



**FLORIDA STATE UNIVERSITY**  
COLLEGE OF COMMUNICATION & INFORMATION  
*School of Information*

**LIS 5472 – DIGITAL LIBRARIES**

**SECTION(S)**

**TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION**

**Instructor:**

**Email:**

**Office:**

**Phone:**

**Course Location/Website:**

**Office Hours (in office, online or via phone):**

**Teaching Assistant:**

**Email:**

**Pre-requisites**

LIS 5703 Information Organization (Pre- or co-taking)

**COURSE DESCRIPTION:**

This course addresses conceptual, practical, and technical issues, problems and approaches to digital libraries. The course offers a comprehensive overview of digital libraries, beginning with the issues of design, management and evaluation of digital libraries, such as project management, collection development, digitization, metadata, digital library applications, access and user interfaces, usability, and evaluation. The research literature addressing digital library development and evaluation is discussed. The practical experience of building a digital library provides an opportunity to develop useful skills for dealing with real-life issues in digital library projects.

**COURSE OBJECTIVES:**

At the end of the course, the student will be able to:

1. Define digital libraries,
2. Explain important concepts and issues and current and emerging tools associated with digital library design, management, and evaluation,
3. Compare and contrast the features and functions of various digital libraries, and
4. Design and develop a small-scale digital library using open source software.

## **COURSE MATERIALS**

- No textbook is required; readings will be assigned each week, most of which are available online through FSU library.

## **COURSE ASSIGNMENTS AND EVALUATION:**

### **Featured DL of the Week**

This assignment is aimed to allow students to apply the directed guideline of DL reviews and to develop their strategies to evaluate a particular DL. Also, students will have an opportunity to explore several different kinds of DLs as they share their reviews with their classmates during presentations. This will lead students to improve their abilities to compare and contrast DLs in a variety of aspects.

Each student needs to prepare a brief presentation on his/her choice of DL. It is a demo and tour of your DL, highlighting interesting and unique features and functionality. The guideline for the key points that you need to include in your presentation is given. Some of the attributes in the guideline may not be applicable to your DL, or there may be additional attributes that you want to discuss about your DL. Presentations should be around 5-minutes long. A written report of the DL review based on a guideline should be electronically submitted on the date of their scheduled presentations.

### **DL Annotated Bibliography**

The goal of this assignment is for students to explore and select important publications on the topics related to digital libraries, develop a statement of understanding the topics, and provide summaries of the articles cited in the statement. By developing this annotated bibliography of the important topics, students will have an opportunity to obtain knowledge about the topics, to practice searching, reading, and evaluating articles and to cultivate their skills in critical writing.

1. Choose a topic of interest in digital libraries from Digital Library Curriculum Development Module Framework (Available at: [http://curric.dlib.vt.edu/DLcurric\\_images/ModuleFramework2008-08-23.pdf](http://curric.dlib.vt.edu/DLcurric_images/ModuleFramework2008-08-23.pdf) (Links to an external site.))
2. Develop a research question related to the topic that you want to investigate (e.g., concepts, issues, trends, etc.).
3. Search articles to find an answer for the research question and select the most relevant ones (at least 6 from different authors). The articles should be academic or professional journal articles, but not personal statements or blog messages.
4. Write a statement up to 600 words about your literature review on the topic, citing the articles that you found appropriate. Articles should be cited appropriately according to the APA style.

5. Add bibliographic citations (APA Style) and summaries of the articles (about 300 words, each) that you cited in the statement.

### **DL Group Project**

This project is aimed to enable students to obtain a learning experience of building a digital library which will eventually be available on the Web. Students will be grouped into groups of 3-4 people, discuss and negotiate with their team members about issues and problems, be involved in a series of decision making processes of building a DL, and create a publicly accessible DL. Students will be involved in the overall process of building a DL pertaining to the topic of the DL, developing a DL proposal, developing a collection as they produce/modify digital objects, creating metadata for the objects, conducting usability tests, to producing a final report. Students will present their DLs to the class and evaluate other classmates' DLs at the end of this course. Here is a collection of digital libraries created by students in the previous courses (<http://shoh.cci.fsu.edu/dl.html>)

