in the iSchool

**In-Class Exercises** – Throughout the semester the class will have the opportunity to experiment with learning new skills, prior to tackling the big class project. That will include learning how to use scanning equipment, examining digitized images, and writing a draft work plan for the class project.

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Project – The class digitization project will examine at least the following areas
- Verifying the order of records
- Ensuring proper traditional archival description of the records prior to digitization
- Digitizing the records
- Learning how to use different equipment
- Doing a quality control of the scanned images
- Naming the scanned images
- Identifying related records
- Suggesting how to link the scanned images to related images, being certain to explain how the scans complement each other

REQUIREMENTS OF WRITTEN WORK

Quality of Writing
Excellent written communication skills are essential to the provision of information in professional contexts. Written work will be graded on the quality of writing as well as on its content and evidence of critical analysis. The mark for work that is not well written, clearly organized, and grammatically correct will be reduced accordingly. Please write in active voice.

Formatting
- Double space, in Times New Roman 12-point type, with 1 inch margins all around
- Include a list of sources consulted
- Cite sources in conformity with the most recent edition of Turabian, using either nots-bibliography style or in-text citations-references list style. See examples at www.press.uchicago.edu/book/turabian-citationguide.html.
- Number the pages and staple them together. Please do not submit your assignments in a binder or folder.
- Limit headers and footers to page numbers only. Please do not include headers or footers to include your name or the title of the assignment.

Grade
A point-based letter grade will be assigned for each assignment. The course will be graded in accordance with University and i-school guidelines: A=Excellent (90-100); B=Satisfactory (80-89); C=Barely Adequate (70-79); D/F=Failure (<70).
**Classroom Environment**  
The classroom environment should be professional and respectful. Students are to arrive punctually; please do not leave early. If you know in advance you must leave early, arrive late, or miss class please let the instructor know before class begins. Please turn off or mute all phones and other communication devices during each class session. If you use your laptop in the classroom, limit the usage of the computer to course-related reasons, such as taking notes. **Surfing the net, reading email, or any other non-class activity is prohibited.**

Proper handling of equipment and documents – Please refrain from eating during class. On days when we will be working with original records or with scanning equipment, please do not have open liquid containers at your work stations.

**Academic Integrity**  
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. The Code sets standards for academic integrity at Maryland for all students. For more information on the Code, see [www.shc.umd.edu](http://www.shc.umd.edu). Plagiarism is of particular concern in a networked digital environment. Be certain to cite your sources and use quotation marks where appropriate.

**Extensions**  
Extensions beyond an assignment’s due date will only be granted if the instructor is satisfied that you have a legitimate reason for being late. Late submissions of written assignments will carry a penalty, unless prior arrangements have been made with the instructor. Unexcused delays in submission of an assignment will result in a reduction of the grade by one category for each day the paper is late; for example, a paper that would have received a B+ if submitted on time will receive a B if submitted a day late.

**Students with Disabilities**  
Students with disabilities who require academic accommodation must inform the instructor of their needs and provide written documentation about the appropriate academic accommodation from Disability Support Services ([www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)) at the beginning of the semester.
WEEKLY TOPICS

Week 1 – January 30. INTRODUCTION TO COURSE
Topics: Why the class exists; Review of learning objectives

Week 2 – February 6. DIGITIZATION AND CUSTOMERS.
Topics: Review of archival literature and studies of customers; High level discussion of customer expectations and needs.
Readings:
- Deodato, Joseph. “Becoming Responsible Mediators: The Application of Postmodern Perspectives to Archival Arrangement and Description.” Progressive Librarian 27 (Summer 2006): 52-63. (on-line through UMD libraries Research Port)

Week 3 – February 13. OVERVIEW OF THE SEMESTER’S PROJECT.
Topics: Overview of records students will use as a case study on ways digitization of legacy holdings can support an archives’ mission. First look at the textual documents we will work with in class; introduction to the postcards for the second half of the class.
Readings:
- Holmes, Oliver W. “Archival Arrangement: Five Different Operations at Five Different Levels.” American Archivist 27:1 (1964) 41-61. (PDF on Course ELMS Site)
• Roe, Kathleen D., *Arranging and Describing Archives and Manuscripts*, Chapter on “Developing Access Tools,” pp 86-97 (PDF on Course ELMS Site)
• National Archives Staff Information Paper 14: “The Preparation of Inventories” (Course document on ELMS)

**Week 4** – February 20.  **INTRODUCTION TO DIGITIZATION – BASIC THEORY.**  
Topics: Broad discussion on how to plan for a digitization project.  
Readings:
• National Archives Staff Information Paper 19: “Selection and Preparation of Records for Publication on Microfilm” (Course document on ELMS)  
  *Have access to this document for class.* Be certain that you have looked over the document prior to class.

