Unit Outline
INFO3000 Conservation and Preservation
Semester 2, 2016

Unit study package code: INFO3000
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units:
INFO2001 (v.0) Archives Concepts and Practice or any previous version
OR
301049 (v.0) Archives Concepts and Practice 205 or any previous version
OR
INFO2005 (v.0) LIM215 Archives Concepts and Practice or any previous version
OR
313711 (v.0) LIM215 Archives Concepts and Practice or any previous version
AND
INFO1003 (v.0) Librarianship Concepts and Practice or any previous version
OR
314095 (v.0) Librarianship Concepts and Practice 101 or any previous version
OR
INFO1011 (v.0) LIS100 Librarianship Concepts and Practice or any previous version
OR
314160 (v.0) LIS100 Librarianship Concepts and Practice or any previous version

Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
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Location: Building: 209 - Room: 346

Teaching Staff:
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

Explores the strategies and practices that information professionals use to cope with the problem of deteriorating materials. These range from practical low-cost actions that may be implemented by information professionals in every kind of working environment, to strategies that can only be administered at a national, sometimes even international, level.

Introduction

This unit introduces you to a field which is becoming increasingly significant in today's libraries, records, archives and information centres. The physical materials - the paper, the CD-ROMs, the photographs, the computer tapes, etc. - to which we entrust our information have a finite life-span. The life is in some cases measured in months, rather than in years. The size of the problem is massive.

Similarly, the volume of electronic information that has been created and stored since the general introduction of computers into workplaces has become a critical problem for many organisations, not just in terms of conservation and preservation, but findability through search and destruction; the irony of the situation is that, while it can be sometimes very hard to find, digital information can be extremely difficult to get rid of.

In this Unit you will explore the strategies and practices which information professionals use to cope with the problem of deteriorating physical materials and access to electronic information. These range from practical low-cost actions which can be implemented by any information professional in every kind of working environment, to strategies and processes that can only be applied by highly trained and experienced professional conservators.

Aims

This unit is designed as an introduction to the issues pertinent to the conservation and preservation of information source materials. The knowledge you will gain from this unit is vital for every information professional because it addresses the questions 'how long will the medium last?' and 'how do we ensure the authenticity and accessibility of electronic library, records and archive information?'. When you have completed this unit you will be more aware of the issues, will appreciate how they affect almost every aspect of information work, and will be able to develop and implement a preservation plan for an information centre.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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</thead>
<tbody>
<tr>
<td>1 Identify major causes of deterioration of information-bearing media in information centres</td>
<td>![Graduate Attributes]</td>
</tr>
<tr>
<td>2 Describe current practices and techniques used to counteract such deterioration</td>
<td>![Graduate Attributes]</td>
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<tr>
<td>3 Evaluate the preservation needs of an information centre and develop a program</td>
<td>![Graduate Attributes]</td>
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<tr>
<td>4 Understand the issues involved in the transition from paper assets and objects to digital information and the long term preservation of digital information</td>
<td>![Graduate Attributes]</td>
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<tr>
<td>5 Manage the lifecycle of digital information</td>
<td>![Graduate Attributes]</td>
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<tr>
<td>6 Develop an understanding of copyright law and digital preservation</td>
<td>![Graduate Attributes]</td>
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### Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Apply discipline knowledge</th>
<th>Thinking skills</th>
<th>Information skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(use analytical skills to solve problems)</td>
<td>(confidence to investigate new ideas)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication skills</th>
<th>Technology skills</th>
<th>Learning how to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(apply principles learnt to new situations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(confidence to tackle unfamiliar problems)</td>
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</table>

<table>
<thead>
<tr>
<th>International perspective</th>
<th>Cultural understanding</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(value the perspectives of others)</td>
<td>(value the perspectives of others)</td>
<td>(work independently and as a team)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(plan own work)</td>
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</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

### Learning Activities

Lecture materials will be presented via Blackboard. Tutorial and workshop topics will be posted to Blackboard and students will be given the opportunity to comment on each topic, via Blackboard, over a two week period. Because of the online nature of this course, it is vital that you engage with the course and your fellow students via the discussion boards to generate a lively and professional discourse.
Students are expected to participate in all aspects of the unit and complete assignments on time. Please note that you must make a reasonable attempt at all components of the assessment, although you do not have to pass each component. It is not enough to simply reach an aggregate score of 50% to pass the unit.

