

Syllabus: LIS 644, Digital tools, trends and debates
School of Library and Information Studies
University of Wisconsin-Madison
Fall 2010: Tuesdays 5:30-8:00 pm

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del.icio.us links: <http://del.icio.us/cavlec/644>

Course Objectives

- Broad awareness of digital technologies in use in libraries and other information agencies.
- Ability to evaluate, plan for, select, and safely work with digital technologies in a library context.
- Awareness of the social and legal forces that impact digital technologies; controversies surrounding them; and the complex relationship between digital technologies and the future of information agencies.
- Sufficient courage, self-awareness, and skill for self-sufficiency in acquiring technical knowledge.
- Development of ethical and principled approaches to technology adoption and education.

Phenomena to be examined include:

- basic wired and wireless networking,
- internet infrastructures and governance structures,
- the Integrated Library System (ILS) and its potential successors,
- networked services including cloud computing, geolocation, and the net neutrality debate,
- security issues, including protection infrastructures and social engineering,
- search engines, search and indexing techniques, and data mining,
- digitization and basic digital preservation techniques and issues,
- ebooks and the Google Books project,
- social software, including questions of privacy.

Course Policies

It is my desire to fully include persons with disabilities in this course. Please let me know within two weeks if you require special accommodation. I will try to maintain the confidentiality of this information.

Academic Honesty: I follow the academic standards for cheating and plagiarism set forth by the University of Wisconsin.

Attendance in lecture is required. If you miss a class it is your responsibility to a) hand in all assignments due for that day on time, and b) obtain any notes and handouts from other students. Missed quizzes cannot be made up; one quiz grade will be dropped.

An explicit goal of this course is self-sufficiency in acquiring knowledge about novel technology. To that end, I will NOT go into exhaustive detail on every technology we look at. I STRONGLY recommend that students unfamiliar with the rudiments of HTML, CSS, and XML acquire this knowledge through SLIS Web Coding Skills labs, UW Student Software Training (SST) Classes and Online Training Modules (<http://www.doit.wisc.edu/training/student/index.aspx>), or the excellent w3schools site (XML tutorial at <http://www.w3schools.com/xml/default.asp>). Students unfamiliar with basic office software should remedy this deficiency immediately.

Grading Schema and Due Dates

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Quizzes, reflections, and in-class assignments	30%	(various)
Job talk	20%	(various)
Position description project	20%	5 October
Final project and project plan	30%	13 December

There are no extra credit opportunities available in this class.

Unit 1: Fundamentals

September 7: What is technology?

Learning objectives: Technology, analog vs. digital, parts of a computer, library attitudes toward technology change

September 14: How technology gets made: standards de facto and de jure

Learning objectives: Standards bodies (W3C, OASIS, ISO, IETF), "open standard," identifiers (DNS, handles, DOIs, ARKs, PURLs) vs. addresses, digital authority control. Separately: jobs in library technology.

"Standards organization." *Wikipedia*. http://en.wikipedia.org/wiki/Standards_organization (Overview and Trends only.)

"About the World Wide Web Consortium (W3C)." <http://www.w3.org/Consortium/>

"Overview of the IETF." <http://ietf.org/overview.html>

Brain, "How Domain Name Servers Work." <http://computer.howstuffworks.com/dns.htm> (Sections 1-4.)

"Handle.net FAQs." <http://handle.net/faq.html> (1.1 through 1.8.)

Weibel, Jul, and Shafer. "PURLs: Persistent Uniform Resource Locators." http://purl.oclc.org/docs/new_purl_summary.html

"Archival Resource Key." <http://www.cdlib.org/inside/diglib/ark/>

"Introductory Overview." http://www.doi.org/overview/sys_overview_021601.html

Wilder, "The New Library Professional." *Chronicle of Higher Education*. <http://chronicle.com/article/The-New-Library-Professional/46681/>

Houghton-Jan. "The Future is in Web Services." <http://librarianinblack.typepad.com/librarianinblack/2007/07/the-future-is-i.html>

September 21: Technology, the law, and libraries

Learning objectives: Patriot Act, DOPA, S.49, COPA, CIPA. Patron records and recordkeeping policies. Terms of service agreements. Filtering. DRM, DMCA and its exceptions. Net neutrality.

