Section No.: 
Credit Hours: 3

First class: 
Instructor: Ayoung Yoon, Ph.D., Assistant Professor, Library & Info. Sci., Data Science
Office Hours:
Contact: ayyoon@iupui.edu, (317) 278-2388, IT 563
Prerequisites: LIS-S 500 and LIS-S 501
Instruction mode: This course is offered online only

COURSE DESCRIPTION

This course covers how to conduct research on archives and collections, whether physical, digitized, or born digital, including discovering material, finding a topic, developing ideas about it, analyzing data, and presenting findings. Students gain experience with the archives research process, running a project, liaising with an organization, and communicating with an audience.

READINGS AND RESOURCES

Required readings are assie listed in the weekly schedule. Readings are available via the Internet, Canvas, or university databases, such as the IUPUI Main Library database A–Z. No textbook purchase required.

Student should already have mastered basic technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:

For self-instructional modules focusing on a wide range of basic technology skills, visit UITS IT Training and IU Partners, and for additional software training materials, Skillsoft.
LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>PLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discover and evaluate primary sources from an archive or collection, analyzing data with the appropriate tool or method.</td>
<td>5</td>
<td>1</td>
<td>3b</td>
<td>Report Quiz Discussion Diary</td>
</tr>
<tr>
<td>2. Plan and carry out a retrospective research project with material from an archive or collection.</td>
<td>6</td>
<td>2</td>
<td>6a</td>
<td>Scope Preparation Access Plan</td>
</tr>
<tr>
<td>3. Communicate research findings effectively to a given audience, using appropriate methods of narration and visualization.</td>
<td>6</td>
<td>3</td>
<td>4b</td>
<td>Report Presentation Reflection</td>
</tr>
<tr>
<td>4. Evaluate ethical issues and responsibilities in conducting research on archives.</td>
<td>5</td>
<td>4</td>
<td>3c</td>
<td>Plan Ethical Review</td>
</tr>
</tbody>
</table>

Revised Bloom’s Taxonomy (RBT)
1. Remember; 2. Describe; 3. Apply; 4. Analyze; 5. Evaluate; 6. Create

Principles of Graduate and Professional Learning (PGPL)
1. Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
2. Thinking critically, applying good judgment in professional and personal situations
3. Communicating effectively to others in the field and to the general public
4. Behaving in an ethical way both professionally and personally

Program Learning Outcomes (PLO): Master of Library and Information Science (MLIS)

1) Approach Professional Issues with Understanding
   a) Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication.
   b) Anticipate emerging trends and respond proactively.

2) Assist and Educate Users
   a) Analyze and identify the information needs of diverse communities of users.
   b) Educate users and potential users to locate, use, and evaluate information resources and tools.
c) Analyze and evaluate information systems and services in a variety of settings.

3) Develop and Manage Collections of Information Resources
   a) Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users.
   b) Manage, evaluate, and preserve physical and virtual collections of information resources.
   c) Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources.

4) Manage and Lead Libraries and Other Information Organizations
   a) Perform basic managerial functions, including planning, budgeting, and performance evaluation.
   b) Communicate effectively to a variety of audiences.

5) Apply theories of organizational behavior and structure
   a) Represent and organize information resources.
   b) Understand and apply principles of representation and organization.

6) Use Research Effectively
   a) Design, conduct, interpret, and take action based upon research and evaluation.

7) Deploy Information Technologies in Effective and Innovative Ways
   a) Implement and evaluate information and communication technologies for efficiency, usability, and value to users.

ASSESSMENTS

1. Readings quizzes 20%
2. Readings reflections 5%
3. Discussion posts on archives, their purpose, contents, and use 10%
4. Research project
   4a. Scope document: Knowledge needs, sources, and tools 5%
   4b. Research preparation: secondary sources, bibliography, historiography 5%
   4c. Access and use document 5%
   4d. Project plan and timeline 10%
   4e. Professional standards and ethical review document 5%
   4f. Research report 20%
   4g. Research presentation 10%
5. Experience diary 5%
# LIS-S 586 Archive Intelligence: Research Report Rubric

