Minor Modifications – New Course or Change to Existing Course
Governance Form C: Procedures, Form and Guidelines
2012-13 – Version 2

Questions? Contact your Faculty Graduate Dean’s Office (FGO).

Governance Form C: Procedures

<table>
<thead>
<tr>
<th>Course Change Proposal Type</th>
<th>Procedures</th>
</tr>
</thead>
</table>
| • New Course                | 1. Chair/Director sends proposal to FGO. Proposal must include:  
   a. Governance Form C  
   b. Academic Activity (ROSI) Form, attached below (also available separately from the SGS website).  
   2. FGO accepts proposal (or refers back) and posts it on Graduate Curriculum Tracker (GCT).  
   3. School of Graduate Studies (SGS) reviews proposal.  
   4. **Proposal goes to Faculty Council (FC) for final approval.**  
   5. FGO posts FC approval on GCT.  
   6. SGS updates ROSI as needed. |
| • Changing Weight of Existing Course* |  |
| • Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR) |  |
| • New Delivery Mode of Existing Course (e.g. eLearning) | 1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.  
   2. FGO accepts proposal (or refers back) and posts it on GCT.  
   3. SGS reviews proposal.  
   4. **Proposal goes to FC for final approval.**  
   5. FGO posts FC approval on GCT. |

* Not including splitting one existing full course into two half-courses or amalgamating two existing half-courses into one full course.

Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

**Administrators:** Please delete the procedures and guidelines sections before the form is posted on the GCT.
Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X New Course (ROSI Form also required)
Changing Weight of Existing Course (ROSI Form also required)
Changing Grading Scale of Existing Course
New Delivery Mode of Existing Course

Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

INFORMATION

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]
Faculty of Information

Course Title: [The full title of the course. Maximum 60 characters recommended]
Digital Preservation and Curation

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

We are all aware that digital technologies are changing every aspect of our lives. They have transformed how we create, play, work, and share. Ensuring the long term access to digital materials generated through our use of these technologies has become a cornerstone of the information professions. There is an expectation that information professionals are cognisant of the challenges to the preservation and curation of digital materials and the approaches to addressing them. This course will enable students to acquire just that knowledge. Digital Preservation and curation is an essential challenge and activity of memory institutions, public sector organizations and commercial enterprises.

Students completing this course will understand and be conversant with the fundamental concepts, practices, and methods of digital curation and preservation (Program Outcome 1). Through a range of in class activities and course assignments they will engage in aspects of preservation and curation that will enable them to understand how preservation research can be approached (Program Outcome 3). The course will contribute to their progress towards achieving Program Outcome 5 by giving them an “understanding of the application of new technological developments to the preservation” and an appreciation of “the impact of such developments” on contemporary society, the record we pass to posterity, and their professional roles in this process. Students will recognize that digital preservation and curation requires continued ability renewal and demands regular engagement in “life-long intellectual growth beyond graduation” (Program Objective 6).

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

This course examines the creation, curation, conservation, and preservation of digital materials in both the public and private sectors and enables students to develop an appreciation of the principles of management of digital information in the context of digital longevity. Students gain an understanding of the organizational, technical, social, and economic challenges encountered
when enabling the long-term availability of digital materials. It provides an introduction to key models, workflows (from pre-ingest to dissemination), policies, characteristics of digital repositories, standards, metadata, annotation, audit and certification, technical approaches from hardware preservation to emulation, and future research challenges that need to be addressed if the preservation landscape is to be transitioned out of an arts and craft mode.

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

|   | INF | 2  | 1 | 2 | 2 | H |

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

DIGITAL PRESERVATION & CURATION

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

[Please check]  
X Yes

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

Combination of lectures, seminars, and experimental and experiential activities

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

|   | Regular | Modular | Continuous | Extended |

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

|   | NO | YES (please also submit a completed Governance Form A with revised Calendar entry) |

**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

2.75 contact hours per week

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

|   | Letter Grades | CR/NCR |

**NOTE:** Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.

**Enrolment Projection:** [Provide an estimate.]

35 Students

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]
Prerequisite: INF 2175 or INF2186. Although preference for students on the waitlist (if there is ever one) will go to students who have taken both INF2175 and INF2186.

