

Course Syllabus for LIS 7504 Preservation Management of Physical Records

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Course: 2021 First Summer LIS 7504 for Edward Benoit
Book: Course Syllabus for LIS 7504 Preservation Management of Physical Records

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Description



This is the official syllabus for this course. Read it carefully! Click on any of the chapters to jump to the section you want to read.

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Instructor & Course Information

LIS 7504 Preservation Management of Physical Records (3)

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Catalog description: Study of preservation as a management function, highlighting causes of deterioration of print and non-print collections, as well as policies and practices that ensure their maximum useable life.

Assistance and Communication

Requests for support should be directed to the appropriate resources depending on the nature of the support requested. Please review the options below when requesting support while taking your course.

1. *Content or general course questions.* If you have questions about course content or about the course in general, use the following resources in the top section of the course:

- the office hours listed under "Ask Your Instructor"
- the Q & A Forum at the bottom of the section

Read the instructions in each activity before contributing. You can expect a response to your post within 24 hours M-F, next business day on weekends.

2. *Personal progress questions.* If you have questions regarding your course progress, grades, or other issues of a personal nature, you should send an email to your course instructor. You can expect a response within 24 hours M-F, next business day on weekends.

3. *Technical questions or issues.* If you have any technical problems or questions, email the ITS Help Desk at servicedesk@lsu.edu or call them at (225) 578-3375. Be sure to include your name, course number, and section in your contact.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Identify preservation hazards to the holdings of a cultural heritage repository
2. Differentiate between different types of preservation management approaches
3. Create an emergency management plan
4. Discuss the requirements of a cultural heritage preservation program

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Preservation Frameworks

1. Discuss the current state of preservation in cultural heritage repositories (CO2, CO4)
2. Discuss contemporary preservation management challenges (CO2, CO4)
3. Identify a preservation management related topic (CO2)

Module 2: Implementing and Managing a Preservation Program

1. Discuss the implementation requirements for a preservation program (CO4)
2. Identify security risks within an archive (CO1)
3. Analyze an existing preservation program (CO2)

Module 3: Disaster Preparedness, Recovery, & Response

1. Identify local disaster threats (CO3)
2. Create an emergency management plan (CO3)
3. Discuss different disaster response management approaches (CO2)

Module 4: Format Focus: Paper-based Objects & Photographs

1. Summarize the preservation needs of specific formats (CO1)
2. Describe preservation issues of paper-based objects (CO1)
3. Describe preservation issues of photographic materials (CO1)

Module 5: Format Focus: Moving Image & Recorded Audio Materials

1. Summarize the preservation needs of specific formats (CO1)
2. Describe preservation issues of recorded audio materials (CO1)
3. Describe preservation issues of moving image materials (CO1)

Module 6: The Ethics and Moral Implications of Contemporary Preservation Practices

1. Discuss ethical issues related to preservation practices (CO4)
2. Compare preservation management approaches of mix-format collections (CO2)

Module 7: Grant Seeking & Writing

1. Discuss Preservation-focused grant writing approaches (CO2)
2. Compare Preservation-focused grant opportunities (CO2)

Materials and Resources

The following textbook is required for this course:

Elizabeth Joffrion and Michele V. Cloonan. *Advancing Preservation for Archives and Manuscripts (AFS III, Vol 5)*. Chicago: SAA, 2020. ISBN 978-1-945246-35-7

This textbook can be purchased from the [LSU Bookstore](#) or any online book vendor.

All other required articles, videos, and other resources will be freely available and linked in the module resource books.

Technical Information

Moodle runs on Windows, Linux, iOS, Android, or any device with a web browser. For information on browsers, please visit the LSU [ITS Web Browser Recommendation](#) page.

Google Chrome and Firefox are the recommended browsers for Moodle 3 at LSU. We also recommend that you have Adobe Flash installed and enabled, and that Javascript is enabled.

Hardware Recommendations

The following are helpful for completing your coursework and remote testing:

- A headset with microphone
- A webcam

Printing Your Course Material

Use one of the following methods to print module content:

- See [printing options using Firefox](#)
- Use the print commands in Moodle to print full books.
- Embedded PDFs contain printing functionality.
- Select Ctrl + P from your computer's keyboard.
- If you have added a print icon shortcut on your browser's toolbar, click the icon to print content.

Grading Scale and Course Work

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions! Please note that all due dates and times are in Central Standard Time (CST).

Each module requires a minimum of approximately twelve to thirteen hours of in-class work (viewing and completing activities in Moodle) and approximately six to seven hours of out-of-class work (readings, research, study time). This means you will complete approximately nineteen hours of total work per module. Due to the compressed summer schedule, you will complete one module per 5 calendar days.