ALA, "The USA Patriot Act and Libraries." <http://www.ala.org/ala/issuesadvocacy/advocacy/federallegislation/theusapatriotact/index.cfm> (stop at "Reauthorization History" section)

"Gagged for 6 Years..." http://www.democracynow.org/se0/2010/8/11/gagged_for_6_years_nick_merrill

"Carol Brey-Casiano tells a Patriot Act story." <http://americanlibrariesmagazine.org/print/4390>

Vielmetti, "Patron Privacy" http://vielmetti.typepad.com/superpatron/patron_privacy/index.html (read first page)

Carr, "Library Filtering Remains Controversial." <http://www.baselinemag.com/c/a/IT-Management/Library-Filtering-Remains-Controversial-581401/>

King, "Filtering at the library." <http://www.davidleeking.com/2005/02/16/filtering-at-the-library-how-its-going/>

Anderson, "Libraries dying for bandwidth." <http://arstechnica.com/tech-policy/news/2009/11/libraries-dying-for-bandwidthwheres-the-fiber-and-cash.ars>

Marwick, "To catch a predator?" <http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2152/1966>

(Abstract and introduction required; the rest is optional, but fascinating)

Carvin, "Lifting the Hood on DOPA Jr." http://www.pbs.org/teachers/learning.now/2007/01/lifting_the_hood_on_dopa_jr.html

Cheng, "Government strikes out on COPA." <http://arstechnica.com/news.ars/post/20080722-government-strikes-out-on-copa-ruled-unconstitutional-again.html>

"Network Neutrality." <http://www.publicknowledge.org/issues/network-neutrality>

"In Google-Verizon Deal, Fears for Privacy." <http://www.nytimes.com/2010/08/16/business/media/16link.html>

Isenberg, "When Net Neutrality Goes Away." <http://isen.com/blog/2007/09/pic1kword-when-net-neutrality-goes-away.html>

Unit 2: Living on the network

September 28: Network architectures: what computer am I using, and what does everybody else know about it?

Learning objectives: Wired networking types and standards (cable types, router, hub, switch, NIC). Wireless networking types (wifi, 3G, 4G, EDGE). Logfiles. Addressing (port address, MAC address, IP address). TCP/IP, packets, IPv4, IPv6.

Erdman, "MAC addresses." <http://www.networkclue.com/hardware/network/mac-address.aspx>

Erdman, "TCP/IP." <http://www.networkclue.com/routing/tcpip/>

"Server log." *Wikipedia*. http://en.wikipedia.org/wiki/Server_log

Tyson, "How Network Address Translation Works." <http://computer.howstuffworks.com/nat.htm> (Sections 1-2, 6.)

"What is IPv6?" <http://www.opus1.com/ipv6/whatisipv6.html>

"Four Ways IPv6 Will Save The Internet." <http://www.macworld.com/article/152925/2010/07/ipv6.html>

Wilson, "How Home Networking Works." <http://computer.howstuffworks.com/home-network1.htm> (Sections 1-5.)

Fleishman, "Speed Up Your Wireless Network." <http://www.macworld.com/article/151509/2010/05/speedupwirelessnetwork.html>

Pidgeon, "How Ethernet Works." <http://computer.howstuffworks.com/ethernet.htm> (Sections 1-3, 5-7, 10, 12, 14-15.)

October 5: Security on the network

Learning objectives: software threats (virus, trojan, worm), malware (adware, spyware, hijackers, toolbars), phishing, pharming, social engineering, denial of service attack. Spam (email, web-comment, referrer; botnets). Server and network attacks (denial-of-service attack, "man-in-the-middle" attack, cross-site-scripting attack, dictionary attack, brute-force attack), vulnerabilities and patches (zero-day exploit), firewalls, privileges and privilege-based attacks (rootkit), password guidelines. Identity management (authentication, attribution, authorization).