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate “None” if there is no similarity or overlap.]

NONE.
Resources Required: [Mark one.]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>All elements of the course will be met with existing resources</td>
</tr>
<tr>
<td></td>
<td>Additional resources will be required</td>
</tr>
<tr>
<td></td>
<td>[contact your Faculty Graduate Dean’s Office, and provide a brief description below]</td>
</tr>
</tbody>
</table>

- [Insert description of additional resources required]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

Fall Session 2013 of the 2013/14 academic year. [September 2013]

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

- [Graduate Unit Committee Name, Meeting Date]
  FI Programs Committee, May 10, 2013

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

- [Last name, First Name; Title, Graduate Unit]
  Ross, Seamus; DEAN, Faculty of Information

Date: [Date of form completion]

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

- [Council Name, Meeting Date]
  FI Faculty Council, June 14, 2013

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

For SGS use only

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GPO</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>

Governance Form C: Guidelines
Effective August 1, 2012

Naming and Identifying Courses: The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.
Course Format: The SGS Policy and Guidelines on Graduate Courses and Other Academic Activities provides a general definition of a graduate course. This includes possible variations in course weight (e.g. modular, extended and continuous courses), various delivery modes of courses and alternate course types. In particular, “graduate seminars” (generally defined in the policy referred to above) are viewed as distinct from seminar series, for which SGS has made specific guidelines available.

eLearning: All instructional interaction occurs without the student and instructor being in the same physical location, with the exception of final or interim assessment requiring attendance on campus no more than once per term. Instruction made be synchronous or asynchronous web-based learning technologies. Please review the Centre for Teaching Support and Innovation – Online Course Design Guidelines for full details.

Contact Hours: See the SGS policy for minimum contact hours required.

Evaluation Components, Percentage Value and Timing: The School of Graduate Studies is governed by the University Assessment and Grading Practices Policy.

Effective Session Date: Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

Turnitin.com: Instructors wishing to use Turnitin, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the Centre for Teaching Support & Innovation.

OISE Graduate Units: OISE also requires proposals to include a New Course Proposal Supplementary Form. OISE graduate units should contact the OISE Faculty Graduate Office for further information.

Medicine Graduate Units: The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

All Graduate Units: Some proposal types require an SGS Academic Activity (ROSI) Form (attached). If required, please complete it and submit it with this completed form to your Faculty Graduate Dean’s Office.

References: SGS Policy and Guidelines on Graduate Courses and Other Academic Activities, Graduate Seminar Series Course Guidelines, University Assessment and Grading Practices Policy, Centre for Teaching Support and Innovation – Online Course Design Guidelines
SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C* (for new courses or changing the weight of an existing course) or Governance Form B* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

New Academic Activity Codes (ADD)
If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

Reusing Academic Activity Codes (MODIFY)
Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)? □ Yes □ No

Is this a change to an existing course (excl. changing its weight) (Form B)? □ Yes □ No
(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

<table>
<thead>
<tr>
<th>FIELD</th>
<th>ACTIVITY 1</th>
<th>ACTIVITY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Activity Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Instruction</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Academic Activity Type (Course or seminar?)</td>
<td>CRS</td>
<td>CRS</td>
</tr>
<tr>
<td>Previous Acad. Activity Code (for renumbered or re-weighted courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Council Approval Date</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Target Start Session</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Transcript Print</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Subject Code</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD</th>
<th>ACTIVITY 1</th>
<th>ACTIVITY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Activity Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Session Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Session Code</td>
<td>99999</td>
<td>99999</td>
</tr>
<tr>
<td>Primary Organization Code</td>
<td>SGS</td>
<td>SGS</td>
</tr>
<tr>
<td>Secondary Organization Code (graduate unit - ROSI code)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Org Code (SGS division)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co Secondary Org Code (Faculty – ROSI code)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Credit</td>
<td>These should be the same value. If credit is variable please consult with SGS.</td>
<td></td>
</tr>
<tr>
<td>Full Course Equivalent Weight (Full or half) F/H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit (Y/N)</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Section Average (Y/N)</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Total Hours</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Auditor Allowed (Y/N)</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Continuous course (multi-year) (Y/N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Requirement Code</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Min. Mark</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SWS – available to students on the SWS? Y/N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Degree Navigator</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Science Credit Y/N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](http://www.sgswebsite.com).