Special note:

Federal Financial Aid regulations require the confirmation of course participation in order for students to receive financial aid. In this course, this is achieved by documenting student completion of an academic activity by the last day to add courses for credit or change sections, which is usually the fifth day of class. This activity is designated "AEA" in Module 1. Failure to complete this activity within this time period may result in a delay in the disbursement of financial aid funds.

There is also a required academic activity due on the last day of class to ensure student engagement throughout the full term.

Grade Breakdown and Grading Scale

There are 3 components to your course grade.

- Discussion Forums
- Assignments
- Final Paper

The grade breaks down as follows:

Grade Breakdown

Assignment Category	Grade Percentage
Discussion (7)	20%
Assignments (4)	40%
Final Paper (3)	40%
Total	100%

GRADING SCALE

The following grading scale applies:

- 99%–100% = A+
- 94%–98% = A
- 90%–93% = A-
- 87%–89% = B+
- 84%–86% = B
- 80%–83% = B-
- 77%–79% = C+
- 74%–76% = C
- 70%–73% = C-
- 67%–69% = D+
- 64%–66% = D
- 60%–63% = D-
- 0%–59% = F

Discussion Forums

Description

In all modules, you will participate in a discussion forum where you will be required to start a discussion and then respond to at least 2 of your classmates. Click on the forum title in each module, where you will find a prompt asking you to demonstrate critical thinking about the concepts presented in the module. Each discussion forum activity (original post plus responses) is worth a **maximum of 10** points. In order to make your discussion experience more manageable, you are enrolled in a smaller discussion group. You are only required to view and post to your group (and will not have access to other group's discussions).

Submission Guidelines

Your contributions should be thoughtful, concise, and address the prompt fully. Your original post should be 300-750 words long and is worth 3-5 points. Responses to other student's posts are worth 1-3 points. The maximum for the forum is 10 points.

A simple "I agree" or "Yes" or "LOL" will not count. Please think about the questions and your peers' responses and reply thoughtfully and courteously, according to netiquette rules. Use good English grammar, correct punctuation, and complete sentences. While the posts will mostly be judged by their thoughtfulness and completeness, I reserve the right to take off points for grammatical errors, especially if they interfere with the clarity of the post.

Due Dates

Posts are due by 11:55 pm CST according to the the following list:

- Module 1: Original post--May 26; Responses--May 28
- Module 2: Original post--June 1; Responses--June 2
- Module 3: Original post--June 5; Responses--June 7
- Module 4: Original post--June 10; Responses--June 12
- Module 5: Original post--June 15; Responses--June 17
- Module 6: Original post--June 20; Responses--June 22
- Module 7: Original post--June 25; Responses--June 27 (note: the module 7 post is due at 12:00 pm (noon) on June 27)

Grading Rubric

The following rubric is a sample of what is expected in both original and response posts.

Discussion Forum Rubric			
Criteria	Exceeds Expectations(5/3 pts)	Meets Expectations (4/2 pts)	Below Expectations (3/1 pts)
Critical Thinking	Posts show deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussion.	Posts are simple but show some insight and analysis. Personal opinion is expressed but lacks elaboration and detail. Offers some new line of thinking.	Posts lack insight and analysis. Simply rehashes or summarizes others' posts. It does not express opinion clearly. Posts do not inspire further thinking.
Connections	Clear connections are made through specific references to course materials (websites, articles, texts). Specific examples are used to connect concepts to personal experiences.	Connections to course materials and/or personal experiences are not specific or lack elaboration and detail.	Connections are vague and do not address both course materials and personal experiences.

Criteria	Exceeds Expectations(5/3 pts)	Meets Expectations (4/2 pts)	Below Expectations (3/1 pts)
Replies	Replies show insight, depth, and understanding. They connect with the original post and add to that post by including references to supporting material. Personal opinion is appropriately expressed and clearly related to the original post. Thoughtful questions were posed to further the discussion of the topic.	Replies are rather simple but show some insight, depth, or connection to the original post. Some material may be irrelevant, but personal opinion is appropriately expressed, and posts as a whole show understanding. Questions were posed to further discussion of the topic.	Simple replies that lack insight, depth, or are superficial. Entries tend to be short and frequently irrelevant to the original post. It does not express opinion clearly. Shows little understanding. No questions were posed to further the discussion of the topic.
Technical Details	Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise. Words are carefully chosen and used correctly, according to both their denotation and connotations. Few, if any, spelling or typographical errors.	Posts include a few grammatical, syntactical, spelling, or typographical errors. The language lacks clarity or includes the use of some jargon or conversational tone. Words are used correctly, according to denotation, but not necessarily their connotations.	Posts include numerous grammatical, syntactical, spelling, or typographical errors. Language consistently lacks clarity, sentence structure may be wordy, unfocused, repetitive, or confusing. Words are misused according to both their denotation and connotations.