All information studies units require access to a good computer and a consistent broadband internet connection.

**Site Visit**
A site visit for students, both in Perth and in other Australian states, will be arranged by the Unit Coordinator, provided there are sufficient participants in that state who are able to attend a central location. This normally means 3 or more students.

**Learning Resources**

**Other resources**


See also the key readings in Blackboard.

**Web-based Resources**
A considerable amount of useful material for this subject is now available on the Web. You should definitely get into the habit of regularly checking Internet sites for conservation material. An excellent starting point is the CoOL (Conservation Online) webpage ([http://cool.conservation-us.org/](http://cool.conservation-us.org/)).

Most Australian and international GLAM institutions have published considerable information about preserving information and these should be consulted. A brief, but by no means comprehensive, list is provided below:

- [http://www.loc.gov/preserv](http://www.loc.gov/preserv)

By all means use this material - but be sure to apply the same high standards to evaluate it (e.g. currency, quality, accuracy) as you apply to print-based material. Be critical!

You need to be aware that Web addresses sometimes change, and that while all addresses were correct at the time this material was prepared, some may have changed by the time you try to access them. Please post any URL changes you find to the Blackboard list.
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1. Presentation | 30 percent | Week: 7  
Day: Friday  
Time: 11:59 PM (WST) | 1,2,3 |
| 2. Exercise | 30 percent | Week: Ongoing  
Day: Friday  
Time: 11:59 PM (WST) | 1,2,3 |
| 3. Report | 40 percent | Week: 13  
Day: Friday  
Time: 11:59 PM (WST) | 1,2,3 |

Detailed information on assessment tasks

1. Presentation

3 minutes and 2 page memo. References are to be included but are not counted in the 2 pages.

In week one, as per the introduction and welcome post on BlackBoard, you will need to get yourself a set of post it notes in a range of colours. Put the post its on a piece of cardboard or board, so that half shows and then half is hidden. Write the date you set the board up on one of the post its, and on the board itself. Take note of the pen or pencil that you used, also in writing on the board.


Using the post it notes as an example, prepare a presentation on the effects of light on paper and ink. You may use before and after shots, stopmotion or any other technique to demonstrate the effect, and to relate it to the general topic. You will need to think about longer term effects, ways of limiting light and heat, and make some recommendations about the use of paper in a library, records or archives environment.

If you have some other presentation idea (a cartoon, twitter campaign, etc) please email me by the end of week 4.

For some inspiration, see - https://www.youtube.com/watch?v=jwK-UgCZm-w  
https://www.youtube.com/watch?v=ra7r1dYHGgY  
https://www.youtube.com/watch?v=yn_YuftvdTo  
http://www.slideshare.net/prudenciojohny/preservation-and-conservation-of-library-materials  
http://prezi.com/ruyoma_uvbyk/preservation-pf-library-materials/

Please feel free to rope in friends, family, colleagues, even your fellow students, if you can!

You will also need to provide a briefing memo to your manager, of not more than two pages, outlining the basis for the presentation and giving some background information about the content. Identify if this is a one-off campaign, or part of an ongoing sequence – what other topics might be addressed. Although this is not a standard requirement of many memos, you will need to include your references, both in text and as a reference list. The reference list does not count towards the two page limit.

You will be given the opportunity to present a ‘dummy run’ on Blackboard, via a group, and to ask for feedback. So that you don’t all see the same videos and presentations, you will be mixed with some postgraduate students, who have a different task.