SGS Academic Activity (ROSI) Form – 2012-13 v1
INF 2122H  
Digital Preservation and Curation  
Fall Semester, 2013  
Instructor: Professor Seamus Ross  
Time: 9 am to 12 noon  
Venue: BL 728

Course Description

We are all aware that digital technologies are changing every aspect of our lives. They have transformed how we create, play, work, and share. Ensuring the long term access to digital materials generated through our use of these technologies has become a cornerstone of the information professions. There is an expectation that information professionals are cognisant of the challenges to the preservation and curation of digital materials and the approaches to addressing them. This course will enable students to acquire just that knowledge.

This course examines the creation, curation, conservation, and preservation of digital materials in both the public and private sectors and enables students to develop an appreciation of the principles of management of digital information in the context of digital longevity. Students gain an understanding of the organizational, technical, social, and economic challenges encountered when enabling the long-term availability of digital materials. It provides an introduction to key models, workflows (from pre-ingest to dissemination), policies, characteristics of digital repositories, standards, metadata, annotation, audit and certification, technical approaches from hardware preservation to emulation, and future research challenges that need to be addressed if the preservation landscape is to be transitioned out of an arts and craft mode.

Goals and Objectives

Students having completed this course should be capable of:

- summarising the challenges and approaches to digital preservation within the context of institutions working with documents and data (demonstrated in class activities and assignments 2, 3, and 4);
- describing the core research issues and directions in the area of digital curation and preservation (partially demonstrated in assignment 1 and more fully in assignment 4);
- organising practical activities (e.g. model application, format identification, policy making, preservation options identification) related to digital preservation (demonstrated in assignment 1 and assignment 4);
- implementing workflow modelling, metadata definition, and ingest process management (demonstrated in class activities and assignment 2);
- critiquing the different approaches to selecting and appraising potential digital acquisitions across different media types (demonstrated in class activities and assignment 4);
• using knowledge related to digital object assessment, and audit and certification of digital repositories to manage curation and preservation processes (demonstrated in class activities and assignment 4);
• applying a working knowledge of the techniques and practices that underlie digital curation (demonstrated in assignments 1, 2, and 3);
• explaining the issues of authenticity, integrity, and reliability in relation to digital preservation and curation (demonstrated in assignment 4); and
• integrating digital curation and preservation requirements in approaches to defining and establishing a digital repository (demonstrated in assignment 4).

Relationship of Course Objectives to MI Program Outcomes

Digital Preservation and curation is an essential challenge and activity of memory institutions, public sector organizations and commercial enterprises. Students completing this course will understand and be conversant with the fundamental concepts, practices, and methods of digital curation and preservation (Program Outcome 1). Through a range of in class activities and course assignments they will engage in aspects of preservation and curation that will enable them to understand how preservation research can be approached (Program Outcome 3). The course will contribute to their progress towards achieving Program Outcome 5 by giving them an “understanding of the application of new technological developments to the preservation” and an appreciation of “the impact of such developments” on contemporary society, the record we pass to posterity, and their professional roles in this process. Students will recognize that digital preservation and curation requires continued ability renewal and demands regular engagement in “life-long intellectual growth beyond graduation” (Program Objective 6).