Plum, "User Authentication." <http://www.arl.org/bm~doc/spec267web.pdf> (pp 9-13)

Granier, "SPAM and Anti-Spam." http://www.sans.org/reading_room/whitepapers/email/1776.php (Pages 1-21, 30-41)

"The difference between a virus, a worm, and a trojan horse?" <http://www.webopedia.com/DidYouKnow/Internet/2004/virus.asp>

Baratz and McLaughlin, "Malware: what it is and how to prevent it." Ars Technica <http://arstechnica.com/articles/paedia/malware.ars> (p 1, 4-6)

"Botnet." http://searchsecurity.techtarget.com/sDefinition/0,290660,sid14_gci1030284,00.html

Hruska, "IRS easily baited, vulnerable to social engineering-based attacks." Ars Technica. <http://arstechnica.com/news.ars/post/20070805-study-finds-irs-vulnerable-to-social-engineering-based-attacks.html>

"All About Phishing." <http://www.webopedia.com/DidYouKnow/Internet/2005/phishing.asp>

Delio, "Pharming Out-Scams Phishing." Wired. <http://www.wired.com/techbiz/it/news/2005/03/66853>

"Rootkit." http://searchsecurity.techtarget.com/sDefinition/0,,sid14_gci547279,00.html

"Denial of Service attacks." http://www.cert.org/tech_tips/denial_of_service.html

"Dictionary attack." http://www.webopedia.com/TERM/D/dictionary_attack.html

Piscitello, "Anatomy of a cross-site scripting attack." <http://www.watchguard.com/infocenter/editorial/135142.asp>

Bradley, "Zero day exploits." <http://netsecurity.about.com/od/newsandeditorial1/a/aazeroday.htm>

"What is a brute force attack?" <http://www.tech-faq.com/brute-force-attack.shtml>

"The Anatomy of the Twitter Attack." <http://techcrunch.com/2009/07/19/the-anatomy-of-the-twitter-attack/>

"Security password guidelines." <http://www.tcnj.edu/~it/security/passwords.html>

Canavan, "Information Security Policy." http://www.sans.org/reading_room/whitepapers/email/1331.php (Sections 1-6.)

Herley, "So Long and Thanks for the Externalities" <http://research.microsoft.com/en-us/um/people/cormac/papers/2009/SoLongAndNoThanks.pdf>

For consultation: Data Security and Compliance Terms. <http://www.imperva.com/resources/glossary/glossary.html>

October 12: The social web

Learning objectives: weblog, wiki, content management system, newsfeeds (RSS, Atom, feedreaders), podcasts, chat, professional networking online, social bookmarking/citation management, tagging, folksonomy, mashups (AJAX), APIS and protocols, social networking. Social geolocation.

Surf the Ann Arbor District Library website (<http://www.aadl.org/>) and the Library Success wiki (<http://www.libsuccess.org/>).

"About Drupal." <http://drupal.org/about>

"All About RSS." <http://www.faganfinder.com/search/rss.php>

Torrone, "What is podcasting?" <http://digitalmedia.oreilly.com/2005/07/20/WhatIsPodcasting.html> (Pages 1-4.)

