University of Kentucky
School of Library and Information Science
Course Syllabus

LIS 643 Archives and Manuscripts Management

Instructor
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Assistant Professor
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Preferred method of contact: email

Office Hours
- Wednesdays: 10am-2pm and by appointment
- Contact me via e-mail to schedule an appointment to meet. I will frequently respond as soon as possible, usually within 24 hours.
- We could meet face to face, telephonically, or via Skype (Skype id: andrew.mcgraw3) or Gchat (andrew.w.mcgraw@gmail.com)

CLASS INFORMATION

Course Format: This is an online course, but asynchronous class discussion via Blackboard is required to facilitate a sense of community.

Course Requirements
You will need access to an appropriate computer with a broadband Internet connection.

Blackboard
The Blackboard course management system will be used to facilitate the class. Please visit http://www.uky.edu/Blackboard/ to learn about this system and the login requirements.

COURSE INFORMATION

Course Description
LIS 643 is an introduction to the essentials of records and knowledge management in archival repositories. This course is designed to familiarize students with core archival principles, theories, and practices. These include acquisition, appraisal, arrangement and description, access, advocacy, and preservation. This course will cover theoretical principles, methodologies, and practical administration of archives and records, in both print and digital form. Students will also learn what role archives play in society in order to gain a greater understanding of the archival mission.

Course Objective/Rationale:
This course introduces students to the theoretical principles, methodologies, and practice supporting the work of archivists, records managers, and other records professionals; theory, methodology and practice are the key elements of archival knowledge - each of these elements influencing the others. Not all students taking this course will pursue a career in the field of
archives. However, many librarians and other information professionals working in a variety of institutional settings will find themselves facing archives, records, or preservation management issues, and this course will provide a useful background for assisting them to consider such matters.

Course Objectives
- Gain an overall understanding of archival theory and history
- Obtain practical experience in records and knowledge management
- Develop an awareness of current best practices
- Be made aware of various professional associations, their activities and publications

Course Overview
The following broad topical areas will be covered in this course:

- A history of the archival history emphasizing how the profession has changed over time
- The core mission and functions of the archival profession
- Archival theory
- Access to archival materials both online and onsite
- The physical preservation of archival materials
- Understanding the users of archival collections and how they access materials
- How to appraise archival collections to determine materials of enduring value
- Ethics within the archival profession
- Donor relations in the archival profession
- Providing reference services in an archival setting

Course Methodology
Each week, students will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Read and understand any additional supplementary material that may be provided from time to time
4. Participate in the Discussion Boards and any other on-line assignments*
5. Complete and submit all assignments by their due dates**

* Students are expected to participate in the discussion board topics, which will be posted no later than Sunday at midnight at the start of each week. The topics will relate to the course readings and supplementary material assigned. Students will be evaluated based on the substance, facts, ideas, opinions, tone, and style of their responses. Responses will be monitored for inappropriate comments.

** Students will also be expected to complete three assignments comprising of one critical response paper (Assignment 1) and two essays (Assignment 2 & Assignment 3):

Required Reading

**STUDENT EVALUATION**

**Grading Parameters**

Assignment 1: 20 points  
Assignment 2: 20 points  
Assignment 3: 40 points  
Participation: 20 points

**Grading Rubric**

The following grading rubric will be employed to evaluate student submissions:

**Written communication (50 %)**

*Organization*

• Inadequate (10 %): There appears to be no organization of the essay's contents.
• Needs Improvement (15 %): Organization of the essay is difficult to follow, due to inadequate transitions and/or rambling format.
• Adequate (20 %): The essay can be easily followed. A combination of the following is apparent: Basic transitions are used; a structured format is used.
• Professional quality (25 %): The essay can be easily followed. A combination of the following is apparent: Effective transitions are used; a professional format is used.

**Mechanics and grammar**

• Inadequate (10 %): Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics.
• Needs improvement (15 %): The essay contains numerous grammatical and mechanical errors.
• Adequate (20 %): The essay contains minimal grammatical or mechanical errors.
• Professional quality (25 %): The essay is clear and concise and contains no grammatical or mechanical errors.

**Content (50 %)**

*Correctness of facts*

• Inadequate (10 %): Most facts are wrong.
• Needs improvement (15 %): Some facts are wrong.
• Adequate (20 %): Technical details are generally correct.
• Professional quality (25 %): All facts are correct, and the technical explanation is both concise and complete.
Completeness
- Inadequate (10 %): Did not address some of the questions.
- Needs improvement (15 %): Addressed the questions, but provided few details.
- Adequate (20 %): Address the questions, but left out some details.
- Professional quality (25 %): Addressed all questions completely.