Class Format

The class will meet for three hours each week. Each class will consist of a lecture, a team activity or guest conversation period, and a discussion period. The lecture portion of the class will introduce the key concepts and cover material that is not available in published literature. There will be a 15 minute break after 1 hour. This will be followed by a team-based activity (or on occasion a conversation online with a guest). The last forty-five minutes of the class will involve discussion of the team-based activity and the readings using questions from blogs of class members as a starting point. On their own time, students must complete weekly course readings and complete written assignments, and maintain a blog.

Prerequisites

INF 2175 or INF2186. Although preference for students on the waitlist (if there is ever one) will go to students who have taken both INF2175 and INF2186.
Course Materials

Textbooks/Readings
This course does not have a textbook, but students wishing to have access to a textbook might consider:


Most readings (both required and recommended) are available online, links are included in the syllabus.

Website/Resources
“Course materials and resources aimed at helping students with assignments and key concepts will be made available online, through Blackboard (http://portal.utoronto.ca). Students are responsible for keeping up to date with these online resources, and are expected to log into Blackboard during the first week of class to enroll for email notices. Please be sure to check Blackboard periodically for new materials, announcements, updates and other important information.” When powerpoint slides are used, and this will not be always the case, they will be made available online within 2-3 days of lecture.

Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Due</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Blog Post</td>
<td>20%</td>
<td>Weekly</td>
<td>By 12 noon the day before that week’s class.</td>
</tr>
<tr>
<td>Option A: Ethical and Legal Issues</td>
<td>15%</td>
<td>Week 5 (4 Feb)</td>
<td>Paper 1000 words, excluding any tables, images, or bibliography.</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option B: Applying the Data Audit Framework to your Personal Digital Collection</td>
<td>25%</td>
<td>Week 7 (4 Mar)</td>
<td>Paper 1500 to 2000 words, excluding any tables, images, or bibliography.</td>
</tr>
<tr>
<td>Approaches to Preservation</td>
<td>25%</td>
<td>Week 7 (4 Mar)</td>
<td></td>
</tr>
<tr>
<td>Preserving Blogs</td>
<td>40%</td>
<td>Week 12 (8 Apr)</td>
<td>Paper up to 3000 words, excluding any tables, images, or bibliography.</td>
</tr>
</tbody>
</table>
Assignment 1: Weekly Blog post
Due Weekly (considered weekly but evaluate week 7 and week 12): Weight 20%

You will maintain a weekly blog. Your contributions will (and should) vary in terms of length and topic, but try to keep your posts focused on the topic of the upcoming week and brief (200 to 250 words). You are free to add links to materials, tools, articles and so forth, but you must ensure that they related clearly to the issues at hand and that you add comments and explanation of their relevance. In your contribution you should post at least two questions which arise from the readings and are relevant to the focus of that week’s discussion. We will mine these each week to help shape the discussion period of each class. Your blogpost should be completed by noon the day before class meets.

Assignment 2: Two Options
Due Week 4: Weight 15%
1000 words maximum excluding table (e.g. in case of Option B list of digital objects) and images

(Option A) Ethical, Legal and Security Issues of Digital Preservation
In your essay you will reflect on the ethical, legal and security issues involved in preserving a database created by an adoption agency for holding records of children whose adoptions they handled and the details of (birth and adopting) parents.

(Option B) Applying the Data Audit Framework to your Personal Digital Collection
If you select Option B you will apply the Data Audit Framework (http://www.data-audit.eu/background.html) to assess what digital materials you hold in your personal digital collection, and your essay will describe your experience applying the framework and how having applied it the knowledge you gained will change the way you manage your personal collections. (You will need to setup an account at: http://www.data-audit.eu/tool2/login). If you are considering Option B you should read: Sarah Jones, Seamus Ross, and Raivo Ruusalepp, DAF: a toolkit to identify research assets and improve data management in Proceedings of 2008 iPRES conference, p225-231, http://www.data-audit.eu/docs/DAF_iPRES_paper.pdf