Those of you who have done a Technology unit or who understand how to upload presentations to YouTube,
Vimeo, Slideshare, etc, please do so, and embed the html code into the memo. If you are including the slideshow, prezi or other documentation with the memo, please upload separately if possible; otherwise, create a Zip file for both.

Submission -
Assessments must be submitted via the relevant Turnitin submission point in Blackboard, which will have two parts to allow for a DRAFT and FINAL submission.

- The Draft submission part will allow MULTIPLE submissions, for which you will receive formative feedback from Turnitin in the form of an Originality report. This submission will NOT be marked.
- The Final submission part will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

Marking criteria -
In addition to the general criteria set out in the additional information section of this outline, you will be marked on your:

- Writing and referencing skills;
- The degree to which you demonstrate an understanding of the preservation issues involved;
- Your chosen presentation style, with a view to accessibility including choice of colours and fonts, competence with the format, supporting notes or links; and,
- How well you have identified your audience and justified the need for the presentation.

2. Discussion Board -
You are expected to participate in each of the discussion topics, the headings of which have been outlined in the unit study calendar, with a minimum of two posts per topic. There are a range of different activities, from assessing websites or analysing readings to carrying out a practical exercise. For each question asked, you will be given a period of two weeks in which to respond to that question; from Monday to the Friday evening at the end of that fortnight to make your post. (There is some leeway to allow posts to be finalised on the Sunday without a formal application. Simply let your group know that you will be finishing late). You will be marked on the number of topics addressed, and will need to apply for an extension if you are going to miss a number of topics.

The posts are spaced so that there is not one due every week. Discussion is the key. All posts are read (we 'hover' but do not 'invade'), and general commentary will be provided as required. The idea is not to provide assessment feedback but to summarise, clarify and, above all, provide food for further thought. Around week 4, the unit co-ordinator or external marker will provide individualised feedback on your posts, looking at your writing style, number of posts and so on. It is not possible to provide this continuously. At the end of semester you receive a grade based on the criteria set out below. This grade is not allocated until the very end of semester when all progress through all of the tutorials is reviewed.

If there is a large enrolment in the unit, you will be placed in discussion groups and I will organize these in the first week of semester. Each group comprises up to 25 students which makes it easier for you to "talk amongst yourselves" in small tutorial style regarding each of the discussion topics. The more you "engage" in the discussions, the more successful you will be in both your learning and appreciation of the unit. You need to engage with the readings, and to demonstrate your awareness of other resources and information of relevance to the topic. It is not enough to list resources and provide an abstract of what they have said. It is important that you let us know what you think in regard to the tutorial question and how the readings might have helped you arrive at your view/s.

You need to respond to each topic at least twice, so that the discussion board becomes, in Ed Gallagher's words, "a game of non-competitive racquetball or tennis in which the goal is not to win but to exercise both yourself and others by keeping the ball (ideas) in play as long as possible." (Gallagher and Tompkins, 2006). There is no word length but, as a guide, 150 - 250 words per discussion post should be plenty - remember, you can post multiple times. Provide a brief introduction: "Thinking about the question of...", rather than, "I agree with Jan." Get to the meat of your point, and then provide a conclusion. There is no limit on any subsequent posts, either by word count or number of posts, but your post/s need to be relevant to the topic.

Even though the tutorial postings are not considered to be a very formal piece of writing, if you do use the
ideas of others, you still need to acknowledge them (see the University guidelines on plagiarism - http://academicintegrity.curtin.edu.au/). As with all University writing, referencing is important.

Submission -
For each group, you will have a discussion forum in the group, with threads for each topic. Please do not create new threads unless specifically asked to do so.

Marking criteria -
Your assessment for this component of the unit will be based on:

- Your writing style and presentation;
- The way you present your concept/s and argument/s, including sound and analytical engagement with the issue;
- Complete and correct referencing (i.e., APA 6th);
- Timeliness of the post, i.e. posted when it is due; and,
- Engagement with other students on the topic.