Grading Scale
- [90% – 100%] = A (Exceptional Achievement)
- [80% – 89%] = B (High Achievement)
- [70% – 79%] = C (Average Achievement)
- [0% – 69%] = E (Fail)

Participation
Students are expected to participate in and complete weekly discussion board topics to earn participation points. A total of **eight** discussion forums will be initiated over the course of the semester, i.e., one discussion topic per week. You are required to make a post to **all** forums, each of which will be graded out of ten (10) points on the basis of their quality. A quality post will include a substantive and thoughtful contribution to the discussion board topic. “I agree with the author” will not be deemed a credit-worthy response.

Due to the number of students enrolled in the course participants will be divided into one of three discussion groups. Each group will be asked the same discussion question but in the interest of creating a more meaningful dialogue I have decided that smaller groups work better than a single large group of participants.

I encourage you to complete your discussion posts and other work in Notepad and then paste it to Blackboard. If work is composed online and there is a technology-related failure, it will likely be lost.

*Please note:* Discussion board topics will be posted no later than Sunday at midnight at the start of each week.

Absences/Attendance
SLIS faculty-adopted policy on excused absence will be adopted

Submission of Course Assignments
Course assignment must be submitted via Blackboard.
Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859-257-8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-257-1300

Library Services
Distance Learning Services
http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu

Course Reserves

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: http://www.uky.edu/CIS/SLIS/academics/policies.pdf
Assignments - Detailed Descriptions

Participation - 20% of final grade
Students are expected to participate to questions posted on the discussion board on Monday of each week. Students are encouraged to not only post response to the question but to ask questions of their own to further facilitate discussion. Simply agreeing with the other people’s post will not be counted as participation. Each student should offer his or her own perspective to the discussion. Due to the size of the course students will be broken into groups for discussion.

Collection Development Policy - 20% of final grade
Students should research how institutions determine what materials to collect and different strategies for collecting. Write your own collection development policy along with 1-2 pages explaining what criteria their policy is based on.

Critical précis - 20% of final grade
Students will be assigned a week that your précis will be due. In your assigned week select a theme or issue in that week’s reading that interest you and then locate journal articles in the LIS professional literature that is related in some way. Provide complete bibliographic citations to each work at the beginning of your précis. Compare the stances taken by each author and any potential biases each author may have.

Literature Review - 40% of final grade
You can submit a proposal for this paper along with a preliminary bibliography for comment by October 3. The instructor will not read subsequent drafts of the paper. The literature review should focus on a particular function, principle, topic or historical aspect of the archival profession. The literature review is an opportunity for students to explore the professional literature on a particular topic and explore how the profession has traditionally addressed that topic and how the literature represents a change in attitudes over time. Students should evaluate the literature’s strengths and weaknesses, look for conclusions about the potential need for further research, and reflect on how the literature is useful for the staff of an archive. Students must show evidence of having critically read fifteen articles for this essay. The paper should include a separate bibliography of works used but are not required to cite all fifteen articles in the final paper.

Course Sections:

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings due</th>
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<tr>
<td>Week 1</td>
<td>Introduction</td>
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<td>8/27</td>
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<td>Week 4 9/17</td>
<td>Archival Theory</td>
<td>• James M. O'Tool and Richard J. Cox, <em>Understanding Archives and Manuscripts</em>,</td>
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| Week 5 9/24 | Arrangement and Description | • Ridener, John, *From Polders to Postmodernism: A Concise History of Archival Theory*  
| Week 6 10/1 | Arrangement and Description | • Roe, Kathleen D., *Arranging & Describing Archives & Manuscripts*  
• Group 1 Critical |
| Week 8 10/15 | Preservation | • Mary Lynn Ritzenthaler. “Preservation of Archival Records: Holdings Maintenance at the
| --- | --- | --- | Collection Development Policy Due |
| Week 11 11/5 | Appraisal | • Jimerson pp. 177-344  
• Neazor, Mary, “Recordkeeping Professional Ethics and their Application,” *Archivaria* 64 Fall 2007. | Group 3 Critical Precis due |
| Week 13 11/19 | No class | • No readings |  |
| Week 14 11/26 | Donor Relations | • Stevens, Michael E. “From Vietnam: Building a Collection from a Controversial War,” *American Archivist* 64 (1) / Spring- |  |
| Week 16 12/10 | Wrap up | • No readings | Literature Review Due |