

## Course Syllabus for LIS 7704

Site: [Welcome to LSU Online!](#)  
Course: 2021 Second Spring LIS 7704 for Ana Roeschley  
Book: Course Syllabus for LIS 7704

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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.

You can print this book by clicking on the link under the Table of Contents.

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## Welcome to the Course!

### LIS 7704 Archival Arrangement & Description

Development of the intellectual framework and critical evaluation skills necessary for the arrangement and description of archival collections.

#### About Your Instructor

Instructor: Ana Roeschley

Phone: 225-366-9523

[aroeschley@lsu.edu](mailto:aroeschley@lsu.edu)

I will be available for virtual office hours each week at the times below:

- Tuesdays 1pm–2pm CST
- Wednesdays 12pm–1pm CST

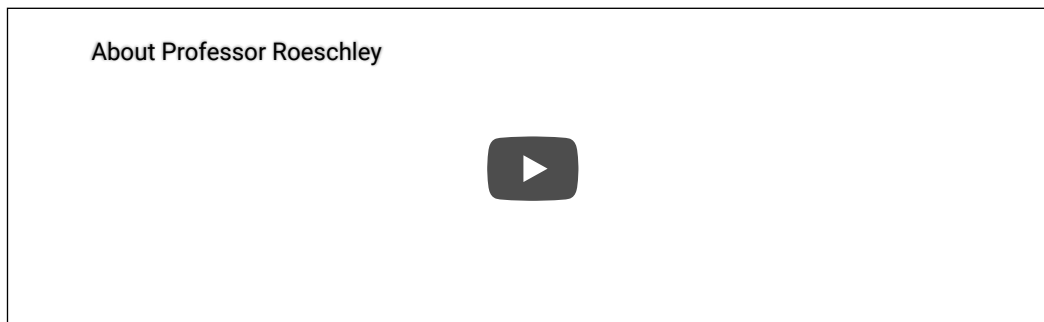
During these times, you can ask about your grades, assignments, or content. You can use a webcam, microphone, or the chat feature to communicate. You do not have to use video.

You may also [email me](#) to set up an individual appointment.

Office Hours will be conducted on Zoom.

- [Meeting room link](#).
- Meeting ID: 990 342 3084
- Passcode: 417702

Watch the following video to meet your instructor.



## 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](mailto: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 the principles of information organization in an archival setting
2. Describe the relationship between archival and other Library & Information Science (LIS) descriptive practices
3. Develop strategies for adapting processing to social and technological change(s) in archival settings
4. Process archival material adhering to professional ethics
5. Create a processing plan for archival materials
6. Describe archival materials following metadata standards

### Module Topics and Learning Objectives

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

#### **Module 1: Information Organization and the Archives**

1. Describe the historical development of archival processing in relation to LIS (CO1, CO2)
2. Identify the arrangement in a finding aid (CO1)
3. Identify descriptive elements of a finding aid (CO1)
4. Assess the pre-processing state of a real collection (CO5)

#### **Module 2: Archival Processing Practice**

1. Create a processing plan for archival materials (CO 5)
2. Arrange an archival collection (CO 6)
3. Create a biographical note (CO 4)

#### **Module 3: Ethics & More Product, Less Process (MPLP)**

1. Discuss the ethical implications of archival processing (CO4)
2. Identify ethical issues within an existing collection (CO4)
3. Describe methods to address backlog issues in archives (CO3)

#### **Module 4: Metadata & Encoding Archival Records**

1. Encode a finding aid using Encoded Archival Description (EAD) in an XML editor (CO6)
2. Create a collection in ArchivesSpace (CO6)
3. Describe archival records using Dublin Core (CO6)

#### **Module 5: Archival Users**

1. Discuss the adaptation of processing to meet the needs of users (CO3)
2. Discuss the role of technology in participatory processing (CO3)
3. Reflect on the processing impacts of potential users of a real collection (CO5)

#### **Module 6: Non-traditional Formats & Digital Records**

1. Discuss the processing impacts of audiovisual materials (CO3, CO5)

2. Discuss the processing impacts of digital materials (CO3, CO5)
3. Process a real world archival collection (CO4, CO5, CO6)

**Module 7: Emerging Issues in Processing**

1. Describe the role of processing to address emerging archival issues (CO3)

## Materials and Resources

The following textbook is required for this course:

Dennis Meissner. *Arranging and Describing Archives and Manuscripts (AFS III, Vol. 2)*. Chicago: SAA, 2019.