Assignment 3: Approaches to Digital Preservation
Due Week 7: Weight: 25%, 1,500 to 2,000 words (5 pages or so) (excluding any images, tables, or bibliography)
Your essay will examine the problem of preserving a digital chest x-ray and the mechanism for managing and displaying it. (You will be provided with access to the digital chest x-ray of the Instructor, the current software needed to view it on a computer running a recent version of the Microsoft windows operating system, and the permission to use the x-ray and a DICOM viewer but not to distribute either to others.) Your essay should consider the various preservation options (ranging from print-to-paper/film, migration, emulation, hardware/software preservation), measurement overtime of verisimilitude, issues of metadata, and ethical issues.
Assignment 4: Preservation of Blogs (Paper)
Due Week 12: Weight 40%
3,500 words or so (about 8 pages, excluding images and bibliography)
Individuals and organisations are using blogs to communicate. Select a blog you would wish to preserve. Outline how you would ensure its curation over time. In the process you might,
- Describe the blog you have chosen and its purpose;
- Identify (or at least guess) who (or what communities) uses the blog and why;
- Describe the functions and behaviours of the blog (is it just text or does it include embedded links, images, audio, animations, etc);
- Sketch the case for preservation of the particular blog;
- Identify what needs to be preserved and why;
- Explain what steps you will take to preserve the blog;
- Identify who should take responsibility for preservation activities (this could involve more than one individual or stakeholder group); and,
- Explain how you would ensure that the preservation copy of the blog maintained its authenticity and evidential value over time.

Guidelines for Assignments

“All written assignments for this course must be submitted in person, on paper, and handed in at the start of lecture except for the weekly blog posts which are due at 12 noon the day before the week’s class. All assignments should be written as clearly and cleanly as possible (i.e. watch the typos, grammar, hanging sentences, etc.), in a formal but accessible academic language. The “look and feel” should be professional (i.e. no crumpled papers or faded printing).

The required format for Assignments 3 and 4 is as follows:
- Typed, 1.5 space, 11 or 12 point font, one-inch margins, page numbers in the upper or lower right hand corner. Double-sided printing is fine, as long as it’s legible.
- Align paragraphs in a standard way and avoid superfluous indentation.
- The document must be stapled together – no loose pages, no paperclips.
- No cover page required, but be sure to include your name & student number on page 1.
- Total word count should be indicated at the end of the essay.
- Use of footnotes/endnotes is permitted.

NOTE: Assignments that do not meet a minimum standard (in terms of legibility, formatting, and proofreading) will be returned for re-submission, with late penalties in full effect.”

Referencing

“The American Psychological Association (APA) citation style is the most commonly used in academic writing in the social sciences. I recommend that you use APA for this course, as it’s good to get used to the style you’ll likely be using over the course of your graduate career (and beyond). That said, if you think you have a valid professional reason for using another style, you are invited to come talk to me at least two weeks before the assignment is due and request that an exception be made. Permission to use referencing styles other than APA will be granted on a
case by case basis, but only to students who make arrangements in advance. The key here is that quotes and sources must be properly and consistently cited, using:

(a) in-text citation (including author name(s), year and page number); and
(b) a full list of references or bibliography at the end of your paper.

This is a necessary component of academic writing, as well as a good safeguard against inadvertent forms of plagiarism.”

Images
“Students can include copyrighted images in their assignments as long as they follow the Canadian Copyright Act’s current exceptions for fair dealing, in that the images must only be used for the purposes of criticism or review, and each image must be accompanied by:

(a) the source; and
(b) the name of the author(s) (if given in the source).

Acceptable Secondary Sources
“As graduate students, you will be expected to use a majority of academic (i.e. peer reviewed) sources when writing your term paper. Students are very much allowed, but not at all limited, to use course readings and other sources referenced in lectures in their own papers. Additional sources and relevant journals that are recommended by the instructor are also acceptable. However, students are strongly encouraged to track down those resources that are best suited to their specific area of interest or inquiry, rather than rely too heavily on those provided in class.