1. **DL Proposal:** Each group needs to develop a proposal (11 font size, single-spaced, 1" margin, 2-3 pages, any font type but the preferred is Times New Roman) with a brief plan including the following items.
2. **Digitization:** Each student is responsible for digitizing/manipulating 3 digital objects. When you have 3 members, your group needs to submit 9 digital objects for this assignment, and so on. The digital objects for this assignment will eventually be included into the collection of your project DL (At the end of this semester, a total of 10 objects per each member need to be included in the group DL. Thus, when you have 3 members in your team, your DL would eventually have at least 30 digital objects, and so on.)
3. **Metadata:** Each team needs to develop a metadata guideline for their collection, using the Dublin Core Metadata Standard (<http://dublincore.org/>). The Dublin Core Metadata Element Set is composed of 15 elements. One of the advantages of using the Dublin Core Metadata Element Set is that any element can be dropped or simplified/extended in describing objects depending on the characteristics of the DL collection.
4. **Usability Report:** Students will develop a list of questions for the usability test of their DLs. A heuristic evaluation needs to be conducted. Students will develop a proposal for this assignment. And then, they will conduct the evaluation with a complete collection, and create a report of the analysis result of the evaluation.
5. **Presentation:** Each group will have a 10-minute presentation. It needs to be formatted as a professional report presentation on the DL development project (using Power Point), including a demo and tour of the DL.
6. **Final Project Report:** In the final report, students should revise the assignments that you submitted through semester based on the feedback given by the instructor and create a report document (You don't need to include the object examples for digitization documentation or metadata applications in the final report).

### **Class Participation**

Each student is expected to be prepared to participate in class discussions during regular class meetings plus on the Discussions board of the course Canvas. Students may be called upon to

contribute even if you are not volunteering. Students are required to provide class feedback at the end of each session, answering the following two questions. In-class exercises will be randomly assigned during classes. The completion of the exercises (e.g., posting corresponding responses on Canvas) will be counted and reflected to class participation grades at the end of the semester.

**GRADE CALCULATION:**

<b>INDIVIDUAL</b>	
<b>Featured DL of the Week</b>	<b>100</b>
<b>DL Annotated Bibliography</b>	<b>200</b>
<b>Class Participation</b>	<b>100</b>
<i>Class Feedback</i>	<i>50</i>
<i>In-class Participation</i>	<i>50</i>
<b>GROUP</b>	
<b>DL Group Project</b>	<b>600</b>
1. <i>DL Proposal</i>	<i>100</i>
2. <i>Digitization</i>	<i>100</i>
3. <i>Metadata Development &amp; Application</i>	<i>100</i>
4. <i>Usability Report</i>	<i>100</i>
5. <i>Presentation</i>	<i>100</i>
6. <i>Project Completion &amp; Final Report</i>	<i>100</i>
<b>TOTAL</b>	<b>1000</b>

**GRADING SCALE:**

A	930-1000	C	730-760
A-	900-920	C-	700-720
B+	870-890	D+	670-690
B	830-860	D	630-660
B-	800-820	D-	600-620
C+	770-790	F	0-590

**COURSE SCHEDULE:**

<b>WEEK</b>	<b>TOPICS TO BE COVERED</b>
1	Course Overview
2	What is a Digital Library?
3	DL Project Management
4	DL Applications

5	Omeka Practice
6	DL Collection Development
7	DL Digitization
8	DL Metadata
9	DL Interfaces
10	DL Users
11	DL Evaluation
12	DL Issues
13	DL Future
14	DL Practice
15	DL Presentation
16	Project Completion & Final Report

**COPYRIGHT STATEMENT:**

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization (TEACH) Act* (refer to the 3/7/2001 TEACH Act at [www.copyright.gov/legislation/archive/](http://www.copyright.gov/legislation/archive/)).

**SEXUAL HARRASSMENT POLICY:**

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form.

[http://registrar.fsu.edu/bulletin/grad/info/university\\_notices.htm](http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm)

**SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:**

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location:

<http://ischool.cci.fsu.edu/academics/online/requirements/>

**STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:**

Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

**University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

**Americans With Disabilities Act:**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu/>

**Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Syllabus Change Policy**

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."