INST 744:  
Capstone - Solving Problems in Digital Curation  
March 7 - May 27, 2016: Spring 2016

Instructors

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<thead>
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</thead>
<tbody>
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<tr>
<td>Phone/Skype office hours: By appointment</td>
<td>Phone/Skype office hours: By appointment</td>
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*Instructors will respond to e-mail inquiries within 24 hours, unless otherwise noted in an “out of office” message.*

Course Overview

This course provides students with an opportunity, through a supervised project, to understand the application of digital curation principles and techniques, first-hand in an institutional program setting. The focus is on a well-defined project that constitutes a learning experience and also permits the student to contribute to the ongoing work of the host institution. Each student will develop a project based in their home institution and will work with their supervisor and the instructors (as needed) to define the nature and scope of the specific project. If this is not feasible, the student, working with the instructors (as needed) will select a project site and will work with the site mentor to define the scope and nature of a specific project. The project should be designed to take approximately 100 hours, which may be completed in any time combination throughout the course. The project must address one or more aspects of digital curation: design and implementation for long-term digital curation of a discrete collection; application of technologies and standards for digitization, description, and preservation of digital assets; or implementation of strategies to provide access to a digital collection. Should the need arise small group projects will also be accommodated.

Typical projects will relate to one or more phases of the digital curation lifecycle: conceptualization, creation, access and use, appraisal and selection, disposition, ingestion, preservation action, reappraisal, storage, access and reuse. A couple of typical examples are: the study or implementation of a workflow with appraisal and selection of assets, their ingestion, and access or reuse; the evaluation or experimentation with the analysis and preservation of digital assets, including extraction of metadata. References for the lifecycle concept include [http://www.dcc.ac.uk/resources/curation-lifecycle-model](http://www.dcc.ac.uk/resources/curation-lifecycle-model), and [http://www.dcc.ac.uk/digital-curation/what-digital-curation](http://www.dcc.ac.uk/digital-curation/what-digital-curation). All projects must receive the approval of the site supervisor and the instructors.
Student Learning Outcomes

Upon completion of this course students will be able to:

- Demonstrate an ability to use knowledge gained from theory and classroom instruction to successfully complete an assigned digital curation project, which will contribute to the home/host institution’s program.
- Demonstrate the knowledge and skills needed for professional advancement.
- Clarify individual professional goals and strategies for further career advancement in the information professions.

Course Format and Requirements

This course is conducted online through ELMS. No onsite meetings are required.

For the final assignment, students will submit their project deliverables to the instructors, and will post their project posters for class and instructor feedback. The instructors will arrange for consultations approximately mid-way through the course with each student and supervisor to discuss project progress and the learning opportunities and challenges that have presented themselves.

There will be five modules during this course (see below). Assignments and student/instructor feedback will be posted on the Discussion board for this course.

Course Modules Overview

- **Module 1 - Project Initiation:** Students will present their research topics, scope of effort, project milestones, methodologies and tools that will be utilized, and project deliverables. Instructors and class participants will provide feedback. Students are required to post the first draft of the project proposal on the Module 1 discussion board by March 14, 2016 for review and comment by classmates and the instructors. In addition, students should submit a completed and finalized version of the project proposal, with incorporated feedback provided in the discussion board, to the instructors for approval by March 21, 2016. Supervisory approval is required prior to submission to the instructors.

- **Module 2 - Project Updates:** Students will provide a detailed overview of project progress, highlighting problems or challenges encountered, strategies to deal with these issues, any changes in methodological approaches or tools, and the status of planned deliverables.

- **Module 3 - Career Development Workshop:** Students will identify their career advancement goals and how the skills acquired in the Certificate program and in their Capstone project aids in advancing these goals. Prior to the workshop students will
prepare a position description for the next (or ultimate) job they will seek. Students will also submit the CV they will need in order to gain the desired position.
  o  Students will be divided into two sections for this module
  o  Instructor/student/ mid-course consultations

• **Module 4 - Draft Poster Session:** Class participants will provide feedback on the draft posters each student will present at the final class session which describe their projects. Discussions will focus on enhancing the projects, the planned deliverables, and the posters.