For cutting edge information, news, announcements, etc., popular press articles are of course acceptable. But these should be used to supplement or update rather than replace peer reviewed sources, and should never be used to explain a theoretical concept. They should also come from credible, verifiable sources, who have the credentials (whatever these may be) to back up their claims. Often these articles point to underlying scholarly articles in peer reviewed journals or conferences, students are encouraged to pursue.”

Late Papers
“Unless a formal extension has been negotiated with the instructor in advance of the due date, late assignments (defined here as an assignment submitted after the deadline) will be penalized by one full letter grade per week (e.g. from A to A-), for a maximum of two weeks. After that point, late assignments will no longer be accepted. Furthermore, late papers will not receive detailed feedback or comments.”

Extensions
“Extensions on assignments within the term must be negotiated in advance, and may require supporting documentation (e.g. doctor’s note). Students must email requests for extensions to the instructor at least 24 hours prior to the due date. Exceptions will only be made in extenuating circumstances. Extensions beyond the end of the term in which a course is taken are subject to the guidelines established by the School of Graduate Studies (Which can be found here: http://www.sgs.utoronto.ca/informationfor/students/track/extsn.htm).”
Grading

“Grading for this course will follow the iSchool’s official *Guidelines to Grade Interpretation* of letter grades, as well as the University’s policy on *Graduate Grading and Evaluation Practices*. These sources define grades in the A range as “excellent” and grades in the B range as “good.” Please refer to the guidelines for detailed descriptions of these categories. Assignments will be graded and returned within 2-3 weeks of submission.” The blog posts will be given a mark at the end of the term.

Ground Rules

“Each student in this course is responsible for keeping up with the course materials, which includes (all) the required course readings, as well as topics, debates, and concepts discussed in class. Students are expected to attend lectures and to take their own lecture notes. You are expected to participate in class discussions, and are encouraged to use your laptops/mobile devices during class to look up relevant information that will contribute to the discussion in a meaningful way. At all times, however, remember to be respectful of the instructor and of your classmates – turn your phone function off, turn off the sound on your computer, and be sure not to browse any websites that may be offensive or illegal, or that might be deemed irrelevant to the task of taking this course. Students should arrive on time and are expected to stay for the duration. If you miss a class, you are responsible for obtaining any information or materials given in class, either from your classmates or online. Unauthorized recording of the lectures is not permitted.”

Students with a Disability or Health Consideration

“Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the Accessibility Services Office (http://www.accessibility.utoronto.ca/) as soon as possible. The Accessibility Services staff is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner arrangements are made - the quicker we can assist you.”

Writing Support

“The SGS Office of English Language and Writing Support provides free writing support to graduate students. Services are designed for both native and non-native speakers of English, and include non-credit courses, single-session workshops, individual writing consultations, and online resources. Students are encouraged to use these services as needed.”
Academic Integrity

“The iSchool has a strict zero-tolerance policy on plagiarism, as defined in section B.I.1. (d) of the University’s Code of Behavior on Academic Matters. Before you embark on your first writing assignment, please make sure that you:

- Consult the University’s site on Academic Integrity:
  http://www.utoronto.ca/academicintegrity/
- Acquaint yourself with the Code and Appendix “A” Section 2;
  http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
- Review the material you covered in Cite it Right;
- Consult the site How Not to Plagiarize: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize”

In Class Activity Teams

Each week we will have one team-based activity for an hour to allow us to engage in practical ways with the concepts and knowledge that we are covering. We will be roughly 35 students in the class. We will breakout into seven teams of five each in the first class and that will be your team for the term. Each week your team will appoint a team leader, a rapporteur, and technology guru for the following week. The role of the team leader is to manage the team activity (e.g., to ensure that you work as a team, to ensure that you manage your time effectively so you can complete the task in the time available). The role of the rapporteur will be to summarize the key points and to act as the key person for sharing the reflections of each team with the whole class during the discussion part of the class. The role of the technology guru is to ensure that in the weeks that you will require access to technology that he/she signs out a laptop from the INFORUM (essential in weeks 4, 5, 6, 10 and 11), brings it to class, puts the software if any on it, and returns it to the INFORUM after class. (Groups would be wise to appoint alternatives in case of illness.)