"Instant messaging." Wikipedia. http://en.wikipedia.org/wiki/Instant_messaging

"Chat reference." <http://www.teachinglibrarian.org/oldsite/chat.htm>

Etches-Johnson. "The brave new world of social bookmarking." http://www.blogwithoutalibrary.net/talk/brave_new_world.pdf

Kroski, "The hive mind." <http://infotangle.blogspot.com/2005/12/07/the-hive-mind-folksonomies-and-user-based-tagging/>

"Application programming interface." http://en.wikipedia.org/wiki/Application_programming_interface

Miller, "So what's a mashup anyway?" http://blogs.talis.com/panlibus/archives/2006/06/so_whats_a_mash.php

Bisson, "What does Facebook matter to libraries?" <http://maisonbisson.com/blog/post/11115/> (avoid the comments)

Conversations about the Internet #5 <http://therumpus.net/2010/01/conversations-about-the-internet-5-anonymous-facebook-employee/>

"Top ten reasons you should quit Facebook." <http://gizmodo.com/5530178/top-ten-reasons-you-should-quit-facebook>

Park County Library, "Facebook and Privacy." <http://parkcountylibrary.org/facebook-and-privacy/>

October 19: Teaching on the network

Learning objectives: "digital natives" and other technology demographics, distance education, accessibility, writing for the web, clickers, digital research guides, teaching technology to non-users, the digital divide.

Coombes, "Generation Y: Are they really digital natives or more like digital refugees?" <http://www.slav.schools.net.au/synergy/vol7num1/coombes.pdf>

"Information behaviour of the researcher of the future." <http://www.bl.uk/news/pdf/googlegen.pdf>

Dworschak, "Logging Off: The Internet Generation Prefers the Real World." <http://www.spiegel.de/international/zeitgeist/0,1518,710139,00.html>

"Keeping an electronic eye on Johnny." http://host.madison.com/ct/news/local/education/local_schools/article_17ea45ba-ad97-11df-8583-001cc4c03286.html

West and Engstrom, "Touring the Digital Divide." <http://www.librarian.net/talks/sxsw10/> (read the slides at least)

"Guidelines for distance learning library services." <http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm> (Part I only)

West, "On the Fly Tech Support" <http://www.librarian.net/talks/iowa2009/index.html> (read the slides, click some links)

Poke through UW-Madison's LibGuides at <http://researchguides.library.wisc.edu/> and read through the information about Library Course Pages <http://www.library.wisc.edu/lcp/index.html>

McGovern, "Writing for the Web" http://www.gerrymcgovern.com/guide_write_01.htm (parts 1-7)

"Library Accessibility: What You Need To Know." <http://www.ala.org/ala/mgrps/divs/ascla/asclaprotocols/accessibilitytipsheets/> (read all; pay special attention to "Management" and "Assistive Technology")

Unit 3: Library-specific technology

October 26: Metadata and search engines

Learning objectives: Metadata types (descriptive, administrative, structural, preservation). Metadata formats (METS, MODS, Dublin Core). Index, spider/crawler, TF/IDF, search engine optimization. Relevance ranking, deduplicating, and faceted browsing. Linked data and RDF.

Franklin, "How Internet Search Engines Work." <http://computer.howstuffworks.com/search-engine.htm> (Parts 1-4)

Wikipedia, "Search engine optimization." http://en.wikipedia.org/wiki/Search_engine_optimization

Schneider, "How OPACs Suck, Part 1: Relevance Rank" <http://www.techsource.ala.org/blog/2006/03/how-opacs-suck-part-1-relevance-rank-or-the-lack-of-it.html>

Antelman, Lynema, and Pace. "Toward a 21st Century Library Catalog." <http://eprints.rclis.org/archive/00007332/>

Try some subject and author searches on Forward, <http://forward-test.library.wisconsin.edu/>. Pay close attention to result quality and what you see in the left and right sidebars after a search.

Riley, "Seeing Standards." <http://www.dlib.indiana.edu/~jenlrile/metadatamap/> (Download the poster and read the legend and definitions carefully.)

Kennedy, "Nine questions to guide you in choosing a metadata schema." <https://journals.tdl.org/jodi/article/viewArticle/226/205>

Guenther, McCallum, "New metadata standards for digital resources: MODS and METS." http://findarticles.com/p/articles/mi_qa3991/is_200212/ai_n9150534

Cundiff and Trail, "Using METS and MODS..." <http://www.loc.gov/standards/mods/presentations/mets-mods-morgan-ala07/>

November 2: Messing with metadata: Regular expressions and SQL

Learning objectives: Metacharacters, backslashes, parentheses and backreferences. Table, primary key, foreign key. SQL "select" statement.

