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|  | http://slim.emporia.edu/Forms/syllabus/letterhead.png  Course Syllabus - Spring 2012  LI 818XI  Archival Arrangement and Description  Internet, Begins 1/11 |  |

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| **Faculty:** | Kate Rogge |
| **Email:** | [krogge@emporia.edu](mailto:krogge@emporia.edu) |
| **Primary Phone:** | (785) 393-2971 |
| **Office Hours:** | M-F via email or voice message. Please allow up to 24 hours for response. |
| **Online Course Login:** | <https://elearning.emporia.edu> |
| **Credit Hours:** | 3.0 |
| **Note:** | Course Syllabus May Change |

**Important Dates for Spring 2012**

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| *1/11: First day of class* | *1/16: Martin Luther King Day (ESU closed)* | *1/25: Last day to drop* | *3/6: Midterm grades due* |
| *3/19-3/25: Spring Break* | *3/28: Last day to withdraw* | *5/4: Last day of classes* | *5/12: Commencement* |
| *5/15: Final grades due by noon* |  |  |  |  |

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| **Course Description**  Students are introduced to the theories, terms, concepts, principles, and methods of arrangement and description of documents and materials in archives. The history and evaluation of arrangement and description, finding aids, websites for archives, and the practical and administrative issues of arrangement and description are addressed.  **Course Learning Outcomes**   |  |  |  | | --- | --- | --- | |  | By the end of the course, students will be able to: | SLIM Program Outcomes | | 1 | Describe the basic principles of archival processing | 2, 3 | | 2 | Demonstrate familiarity with databases and catalogs commonly used in archival repositories | 3, 4 | | 3 | Identify the archival descriptive standards that meet current best practices | 3, 4 | | 4 | Identify practical issues related to access and retrieval in making arrangement and description decisions | 5 | | 5 | Describe the impact of technology on policies, practices, and methods for archival arrangement and description | 4 | | 6 | Explain the distinctions and relationships between physical and intellectual control of archival records and materials | 3 | | 7 | Describe current issues and developments related to archival arrangement and description | 6 | | 8 | Analyze the existing arrangement and description of archival records and materials and make decisions about any further arrangement and description that may be necessary | 2, 3 | | 9 | Arrange and prepare a written finding aid for an archival collection | 3 | | 10 | Prepare and implement a descriptive plan to identify and explain the structure, context and content of archival records and materials to promote their accessibility | 3 |   **Course Overview**  The purpose of this course is to introduce, examine and understand core concepts and methods of arranging and describing archives and manuscripts. The course seeks to introduce students to basic theoretical issues and archival principles as well as to provide practical application of these principles.  Course requirements are:   * Completion of reading assignments. * Full participation in Blackboard discussions. * Completion of all written assignments as specified.   **Required Readings**  Roe, K.D. (2005). *Arranging and describing archives and manuscripts*. Chicago: Society of American Archivists. Available through the Society of American Archivists (SAA) at: <http://www.archivists.org/>.  Miller, F. M. (1990). Arranging and describing archives and manuscripts.  Chicago: Society of American Archivists. Available for free from Hathi Trust at <http://babel.hathitrust.org/cgi/pt?id=mdp.39015025155477>  Other readings provided in Blackboard.  **Assignments**  **Assignment 1**: Arrangement project (20 points): You will be provided with a small collection of material in digital format. Imagine that you have opened a previously unexamined small box in an archival facility. You have no accompanying documentation. How would you arrange the material? Further instructions will be provided. **Due 2/27 (midnight)**  **Assignment 2**: Research paper (25 points): Write a paper (ca. 8 pages exclusive of references/title/abstract) discussing an issue related to finding aids in the electronic environment. Sample topics: EAD problems; preservation metadata; Web 2.0 applications; visual collections; etc. You may use the articles in Blackboard as a starting point; however, you will be expected to include at least 5 additional sources in your bibliography. Your paper should conform to the requirements of the APA Style Manual (6th ed.). **Due 4/9 (midnight)**  **Assignment 3**: Finding Aid (35 points): This is the most important assignment in the course, and it is worth nearly half of your final grade. You will need to arrange and describe a small collection (no more than 3 boxes) at an archival repository. You may make your own arrangements at a repository that is convenient for you; names of suggested repositories will be provided. It is important to make your arrangements early in the semester, even if you do not begin work on the collection until a later date.  