• **Module 5 - Final Poster Session:** Posters will convey the unique qualities of each project, methodologies and tools utilized, the deliverables developed and their potential impact on the host institution or the profession at large.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Module Start Dates</th>
<th>Topics</th>
<th>Due Dates for Initial Posts to Module Discussion Boards</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>3/7/16</td>
<td>Project Initiation</td>
<td>3/14/16</td>
<td>Project Proposal Form: 3/21/16</td>
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<tr>
<td>2</td>
<td>3/28/16</td>
<td>Project Update</td>
<td>4/4/16</td>
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<td>• Section A: 4/11/16</td>
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<td>• Section B: 4/25/16</td>
<td>• Section B: 5/2/16</td>
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<td>4</td>
<td>5/9/16</td>
<td>Draft Posters</td>
<td>5/16/16</td>
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<td>5</td>
<td>5/23/27</td>
<td>Final Posters</td>
<td>5/27/16</td>
<td>Final Project Submission: 5/27/16</td>
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**Resources**

As part of the project proposal students should identify professional literature relevant to their projects. Given the potentially diverse subject areas, students should consider using a comprehensive digital curation bibliography to identify pertinent articles, books, or chapters in books. One potential source is: Research Data Curation Bibliography, compiled by Charles W. Bailey, Jr. Houston: Digital Scholarship, version 4: 6/23/2014, link: digital-scholarship.org/rdcb/rdcb.htm.
Experiential Poster Session

An important professional responsibility is sharing knowledge that you have gained with colleagues. The virtual poster session is an important information-sharing technique. Your poster presentation will be focused on the subject of your project, methodology(ies) utilized, and any products or deliverables that are the result of the project. Further details will be provided prior to the start of the course and will be posted on the Canvas site for this course.

Grades

Students will be evaluated on a 100-point scale, comprised of the following:

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<th>Category</th>
<th>Points</th>
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<tr>
<td>Online participation on discussion boards</td>
<td>20</td>
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<tr>
<td>Student project</td>
<td>60</td>
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<tr>
<td>Finalized Poster Presentation</td>
<td>20</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
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A letter grade for each segment of student performance, and for the course, will be assigned with University and iSchool guidelines: A=Excellent [90-100]; B=Satisfactory [80-89]; C=Barely adequate [70-79]; D/F=Failure [<70].

Participation

Participation in all online assignments and providing timely input on the Discussion board is expected. All posts must be professional and respectful. If you are unable to participate in the course or meet any of the required assignments and due dates, please let the instructors know as soon as possible.

Students with Disabilities

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers. This should be done at the beginning of the semester.
Learning Assistance

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

Academic Integrity

The University of Maryland, College Park, has a nationally recognized Code of Academic Integrity, administered by the Student Honor Society. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. The Code of Academic Integrity prohibits students from cheating on exams, plagiarizing, submitting fraudulent documents, forging signatures, submitting the same paper for credit in two courses without authorization, and buying papers. It is very important for you to be aware of the consequences of academic dishonesty. Instances of any suspected academic dishonesty will be reported and handled according to University policy and procedures. For more information on the Code, visit http://www.shc.umd.edu.

Plagiarism is of particular concern in the networked digital environment. Students must write their essays and assignments in their own words. Whenever students take an idea or a passage of text from another author, they must acknowledge their source both by using quotation marks where appropriate and by proper referencing using footnotes or in-text citations. For further information about proper citation of sources, consult the UMD Libraries website at http://www.lib.umd.edu/guides/honesty.html and http://www.lib.umd.edu/PUBSERV/citations/index.html.

Extensions

Late submissions of assignments or posts will carry a penalty unless prior arrangements are made with the instructors. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the 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 it is submitted a day late, a B- if it is two days late, and so on.

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