W3Schools, "SQL Introduction." http://www.w3schools.com/SQL/sql_intro.asp

Grussell, "Introduction: The Database Approach." <http://db.grussell.org/section002.html> (NOT the rest of the page.)

Grussell, "Structured Query Language" <http://db.grussell.org/sql1.html> (Begin at "Structure of a Table" about ¼ of the way down the page.)

Try out the problems at <http://sqlzoo.net/1.htm>.

Salo, "A Brief Guide to Regular Expressions." <http://misc.yarinareth.net/regex.html> (Lessons 1-5.)

November 9: Ebooks and mobile information

Learning objectives: IDPF, EPub vs. PDF, DRM, "first-sale," leased vs. owned information, libraries as publishers. Smartphones, "apps" and web development for mobile devices, texting/SMS, mobile demographics, geolocation, privacy.

Ball, "E-books in practice: the librarian's perspective." <http://epub.uni-regensburg.de/2047/1/Ball.pdf>

"E-reader Pilot at Princeton." <http://www.princeton.edu/ereaderpilot/index.xml> (read through the whole site, and at least the summary version of the final report)

IDPF, "Specifications." <http://idpf.org/specs.htm>

"Anthologize: About." <http://anthologize.org/about/>

"Open Journal Systems." <http://pkp.sfu.ca/?q=ojs>

EFF, "Digital Rights Management." <http://www.eff.org/issues/drm> (Click a few links.)

Mod, "Books in the age of the iPad." http://craigmod.com/journal/ipad_and_books/

Tenopir, "Usage and Functionality." <http://www.libraryjournal.com/article/CA6718560.html>

Neuberger, "Who Owns Your Ebook...? Probably Not You." <http://www.pbs.org/mediashift/2010/08/who-owns-your-e-book-of-war-and-peace-probably-not-you225.html>

Murphy, "Mobile devices for research." <http://www.slideshare.net/joseph.murphy/online-mobile-research-article-murphy>

Suda, "Designing for the Mobile Web." <http://articles.sitepoint.com/article/designing-for-mobile-web>

November 16: Digitization and file formats

Learning objectives: Classifying and evaluating file formats. Lossy vs. lossless formats. Image formats (JPEG, TIFF, JPEG 2000, PNG, GIF). Audio and video formats (codecs, sampling rate/bitrate, WAV, AIFF, mp3, MPEG4).

ICPSR, "Digital Preservation Tutorial," section 3 "Obsolescence": "File Formats and Software" and "Hardware and media" http://www.icpsr.umich.edu/dpm/dpm-eng/eng_index.html

Rutgers, Video Object Standards Analysis, http://rucore.libraries.rutgers.edu/collab/ref/dos_avwg_video_obj_standard.pdf

Rutgers, Audio Object Standards Analysis, http://rucore.libraries.rutgers.edu/collab/ref/dos_avwg_audio_obj_standard.pdf

Peck, "Digital Video Formats." <http://www.shallowsky.com/linux/videoformats.html>

November 23: Digital preservation

Learning objectives: Threats to digital data. Format migration vs. system emulation. "Preservation copy" and Google Books.

Types of digital archives (institutional repository, disciplinary repository, data archive, "trusted digital repository," dark archive). LOCKSS/CLOCKSS and Portico. eScience, cyberinfrastructure, and data curation.