Your responses should be well referenced, using APA 6th and demonstrating an understanding of the topic and an awareness of current research and writing. This enables students to develop a sense of collegiality, as well as encouraging the sort of responses that might be found in professional fora.

3. Grant report

Complete a preservation needs assessment and apply for a National Library Community Grant to slow down or halt the deterioration of either a specific set of physical information artefacts, or a type of electronic content, stored in an information centre.

You have been asked by your manager to develop a grant application for a specific set of physical information artefacts or electronic content stored in an information centre such as a library, records centre, archives unit or similar (real or imagined). The centre already has a basic preservation program in place, so this project should focus on one particular aspect of their collection. You should identify the project and the materials, identifying the risk factors associated with them, and provide a rationale for its implementation, following the guidelines from the NLA and focusing on the preservation needs assessment and conservation and collection management criteria (http://www.nla.gov.au/chg/guidelines).

In order to apply for the grant, you will have first have completed a preservation needs assessment, based on the form from the AICCM (see the resources folder for Assessment 3 on Blackboard), which includes those parts most relevant to your project (e.g. do not include a building survey if your imagined building is sound, do include one if you are working towards a cold room for photographs, and you don't have a suitable space) https://www.nla.gov.au/chg/preservation-needs-assessments. You will need to attach this to your application as an appendix. The assessment should be around 1,000 to 1,500 words, not including the preset headings.

If possible, use the simplified version of the NLA grant application form in the resources folder. If you cannot access it for technical reasons, you will need to provide a report which includes:

- An executive summary or project overview;
- The organisation in which your collection is located (may be real or imaginary);
- Details of the collection on which you are focusing including format, access conditions and so on;
- Your project budget; and,
- A preservation needs assessment, as an appendix.

This part of the report should be around 1,000 - 1,500 words, not including any preset text and headings.

Remember to identify yourself, and include references in APA 6th form in text and at the end of the report. The reference list is not included in the word count. Your references should speak not just to facts and figures, but provide support for your case as to the risk or challenge that you are addressing with your case.

Submission -
Assessments must be submitted via the relevant Turnitin submission point in Blackboard, which will have two parts to allow for a DRAFT and FINAL submission.

- The Draft submission part will allow MULTIPLE submissions, for which you will receive formative
feedback from Turnitin in the form of an Originality report. This submission will NOT be marked.

- The Final submission part will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

**Marking criteria -**

As well as the assessment criteria provided in the additional information in this outline, you will be marked on:

- Writing style and use of the proformae
- References
- Degree to which the project is identified and justified as a special project.
- Degree to which context, both in the organisation and externally, is identified
- Project budget
- Preservation needs assessment completed which justifies and supports the grant application.

**Pass requirements**

You will pass the unit as long as you submit all assessments, and obtain a Final Mark of 50% or more for the unit. You may fail any individual assessment; however, as long as your Final Mark is 50% or more, you will still pass the unit. If you do not submit all assessments, you will fail the unit even if your Final Mark from completed assessments is 50% or more.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.
Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Assessments

In addition to the specific criteria for each assessment (established in accordance with the assessment requirements as detailed above), all assessments will be considered using the following general criteria:

- Number and quality of sources used
- Logic, coherence and relevance of the argument
- Effective use of sources to support the argument
- Logical structure
- Clarity of expression
- Correct referencing (APA 6th)

Word limit (please note that these are limits, and I do not subscribe to the plus or minus 10% paradigm). Words beyond the stated maximum will be disregarded and neither read nor assessed by the marker.

Formatting

When submitting written work either through the discussion board or as a Turnitin assignment, please follow these basic rules.

A standard font and font size, e.g. Times New Roman, Arial, Geneva, Helvetica, Chicago or Calibri, etc. at 12 point.