Schedule of Lecture Topics and Readings

<table>
<thead>
<tr>
<th>Week 1: 7 January</th>
<th>Lecture and Discussion Focus: Introduction to Digital Preservation and Curation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Activity:</td>
<td>Damaging files using the Cologne Tool (developed by Prof Manfred Thaller for DELOS Preservation Summer School)</td>
</tr>
<tr>
<td>Discussion Focus:</td>
<td>Lessons from file testing and preservation challenges</td>
</tr>
</tbody>
</table>


**Supplementary Sources:**


| Week 2: 18 January* | **Lecture and Discussion Focus:** Lifecycles, Models, and Abilities  
**Team Activity:** Mapping Preservation and Curation Lifecycles to expected abilities  
**Required Readings:**  
DigCurV Practitioner, Manager, and Executive Lenses (Available on the course Blackboard site). |
| --- | --- |
| Week 3: 21 January | **Lecture and Discussion Focus:** OAIS, Preservation Planning, and Workflows  
**Team-based Activity:** Skype Conversation with an OAIS Creator  
**Discussion Focus:** The Application of OAIS and Preservation Planning |
### Required Readings:


### Supplementary Sources:


Consultative Committee on Space Data Systems. (2012). *Reference model for an open archival information system* (OAIS). (Magenta Book. CCSDS 650.0-M-2). [This Recommendation has been adopted as ISO 14721:2003 and is currently under revision]. Retrieved from [http://public.ccsds.org/publications/archive/650x0m2.pdf](http://public.ccsds.org/publications/archive/650x0m2.pdf)

### Week 4:

**28 January**

**Lecture and Discussion Focus:** Approaches to Digital Preservation (Format: conversion, migration, emulation, and re-authentication)

**Team Activity:** Team based comparison of emulation and migration using a computer game, set of documents, or set of images.

**Required Reading:**


**Supplementary Sources:**


Ross, S. & Gow, A. (1999). Digital archaeology? Rescuing neglected or damaged
| Week 5: 4 February | **Lecture and Discussion Focus:** Information Encoding, Representation, and File Formats  
**Team Activity:** File Type Identification Challenge (Each group will be given 22 files to identify and two bonus files. The names will be meaningless and the file extensions will be deleted. The objective will be to work out what types of files they are, to save them with meaningful names and appropriate extensions, and to explain what tools and strategies your team used to complete the task in coherent, consistent, robust, and documented way.) |
|---|---|
| | **Essential Site to Review:**  
| | **Required Readings:**  
http://eprints.gla.ac.uk/62565/1/62565.pdf  
| | **Recommended Optional Readings:**  
http://dx.doi.org.myaccess.library.utoronto.ca/10.1108/07378831011047613  
http://www.dpconline.org/component/docman/doc_download/375-file-formats-for-preservation  
http://www.library.yale.edu/iac/DPC/FileIDandValidate.pdf  
http://www.digitalpreservation.gov/formats/index.shtml |
**Supplementary Resources**

### Databases

### Email

### Websites
### Week 6: 25 February

**Lecture and Discussion Focus:** Significant Properties and Characteristics of Sustainable Digital Objects

**Team Activity:** Describe significant properties of a digital object (e.g. a computer game, or a digital document). (Each team will be assigned an example digital object with which to work.)