Assignments

Module 2 Case Study Assignment

Instructions

This assignment addresses [course outcome 1 and module learning objective 2](#).

Consider the following fictional case, and write a response to the questions posed.

Theft Situation: You are preparing an event for the 50th anniversary of your institution and discover some objects are missing from your collection. What do you do next? Now search online for stories of archival, museum or library theft. How does your response compare to the response of the practitioner?

File names should be YourLastName_Annotated and may be submitted in .doc, .docx, .rtf, or .pdf formats. Follow either Chicago (Note-Bibliography style) or APA citation style for formatting of citations and the bibliography. Remember that you must cite the source of your information, regardless of whether you quote, paraphrase, or summarize.

Case studies must be 1.5 spaced, in 12-point font, with 1-inch margins. Submit your assignment before **June 4 at 11:55 pm CST**.

Module 3 Disaster Plan Assignment

Instructions

This assignment addresses [course outcome 3 and module learning objective 2](#). Please review the entire assignment instructions in the Module 3 content and attached below.

Submit your disaster plan assignment no later than **June 12 at 11:55 pm CST**.

Module 4 Format Handout #1 Assignment

Instructions

This assignment addresses [course outcome 2](#).

You will create two format handouts during Modules 4 & 5. Each handout will be no more than 2 pages (including a reference list or bibliography), and will include the following sections:

1. Time period
2. Characteristics/Description
3. Format History
4. Handling & Storage
5. Preservation Concerns

Additionally, you must also include at least one reference image. A handout example is attached in the assignment submission area.

Your first handout will focus on a paper-based or photographic format and is due no later than **June 12 at 11:55 pm (CST)**.

Module 5 Format Handout #2 Assignment

Instructions

Your second handout will focus on a recorded audio or moving image format and is due no later than **June 17 at 11:55 pm (CST)**.

Final Paper

The final paper includes three (3) components:

- Module 1: Paper Proposal Assignment
- Module 3: Paper Outline Assignment
- Module 6: Final Paper

Module 1 Paper Proposal Assignment (AEA)

Instructions

This assignment addresses [course outcome 2 and module learning objective 3](#). Please review the entire paper instructions in this Module's content.

You need to submit the preliminary/tentative paper title and topic you are considering, and the resources that you have located. In a 300-word description of your topic, please specify at least two general collection format types and at least two types of repositories. This will give me an opportunity to provide you with feedback and suggestions regarding the topic and resources.

Submit your paper topic proposal no later than **Friday, May 28 at 11:55 pm CST**.

Grading

This assignment will be graded based solely on submitting the required materials. This assignment is worth 5% of your overall grade.

Module 3 Paper Outline Assignment

Instructions

This assignment addresses [course outcome 2](#). Please review the entire paper instructions in the Module 1 content.

Each student will submit a decimal outline of their final paper. The outline will be at least one page long, and two levels deep. [Please see Purdue OWL for more information about decimal outlines.](#)

The paper outline s due no later than **Monday, June 7 at 11:55 pm CST**.

Grading

This paper outline will be graded based solely on submitting the required materials. This assignment is worth 5% of the overall grade.

Module 6: Final Paper

Instructions

This assignment addresses [course outcome 2](#) and module learning objective 2. Please review the entire paper instructions in the Module 1 content.

Length Requirement

The papers must be between 2,000 and 3,000 words, excluding the title page and bibliography (or references in footnotes).

Paper Submission

File names should be YourLastName_FirstName_Paper and may be submitted in .doc, .docx, .rtf, or .pdf formats. Follow either Chicago (Note-Bibliography style) or APA citation style for formatting of citations and the bibliography. Remember that you must cite the source of your information, regardless of whether you quote, paraphrase, or summarize.

Papers must be 1.5 spaced, in 12-point font, with 1-inch margins. You will submit your papers under Module 6 before **Tuesday, June 22 at 11:55 pm CST.**

Course Policies

The following policies apply throughout your enrollment in this course. For specific questions about these policies, please contact either your instructor or the appropriate office listed in the subchapters.

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligations involve specific points of engagement in course activities and interaction with other course members. Your active engagement in discussion forums or other required collaborative activities constitutes your participation in this course. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your LSU email and the News and Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor or classmates. Contact the instructor in advance if you are going to miss an assignment or turn in work late. This will give the instructor sufficient time to allow for discussing an alternative schedule.

Late Work/Late Submissions

Unless students gain prior permission from the instructor for late submissions, late assignments will be penalized. Individual assignments turned in after the due date will be penalized 5% for each day turned in late.

Academic Integrity

Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the [LSU Code of Student Conduct page](#).

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use APA or Chicago citations. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work. If you have questions about accessibility for specific tools and external materials used in this course, please see the "Materials and Resources" and "Technical Information and Assistance" sections in this syllabus.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.

☰ Online Etiquette Guide PDF.pdf

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Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.