<table>
<thead>
<tr>
<th></th>
<th>A. Exceeds standard</th>
<th>B. Meets standard</th>
<th>C. Nearly meets standard</th>
<th>D. Doesn’t meet standard</th>
<th>F. No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research statement</strong></td>
<td>States purpose in one sentence: clear, concise, engaging, and thought provoking.</td>
<td>States purpose in one sentence: clear and concise.</td>
<td>States purpose in one sentence.</td>
<td>Incomplete, unfocused, or spread across multiple sentences.</td>
<td>Absent, no evidence</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction is engaging, states the main topic, and previews the structure of the paper.</td>
<td>The introduction states the main topic and previews the structure of the paper.</td>
<td>The introduction states the main topic but does not adequately preview the structure of the paper.</td>
<td>There is no clear introduction of main topic, and the structure of the paper is missing.</td>
<td>Absent, no evidence</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>Each paragraph contains thoughtful argument and evidence to support and develop the main idea.</td>
<td>Each paragraph contains argument and evidence to support and develop the main idea.</td>
<td>Some paragraphs lack argument or evidence to support and develop the main idea.</td>
<td>Most paragraphs fail to develop the main idea.</td>
<td>Absent, no evidence</td>
</tr>
<tr>
<td><strong>Organization structural development of the idea</strong></td>
<td>Ideas are sequenced logically, and transitions enhance organization.</td>
<td>Ideas are sequenced logically, but the argument may not develop smoothly.</td>
<td>Logical organization; organization of ideas not fully developed.</td>
<td>Lacks evidence of structure or organization.</td>
<td>Absent, no evidence</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Introduces and summarizes the findings in an engaging way.</td>
<td>Introduces and summarizes the findings.</td>
<td>The conclusion does not adequately summarize the findings.</td>
<td>Incomplete or unfocused.</td>
<td>Absent, no evidence</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No errors in style, punctuation, and spelling.</td>
<td>Almost no errors in punctuation and spelling.</td>
<td>Occasional errors in punctuation and spelling.</td>
<td>Many distracting errors in punctuation and spelling.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>All cited works, both text and visual, are done in the correct format without error.</td>
<td>Most cited works, both text and visual, are done in the correct format without error.</td>
<td>Some cited works, both text and visual, are done in the correct format.</td>
<td>Few cited works, both text and visual, are done in the correct format.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>Done in the correct format with no errors. Include more than 5 major references, e.g., science journal articles, books.</td>
<td>Done in the correct format with few errors. Include 5 major references, e.g., science journal articles, books, no more than two internet sites.</td>
<td>Done in the correct format with some errors. Include 4 major references, e.g., science journal articles, books, no more than two internet sites.</td>
<td>Done in the correct format with many errors. Include 3 major references, e.g., science journal articles, books, no more than two internet sites.</td>
<td>Absent or only cites internet sources.</td>
</tr>
</tbody>
</table>
Grading Scale
The final letter grade will be assigned based on the following range:

| 96–100 = A | 83–86 = B | 73–75 = C |
| 91–95 = A– | 79–82 = B– |
| 87–90 = B+ | 76–78 = C+ | Below 73 = F |

The meaning of the letter grades follows the DLIS Grading Policy:
A: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in DLIS, except in very exceptional cases.
A–: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.
B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.
B–: Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+, C: Unsatisfactory work and inadequate understanding of course materials.
F: Failing.
Grades below B may result in an overall grade point average below 3.0 and possible dismissal from the program. No grade below B– or C in an elective course will be counted toward the requirements of any SLIS degree.

Incomplete
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Late Policies
All threaded discussions, resource evaluations and papers are due at the time and date listed in the syllabus and online course. Late work will result in points taken off. Please contact me directly with emergencies or any questions.

Canvas Course Management System
This is a fully online course, which can be accessed through the IU Canvas site starting the first day of class. You will need your IU username and password to log into the Canvas course management system. Students having login problems are welcome to contact the IU Support Center at 317 274-4357 or 812 855-6789 and ithelp@iu.edu.
SCHEDULE

This is a sample reading list. The selection will depend on the instructor and customized to the students research.

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6
A selected chapter of Burke, Peter, *Eyewitnessing: The use of images as historical evidence* (London: Reaktion, 2001)

**Week 7**


A selected chapter of Sangha, Laura, and Jonathan P. Willis, *Understanding Early Modern Primary Sources* (London: Routledge, 2016)

**Week 8**


**Week 9**


**Week 10**

A selected chapter of Bombaro, Christine, *Finding History: Research Methods and Resources for Students and Scholars* (Lanham [Md.]: Scarecrow Press, 2012)


**Week 11**


**Week 12**


A selected chapter of Lawrence, Susan C., *Privacy and the Past: Research, Law, Archives, Ethics* (New Brunswick, New Jersey: Rutgers University Press, 2016)
Week 13


Week 14


Week 15


Week 16


Further reading


Yaco, Sonia, and Beatriz Betancourt Hardy, 'Historians, Archivists, and Social Activism: Benefits and Costs', *Archival science*, 13 (2013), 253-72; doi: 10.1007/s10502-012-9187-0

**CODE OF CONDUCT**

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at [http://www.indiana.edu/~code/](http://www.indiana.edu/~code/). All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. [https://www.indiana.edu/~istd](https://www.indiana.edu/~istd) You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. [http://www.ulib.iupui.edu/libinfo/turnitin](http://www.ulib.iupui.edu/libinfo/turnitin)

**Academic Misconduct:**

1. **Cheating:** Cheating is an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another
student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources to deprive others of the information they contain.

5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

**OTHER POLICIES**

1. **Administrative withdrawal:** Students must participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, the student must inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund.

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, web surfing, and posting to social media are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

3. **Communication:** For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should
provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit [http://life.iupui.edu/caps/](http://life.iupui.edu/caps/).

5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/). Course evaluations are typically open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Disabilities policy:** All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). For more information visit [http://aes.iupui.edu](http://aes.iupui.edu).

7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [http://protect.iu.edu/emergency](http://protect.iu.edu/emergency).

9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)

10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. [http://registrar.iupui.edu/official-enrollment-class-attendance.html](http://registrar.iupui.edu/official-enrollment-class-attendance.html) Children may not attend class with their parents, guardians, or childcare providers.
11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [http://registrar.iupui.edu/religious.html](http://registrar.iupui.edu/religious.html).

12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [http://stopsexualviolence.iu.edu/](http://stopsexualviolence.iu.edu/).

14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317-274-4431 or studvoc@iupui.edu. For more information visit [http://studentaffairs.iupui.edu/advocate](http://studentaffairs.iupui.edu/advocate).

**MISSION STATEMENT**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

**STATEMENT OF VALUES**

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.