ISBN-13: 978-1-945246-07-4

This textbook can be purchased from the [LSU Bookstore](#) or directly from the Society of American Archivists (members receive a discount)

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

### Software Requirements

We will be using an online platform called ArchivesSpace during the course. You will receive an email with a user name and password, and instructions on how to access the website. Additionally, some of the assignments require editing XML. Here is a list of free XML editors that you can use:

1. [Notepad ++](#)
2. [Code Browser](#)
3. Microsoft XML Notepad
4. [XmlPad](#)
5. [TextEdit](#)

### 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 week.

*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 5 components to your course grade.

- Discussion Forums
- Processing Journal Entries
- Preliminary Arrangement Report
- Activities
- Final Project

The grade breaks down as follows:

### Grade Breakdown

Assignment Category	Grade Percentage
Discussion Forums	15%
Processing Journal Entries	15%
Activities	20%
Preliminary Arrangement	15%
Final Project	35%
<b>Total</b>	<b>100%</b>

Here is a list of all of the activities. Each activity is worth the same amount (about 16.67 per activity towards the activity grade):

### Activity Breakdown

Activity	Module
Finding Aid Comparison	1
Arrangement Assignment	2
Description Assignment	2
EAD Assignment	4
ArchivesSpace Assignment	4
Metadata Assignment	4

### 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 most 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.

### Submission Guidelines

Your original post should be about 300-750 words long and is worth 3-5 points. Responses to other students' original posts are worth 1-3 points. The maximum for the forum is 10 points.

First post, 3-5 points

Responses to others, 1-3 points

Maximum points can be achieved with a few excellent posts (5+3+3=10 pts), several acceptable posts (4+2+2+2=10), or many mediocre posts (3+1+1+1+1+1+1=10).

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

Your original post is due on Wednesday by 11:59 pm CST. Your responses to other students are usually due on Sunday by 11:59 pm CST [except for Module 4 and Module 7]. The following is a list of due dates in Central Standard Time:

- Module 1: Original post--March 17; March 21
- Module 3: Original post--March 31; April 4
- Module 5: Original post--April 14; April 18
- Module 6: Original post--April 21; April 25
- Module 7: Original post--April 28; May 3 8am CST [this is an exception to the typical due dates]

### 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 pts for original; 3 pts for response)	Meets Expectations (4 pts for original; 2 pts for response)	Below Expectations (3 pts for original; 1 pts for response)

Criteria	<b>Exceeds Expectations(5 pts for original; 3 pts for response)</b>	<b>Meets Expectations (4 pts for original; 2 pts for response)</b>	<b>Below Expectations (3 pts for original; 1 pts for response)</b>
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 reference 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.
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 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 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.

## Processing Journal Entries

### Instructions

Three times during the semester you will submit a journal entry of no more than 1,250 words reflecting on your experiences (to date) processing the final project collection. These entries are informal, reflective writings and may identify problems you are facing and your strategies for working through the problems, or insights regarding your own skills, knowledge, or assumptions. You should also evaluate the utility of the concepts dealt with in assigned readings and discussion forums as they pertain to your experiences.

Module 1 Entry: Focus on your initial impression of the collection and processing in general. How do you plan to approach processing this collection? What are some challenges? How will you mitigate these challenges? Due on **Wednesday, March 24 at 11: 55 pm (CST)**

Module 3 Entry: Identify and discuss any ethical concerns you have with the collection. Additionally, discuss the benefits and limitations of using the MPLP approach to process the collection (but remember that you are not actually allowed to do that for the project). Due on **Sunday, April 4 at 11: 55 pm (CST)**

Module 5 Entry: Consider the potential users of the collection. How can you ensure they are best served during the processing of the collection? How could you make this collection participatory? Due on **Sunday, April 18 at 11: 55 pm (CST)**

*Journal entries will be graded for evidence and depth of analysis and reflectivity.*

## Activities

### Module 1 Assignment (AEA)

#### Instructions

This assignment addresses [course outcome 1 and module learning objectives 2 & 3](#).

Find a finding aid from three different repositories. Identify the arrangement and descriptive elements in each and compare them. Write a 1,000-1,500 word comparison.

Be sure to include:

1. Citations for the three finding aids including hyperlinks
2. Where the arrangement is located and presented on each finding aid
3. How do the three arrangements compare? Which do you prefer and why?
4. What are the descriptive elements for each finding aid?
5. How do these compare? Which do you prefer and why?

### Module 2 Arrangement Assignment

Instructions

This assignment addresses [course outcomes 6 and module learning objective 2](#).