**Required Readings:**


**Supplementary Sources:**


---

### Week 7: 4 March

**Lecture:** Genre Classification and Metadata

**Team Activity:** Addressing Metadata challenges at pre-ingest and ingest – negotiating metadata availability

**Discussion focus:** Preservation Metadata: what, how, when, who creates and who pays.

**Required Readings:**


Week 8:
11 March

**Lecture and Discussion Focus: Digital Preservation Repository Models**

**Team Focus: A Case Study Applying PLATTER**

**Required Readings:**

Week 9:
22 March*

**Lecture and Discussion: Defining and Implementing Policies**

**Team Activity: Defining an approach to deploying and monitoring a preservation policy**

**Required Readings:**
**Week 10: 25 March**

**Lecture and Discussion focus:** Costs and Sustainability of Digital Materials  
**Team Activity:** Comparing the Application of the Life Costing Model and the NASA Costing Model

**Required Readings:**

[http://muse.jhu.edu.myaccess.library.utoronto.ca/journals/library_trends/v056/56.1bradley.html](http://muse.jhu.edu.myaccess.library.utoronto.ca/journals/library_trends/v056/56.1bradley.html)

[http://simplelink.library.utoronto.ca/url.cfm/330688](http://simplelink.library.utoronto.ca/url.cfm/330688)


**Supplementary Sources:**


[http://www.dlib.org/dlib/april06/mckinney/04mckinney.html](http://www.dlib.org/dlib/april06/mckinney/04mckinney.html)


| Week 11 | Lecture and Discussion focus: Risk Management and Audit and Certification  
Team Activity: Applying DRAMBORA  
Required Readings:  
Supplementary Sources:  
Digital Curation Centre & DigitalPreservationEurope. (2007). *DCC and DPE Digital Repository Audit Method Based on Risk Assessment (DRAMBORA)*. (Digital Curation Centre). Retrieved from [http://pubs.or08.ecs.soton.ac.uk/39/1/submission_146.pdf](http://pubs.or08.ecs.soton.ac.uk/39/1/submission_146.pdf)  
|---|---|
| Week 12 | Lecture: Experimentation and Other Future Research Directions  
Team Activity: Play the Curate Game – opportunity for team-based activity to provide a personal summative assessment of your own progress during the course.  
Discussion Focus: Future Research Directions and improvements we should make to the game before we create a multi-player online version. |
<table>
<thead>
<tr>
<th><strong>Required Readings:</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Supplementary Sources:</strong></th>
</tr>
</thead>
</table>

**Helpful Resources**


Projects Websites that Provide Useful Resources and Tools

3D-COFORM http://www.3d-coform.eu/
ARCOMEM http://www.arcomem.eu/
ARtSENSE http://www.artsense.eu/
AXES http://www.axes-project.eu/
BlogForever http://blogforever.eu/
CASPAR http://www.casparpreserves.eu/
Cultura http://www.cultura-strep.eu/home
DigitalPreservationEurope (DPE) http://www.digitalpreservationeurope.eu/
ERPANET http://www.erpanet.org/
KEEP http://www.keep-project.eu/ezpub2/index.php?/eng
LiWA http://www.liwa-project.eu/
PARSE.Insight http://www.parse-insight.eu/
PrestoPRIME http://www.prestoprime.org/
PRESTospace http://prestospace.org/
SCAPE http://www.scape-project.eu/
SHAMAN http://shaman-ip.eu/shaman/
TIMBUS http://www.teco.edu/research/projects/timbus/index.html
Wf4Ever http://www.wf4ever-project.org/

Contacting the Instructor & Supporting Instructor

Prof Seamus Ross is available by email: seamus.ross@utoronto.ca. Usual response time: within 2 working days.

Acknowledgement and citation. Thanks to Prof. Sara Grimes for providing me with her Research Course Syllabus as a model. The text in sections Website/Resources, Guidelines for Assignments, Grading, Ground Rules, Students with a Disability or Health Consideration, Writing Support, and Academic Integrity are in quotes because they are taken directly from her Syllabus—there were no better words to say what she had said so eloquently.