Provide the name of the repository and your contact person at the archive to me via email. If you are unable to locate a suitable repository in your area, I will provide a digital collection for your use. However, it will be to your advantage to undertake a real collection in a real repository; it will ensure that you have produced an authentic and unique finding aid that will serve as a sample of your work for portfolio purposes. A generic finding aid is less useful.  The collection you arrange and describe should be unprocessed or in need of substantial reprocessing. Your finding aid should be accompanied by a report (ca. 5-8 pages) detailing the decision-making processes you went through while arranging and describing the collection. More instructions will be provided. **Due 4/30 (midnight)**  **Assignment 4**:Participation (20 points): Students will be expected to complete assigned readings and participate in Blackboard discussions. A post for each discussion forum is required; additional points may be given for particularly thoughtful commentary on the readings and/or insightful responses to your classmates' posts. If you are unable to participate in a discussion during a particular week, please notify me ASAP.  **Grading:**   * Participation: 20 pts. * Arrangement assignment: 20 pts. * Research paper: 25 pts. * Finding aid and report: 35 pts.   **Course Calendar**   |  |  |  | | --- | --- | --- | | Week of | Topics | Readings and Assignments | | 1/11 | Introduction to course | Post mini-biography by 1/15 | | 1/15 | Overview of A&D; core concepts and principles | Roe, Ch. 1, 2; Miller, Ch. 3 | | 1/22 | Context of A&D | Roe, Ch. 3 | | 1/29 | Practice of A&D; accession | Roe, Ch. 4; Miller, Ch. 4 | | 2/5 | Arrangement | Miller, Ch. 6, 7 | | 2/12 | Processing issues | Readings in Blackboard | | 2/19 | Description; tools and standards, pt. 1 | Miller, Ch. 8 Arrangement assignment due 2/27 | | 2/26 | Description, pt. 2 |  | | 3/4 | Image collections | Readings in Blackboard | | 3/11 | The changing role of the finding aid | Readings in Blackboard | | 3/18 | SPRING BREAK |  | | 3/25 | EAD and metadata, part 1 | Readings in Blackboard | | 4/1 | EAD and metadata, part 2 | Readings in Blackboard | | 4/8 | User issues | Readings in Blackboard Research paper due 4/9 | | 4/15 | Electronic records | Readings in Blackboard | | 4/22 | A&D, then and now | Readings in Blackboard | | 4/29 |  | Finding aid assignment due 4/30 |   **SLIM Grading Scale**   |  |  | | --- | --- | | 96 -100 A | 77 - 79 C+ | | 90 - 95 A- | 74 - 76 C | | 87 - 89 B+ | 70 - 73 D | | 84 - 86 B | 0 - 69 F | | 80 - 83 B- |  |   **SLIM Attendance Policy**  Students must attend all face-to-face classes.  In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](http://slim.emporia.edu/wp-content/uploads/2009/10/policy-and-procedures-absences-of-weekend-intensive.pdf) (PDF).  **SLIM Grade Policy**  All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit.  If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.  When a student has been placed on academic probation, an administrative hold will be placed on the student’s record to block future enrollment. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean or director of program administration.  Before enrollment can be done, the student is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan.  If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM’s graduate program.  This policy goes into effect fall 2009 semester.  This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program.  It will also apply to all those who have passed into MLS or doctoral degree candidacy.  **SLIM Incomplete Grade Policy**  **SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:** [**http://www.emporia.edu/grad/docs/policyhandbook2.pdf**](http://www.emporia.edu/grad/docs/policyhandbook2.pdf)**).**  SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete.  If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.  If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester.  If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student’s record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.  **Faculty-Initiated Student Withdrawal Procedure**  Students should be aware that your instructor follows the university’s policy of faculty-initiated student withdrawal. It reads as follows: “If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. *[Policy and Procedures Manual 43.11]*  **Academic Dishonesty**  At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)  The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.  **Disabilities Policy**  Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.  **Contact information for the Office of Disability Services:** Office of Disability Services 211 S Morse Hall  Emporia State University 1200 Commercial Street / Box 23  Emporia, KS 66801 *Phone :* 620/341-6637 *TTY:* 620/341-6646 *Email:* [disabser@emporia.edu](mailto:disabser@emporia.edu) |

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