Recreational Sports Department Records, 1964-2008:

1. Review the unprocessed inventory list
2. Individually identify series, sub-series, and folder levels as applicable (original order is not allowed).
3. Post your initial arrangement within your group
4. Compare your thoughts and try to agree on the following:
  - A listing of the series, and subseries you used
  - Anything you would need to research to better understand how to arrange the materials (we're assuming you have all the time in the world to do this task...)
  - Anything you would restrict, why you'd restrict, and for how long.
  - Anything that should be weeded and why. (NOTE: Weeding is a kind of appraisal and selection process that occurs after the materials are acquired. It is usually done in conjunction with A&D)
  - Any additional concerns your group had.

At the end of the week, submit your group's findings.

### Module 2 Description Assignment

Instructions

This assignment addresses [course outcome 4 and module learning objective 3](#).

Processing (A&D) requires the archivist to be able to quickly research, synthesize, and write historically accurate summaries. The goal of these summaries is to assist the researcher in understanding how the material came into being and to “frame” the material in the context of the creator.



For this assignment you will do this in about the time frame you might have to do it on the job.

1. Research your records creator
2. Determine what is 1) factual and 2) of significance
3. Write a brief historical or biographical note conveying both 1 and 2 above.
4. Keep track of your sources
5. Complete the task and submit the assignment in less than an hour

*Note: This is NOT a full history*

## Module 4: EAD Assignment

### **You must complete this assignment before moving on to the ArchivesSpace assignment.**

#### Instructions

This assignment addresses [course outcome 6 and module learning objective 1](#).

- Complete the EAD file for the John Smith Papers using the information on the finding aid provided to you.
- The <control> section is already complete
- Fill in the blank areas of <archdesc>

Note: you do not need to add additional elements, just fill in the missing information.

## Module 4: ArchivesSpace Assignment

#### Instructions

This assignment addresses [course outcome 6 and module learning objective 2](#).

You will be working with the John Smith Papers Finding Aid again (please use the new version attached here).

- Log into and use ArchivesSpace
- Create a repository
- Create an accession record for the Smith Papers
- Create a resource entry for the Smith Papers
- Export the EAD file
- Export a PDF of the Finding Aid
- Submit both the EAD file and the PDF on Moodle

## Module 4: Metadata Assignment

#### Instructions

This assignment addresses [course outcome 6 and module learning objective 3](#).

- Select 5 textual and 5 non-textual records from the final project collection

- Create item-level metadata for each of the records following Dublin Core using the attached template (see example). You can repeat fields as needed

## Preliminary Arrangement Report

### Module 2 Preliminary Arrangement Report

#### Instructions

This assignment addresses [course outcome 3 and module learning objective 4](#).

A preliminary report of no more than 1,500 words on the potential arrangement for the final project collection (not including the hierarchical arrangement).

The report must include:

- The hierarchical arrangements in outline form (e.g. series, sub-series)
- Important themes, subjects, or items that need special attention
- The rationale for the arrangement with reference to applicable archival principles and concepts

The arrangement report will be graded based on thoroughness, demonstrated awareness of potential tensions, demonstrated awareness of archival principles and methods, and persuasive rationale.

## Final Project

### Module 6: Final Project

#### Instructions

This assignment addresses [course outcomes 4, 5, & 6 and module learning objective 3](#).

You will arrange and describe a sample collection by providing a complete finding aid in accordance with DACS requirements for multilevel optimum description. You will be working with a digitized version of the Papers of Jim Auer from the Milwaukee Art Museum. You should use ArchivesSpace to create your finding aid and XML document.

Some ground-rules:

- You may not MPLP this project! While you may do that on the job, I want you to learn how to arrange the collection at the item level and to describe it at a moderate level. You cannot be a good MPLP processor unless you understand processing at a finer granularity.
- You should describe down to the sub-series level or series where this is applicable
- Try for “elegant” arrangement and description – not too complex, but complete enough to be useful.
- You should be able to justify why or why not you have kept original order. You may choose to keep original order in some series or sub-series, but not in others.
- Avoid “Miscellaneous” and “Other”
- Although these materials are being given to you in a digital format you should treat them as if they were their analog originals.

You will turn in:

- A complete word-processed finding aid
- EAD finding aid in XML format
- A word file describing which files you would weed and why

Students may not use any part of the collection materials for personal use in websites, blogs and other printed or electronic representations without the express permission of the Archivist at the Milwaukee Art Museum.

The final project will be graded based on thoroughness, demonstrated awareness of archival principles and methods, writing quality, attention to local practices, and incorporation of insights from journaling and feedback (if applicable).

## 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 notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

## 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.



## 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.