"Sustainable Economics for a Digital Planet." http://brtf.sdsc.edu/biblio/BRTF_Final_Report.pdf (pp 1-16)

ICPSR, "Digital Preservation Tutorial." Introduction, sections 1, 2, 5. http://www.icpsr.umich.edu/dpm/dpm-eng/eng_index.html

Skinner and Schultz, "Preserving Our Collections, Preserving Our Missions." http://www.metaarchive.org/sites/default/files/GDDP_Educopia.pdf (pp. 1-9)

"About LOCKSS." http://www.lockss.org/lockss/About_LOCKSS

"How CLOCKSS works." http://www.clockss.org/clockss/How_CLOCKSS_Works

"About Portico." <http://www.portico.org/about/>

Lynch, "Institutional repositories." <http://www.arl.org/resources/pubs/br/br226/br226ir.shtml>

Peek through E-LIS (<http://eprints.rclis.org/>) and MINDS@UW (<http://minds.wisconsin.edu/>).

ARL, "Agenda for Developing E-Science." http://www.arl.org/bm~doc/ARL_EScience_final.pdf (pp. 3-13)

November 30: The Integrated Library System and related software

Learning objectives: Software development models (off-the-shelf, customized, homegrown, open-source) and their pros and cons.

Software selection processes. Protocols and APIs. ILS modules. ILS vendors. "Resource discovery" landscape. Metasearch versus local indexing. Electronic-resource managers. Proxy servers. Link resolvers (the "appropriate copy" problem). OpenURL. The future of MARC.

"Comparison of open source and closed source." Wikipedia. http://en.wikipedia.org/wiki/Comparison_of_open_source_and_closed_source

Pace, "What Next?" http://blogs.ala.org/pace.php?title=what_next_part_1
"Understanding the New Discovery Landscape." *School Library Journal*. http://www.libraryjournal.com/sljournal/technology/toolsandtrends/884031-358/webcast_report_understanding_the_new.html.csp
Tennant, "MARC Must Die." *Library Journal*. <http://www.libraryjournal.com/article/CA250046.html>
Askey, "Yes, we love open-source software. No, you can't have our code." <http://journal.code4lib.org/articles/527>
Play with NCSU's Endeca-enhanced library catalogue, comparing it with MadCAT and Forward. Try keyword searches especially ("Vietnam War" is a favorite). <http://www.lib.ncsu.edu/catalog/>
Apps and MacIntyre, "Why OpenURL?" <http://www.dlib.org/dlib/may06/apps/05apps.html>
Farkas, "What's the deal, JSTOR?" <http://meredith.wolfwater.com/wordpress/2010/08/24/whats-the-deal-jstor/>
"About ERMes." <http://ermesblog.wordpress.com/about/>

Unit 4: Overarching concerns

December 7: Privacy

Learning objectives: Library attitudes toward privacy. Privacy and threats to privacy in networked environments. Teaching patrons about privacy. Ebooks and privacy. Data mining and reidentification.

Klinefelter, "Library Standards for Privacy: A Model for the Digital World?" http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1621837
Rieffel, "Whither Data Privacy?" <http://palblog.fxpal.com/?p=3177>
"The Fundamental Limits of Privacy for Social Networks." <http://www.technologyreview.com/blog/arxiv/25146/>
Bayley, "E-Book Buyer's Guide to Privacy." <http://www.eff.org/deeplinks/2010/01/updated-and-corrected-e-book-buyers-guide-privacy>
Onion. "Google Responds to Privacy Concerns with Unsettlingly Specific Apology." <http://www.theonion.com/articles/google-responds-to-privacy-concerns-with-unsettlingly-specific-apology,16891/>
Hellman, "What the Google Books Settlement Agreement Says about Privacy." <http://go-to-hellman.blogspot.com/2009/08/what-google-books-settlement-agreement.html>

December 14: Collecting and circulating digital materials

Learning objectives: The impact of the digital on collection development. Google Books.