**Week 5** – February 27.  **DIGITIZATION – SCANNING & METADATA. CLASS I**  
Topics: Application of concepts introduced in SIP 19. We will look at a small series of digitized documents. That series will form the basis of class discussion and the first written assignment.
• We will talk about how the digitized records address several archival issues, e.g. preservation, access, creation of a repository of digitized images for use in multiple projects

Readings:
• Duff, Wendy M. and Johnson, Catherine A. “‘Where is the List with All the Names?’ Information-Seeking Behavior of Genealogists.” *American Archivist* 66 (Spring/Summer 2003): 79-95. (SAA Website)
• Oliver, Gillian; Chawner, Brenda; Liu, Hai Ping “Implementing Digital Archives: Issues of Trust” *Archival Science* (2011) 11: 311-327. (springerlink website)

**Week 6** – March 6. DIGITIZATION – SCANNING & METADATA. CLASS II
Topics: Continuation of last week’s lecture, focusing on more technical aspects such as quality control, naming individual scans, first pass at metadata for enhanced description; How legacy description might affect these decisions.
  • Explore how you can begin creation of Big Data repositories through this process
  • Class discussions on creation of names for digitized images crucial for later in the semester
  • Discuss value of transcription and explore techniques to transcribe potentially valuable documents. Extensive in-class work.

Readings:

  (www.businessweek.com/innovate/content/jun2009/id20090615_946326)
• “The Rise of Crowdsourcing” www.wired.com/wired/archives
• Jeff Howe “Crowdsourcing: Why the Power of the Crowd is Driving the Future of Business” www.crowdsourcing.com
• Grace, Krzjon; Maher, Mary Lou; Preece, Jennifer; Yeh, Tom; Stangle, Abigale; and Boston, Carol “A Process Model for Crowdsourcing Design: A Case Study in Citizen Science.” Design Computing and Cognition DCC’ 14. JS Gero (ed), Springer, 2014. (Course document available on ELMS)

**Week 7** – March 13. DIGITIZATION PROJECT: DIGITAL IMAGES SUPPORTING THE GLOBAL JOURNEYS PROJECT, PART I.
**Exercise 1 Due**
First of six weeks devoted to the project. Students will work with vintage postcards and maps from a collection of records the instructor provides. In this first week, students will analyze the entire collection and begin the process of identifying digitization projects, including potential subprojects.
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SPRING BREAK – MARCH 17 – 24

Week 8 – March 27. DIGITIZATION PROJECT: DIGITAL IMAGES SUPPORTING THE GLOBAL JOURNEYS PROJECT, PART II
This week students will divide into work groups. The groups will prepare the records for digitization, including creating a scope and content note, collecting metadata to describe the images, discuss how the images relate to the records discussed earlier in the semester, and draft a work plan to digitize the records.

Week 9 – April 3. DIGITIZATION PROJECT: DIGITAL IMAGES SUPPORTING THE GLOBAL JOURNEYS PROJECT, PART III

Week 10 – April 10. DIGITIZATION PROJECT: DIGITAL IMAGES SUPPORTING THE GLOBAL JOURNEYS PROJECT, PART IV.

Week 11 – April 17. DIGITIZATION PROJECT: DIGITAL IMAGES SUPPORTING THE GLOBAL JOURNEYS PROJECT, PART V

Week 12 – April 24. DIGITIZATION PROJECT: DIGITAL IMAGES SUPPORTING THE GLOBAL JOURNEYS PROJECT, PART VI
Exercise 2 Due

Week 13 – May 1. COURSE RECAP