Samuelson, "GBS as copyright reform." <http://www.slideshare.net/naypinya/samuelson-gbs-as-copyright-reform>
Band, "GBS March Madness." <http://www.arl.org/bm~doc/gbs-march-madness-diagram-final.pdf>
Schonfeld and Housewright, "What to Withdraw." <http://www.ithaka.org/ithaka-s-r/research/what-to-withdraw/What%20to%20Withdraw%20-%20Print%20Collections%20Management%20in%20the%20Wake%20of%20Digitization.pdf>
Dempsey, "Outside-in and inside-out." <http://orweblog.oclc.org/archives/002047.html>
Nunberg, "Google's Book Search: A Disaster for Scholars." <http://chronicle.com/article/Googles-Book-Search-A/48245/>

Assignments

POSITION DESCRIPTION

Due: 5 October

You will be writing TWO position descriptions. For EACH ONE, turn in:

- links to or hard-copies of at least three roughly similar job postings
- three questions you would ask candidates in an interview
- a position description (“job ad”)

ONE description should be taken from the title list below (note: your title does not need to match the title given below exactly, nor do titles of job postings you find). The OTHER should be a description of a hybrid position, one that combines elements of the jobs below with other library jobs such as instruction, reference, or technical services.

Titles:

- a) ILS Librarian (public library, academic library, public or academic library consortium)
- b) Emerging Technologies Librarian (public library, academic library, school library)
- c) Digital Repository Librarian (academic library, corporate library)
- d) Web Librarian (any library type)
- e) Distance-Education Librarian (academic library)
- f) Library Application Developer (any library type, but be realistic!)
- g) Systems Librarian (any library type; beware of laundry-list job descriptions!)
- h) Technical Support (library vendor)
- i) Metadata Librarian (academic library, archives, vendor)
- j) Digitization Librarian (academic library, archives, special library)
- k) Data Curator (academic library, corporate library, academic IT department)
- l) Copyright Officer (academic library)

Off-limits, please: e-resources/e-serials librarians, records managers, scholarly-communications librarians, high-level management positions.

Job postings: You may bookmark links, post them to the class site, or turn in hard-copies of the similar job postings you find. Postings should be no older than three years old; you may look through periodicals that include job listings. Also, feel free to bookmark and tag job listings for your classmates.

Job ad: Create a fictional library to be the author of the job ad, and make sure you describe it briefly. You may adopt language from the postings you find as you see fit providing you do not copy an entire listing. You may also include (separately) brief explanations of your requirements choices if you feel they may not be clear.

Questions: Tailor the questions *specifically to the envisioned scope and duties of the positions*. (“If you were a tree...” is not what I am looking for; I will remove points if I see generic questions!) Do not ask your candidates to restate what they already told you in their résumé and cover letter; that is a waste of precious interview time. At least one question should be a “scenario” question, in which candidates are asked to react to a problematic scenario likely to occur on the job.

Grading breakdown

Appropriate exemplars	10%
Position description	30%
Position requirements	30%
Interview questions	30%

WEEKLY REFLECTIONS

You are responsible for posting one reflection to the class Learn@UW discussion list each week class is held. A reflection may take any of the following forms:

- a response to the instructor's weekly writing prompt
- a substantive update on your group's final project (see that assignment for details)
- a substantive summary and response to (or questioning of) any of the readings due at the next class meeting
- a substantive comment on a classmate's posting

JOB TALK

Job candidates at nearly all academic libraries and many public libraries give a short (20-minute) talk to interested potential colleagues, usually on a topic specified by the library. Please prepare a TEN-MINUTE talk on a technology or technology standard of your choice, as though you were answering the following questions: "What is the future of this technology in libraries? Should libraries not now embracing it adopt or support it? Why or why not?" Feel free to choose a topic and adapt your talk based on the type of library you see yourself working in.

Your talk will be videotaped. You are expected to watch the video and reflect upon the quality of your talk and how you can improve your self-presentation in a post to the class website or in an email to me.

Grading breakdown

Explains technology clearly	20%
Includes suitable examples, where relevant	20%
Clear reasoning for / against technology	20%
Professional self-presentation (including PowerPoint / Keynote / S5 quality)	20%
Reflection	20%

Topics (many others possible; check with instructor): Open Journal Systems, Koha ILS, Evergreen ILS, Drupal, DSpace, Fedora (<http://fedora-commons.org/>, not RedHat's Linux distro), Islandora, OpenETD, SFX, RefWorks, Omeka, LibGuides, RefWorks, Slidecast, GIS software (ArcView or GRASS), VuFind, WordPress, Blacklight (University of Virginia), Serials Solutions Summon, LibraryThing, Open Library, Basecamp (<http://www.basecamp.com/>), WorldCat, Ubuntu Linux on the desktop, mobile applications in libraries

These will take place either before or after class. You are only required to turn up for the day on which you are scheduled, but you are welcome to come to other sessions as well. You ARE REQUIRED to stay for the entire time on the day you present so that all presenters have an audience!

Talks will take place:

- between 3 and 5 pm: November 2, November 16
- between 8 and 10 pm: October 26, November 9

For an excellent explanation of why this kind of assignment is important, see <http://weblogs.swarthmore.edu/burke/2009/10/22/the-skilled-presentation-of-self-in-everyday-life/>. For tips on handling speaking anxiety, see http://www.macworld.com/article/151903/2010/06/stevejobs_presentations.html.

FINAL PROJECT

The final project consists of two parts: a PROJECT PLAN to solve one of the problems presented by the instructor, and a TECHNOLOGY IMPLEMENTATION. These may be related (that is, the implementation may be an attempt to solve one of the problems), but they do not have to be! If your group is interested in a different technology implementation or problem, please feel free to discuss it with me.

Project Plan

Read the problems set out on the course website. Choose one to solve, and then write a project plan for solving it. Your plan should include an implementation timeline. See the Resource Discovery at UW Libraries blog (<http://uwlibdiscovery.blogspot.com/>) and report (<http://staff.library.wisc.edu/rdetf/RDETf-final-report.pdf>) for a real-world example.

Consider and plan for the following (where relevant and appropriate):

budget	software/hardware choices
staffing, staff buy-in, and sustainability	outreach and marketing
training, ease of use, usability	accountability and assessment
security and privacy	digital preservation

Technology implementation

Your group should choose the technology you wish to implement. Do not choose a technology any group member is already expert in! This defeats the entire point of the project. If I come to believe you have done this, your project WILL lose points. If you can't find a technology among those listed that someone in the group is not already expert in, come see me to switch groups. Your group will need to demo your technology to me outside of class. This may take place during the scheduled final exam period or at another time agreeable to group and instructor. Expect me to try to break it!

REFLECTION AND RECORDING PROGRESS

I expect you to use the class website to provide updates on your project plan and implementation project. EACH group member is responsible for at least ONE update, such that updates are received at least monthly. An "update" consists of a brief description of where the project is and what progress has been made since the last update, AS WELL AS a reflection on the project experience: successes, discoveries, obstacles, frustrations, questions, and (crucially) observations about your learning style and responses to change. The goal of this process is sufficient self-awareness to make you an effective technology learner, team member, and change agent in your library.

BIBLIOGRAPHY

I expect you to track what you read and find for both projects, even for blind alleys. You may do this in two ways: a formal print bibliography in APA style with brief annotations, OR via an RSS-capable citation-tracking tool such as del.icio.us or Zotero. If you use an online tool, you are expected to annotate briefly each link you mark; please tag all links for this project "644project" (in addition to whatever other tags make sense to you). Post a link to the class website if you plan to use an online tool.

TIMELINE

Bibliography tool chosen	14 September
Problem and technology chosen	21 September
Citations gathered, tagged, and annotated	19 October

GRADING STANDARDS

Bibliography (quality, exhaustiveness, annotation quality)	30%
Reflections	30%
Final proposal/implementation	40%

On group projects: The idea that group projects are uniquely designed to torture library school students is a snare and a delusion. Librarianship includes immense amounts of collaborative work, from local committees and task forces to involvement in national professional organizations and everything in between. None of the obstacles to working in groups – scheduling, free riders, personality conflicts – disappears when you receive your degree. If you are not good at working in a team, now is the time to learn!