Reports and other assignments should have:

- 1.5 line spacing and leave a line spacing between paragraphs.
- Left and right margins 2.5 cm; top and bottom margins 2.5 cm (Word ‘normal’ template).
- MS Word format (or compatible), i.e., do not save as a PDF. Assignments which have been saved as PDFs cannot be properly marked and a request for a word copy may be subject to penalties for late submission. Do not set the permissions to limit editing or lock the document in any way.

All written work must be properly referenced. This is as true for discussion board assessments as for other assessments. You should quickly get into the habit of providing an in-text citation, not just for quotes, but for ideas and assertion of facts also. Put your full references at the bottom of the post. Use a word processing package with citation software, and paste to the board. Referencing demonstrates your professionalism, assists you and your fellow students to identify quality resources, ensures that you are following the University’s guidelines on citation practice and that you are acting in an ethical and responsible manner.

Turnitin

The University requires that students check their work using the Turnitin plagiarism-checking software as part of their assignment submission.

All written assessments, other than the discussion board posts, must be submitted via the Turnitin link on the Blackboard assessments page. If you do not submit your assessment via the correct Turnitin link, you may be penalised as the assessment may not be found, or may not be found until well past the original submission date.

You will have access to a Turnitin ‘sandbox’ via the Blackboard menu, as a tool for improving your writing style, and you are welcome to use it to review discussion posts before you submit them to the forum - they will not be marked and are not reviewed by the Unit Co-ordinator.


DATES DUE AND RETURN OF WORK

Assessments are due at midnight AWST on the due date.

The Curtin University Assessment and Progression Manual requires that assessments are usually returned 15 working
days after submission, with 20 working days being acceptable in some circumstances. All marked worked is moderated by a second marker before return to students, which lengthens the process.

**CLARIFICATION OF REQUIREMENTS AND QUESTIONS**

All queries and comments regarding the unit should be posted to the unit Blackboard Discussion Boards in the first instance. This is to encourage students to assist each other in solving problems and also to ensure that any information provided by the tutor is available to all students. You are expected to keep up to date with what is being asked on the Blackboard Discussion Boards and, before you post a question, to have searched the Blackboard Discussion Boards using the search box to see whether there is already information on the topic.

Please use the Blackboard email function only for personal communications with other students or the Unit Coordinator.

Sometimes, students may create Facebook or other social media accounts focused on particular unit, but you need to be aware that these are student-run forums and that staff from the School of Information Studies do not monitor or have any input or involvement in these sites. It’s great that students support one another, but you should not rely on them to provide you with accurate information about the course or assessment criteria. Posting comments to the Discussion Board will mean that they can be checked by the Unit Co-ordinator, who will respond if you are going off-track, but may not otherwise (‘hover’, not ‘invade’).

Please also remember that anything a fellow student shares through the Discussion Board should be kept confidential within the Blackboard site.

Remember to respect your own and others’ privacy. It is probably best not to share your personal email address or phone number with other students; use your student email address instead.

You are required to comply with Curtin University expectations of students as outlined in the Curtin Student Charter at http://students.curtin.edu.au/rights/student_charter.cfm.

If you should ever receive a communication from a fellow student that you think is inappropriate or offensive, please report this to the Unit Coordinator immediately.

Thank you for helping us to maintain a safe and pleasant learning environment. We appreciate your support and input.

**TIME DEVOTED TO THE UNIT**

Time management is your responsibility. Unit co-ordinators will endeavour to make material available at a consistent time, but the requirements of the University timetable may mean that Monday is not the day.

You should allocate at least 12 hours per week per unit. If you devote less than 7 hours per week to this unit then it will be unlikely that you will be able to pass it.

Looking at this on a weekly basis, this means that you should spend approximately three hours reviewing lecture notes and course material. A further 3 hours per week should be used to develop and review your discussion board posts, and the same amount on your first major assessment piece. The rest of the time would be spent on preparing your final assessment piece. In reality though, we know you will focus your energies on each assessment as they come due. Just make sure that you allocate enough time to all parts of the course.

**REFERENCES AND RESOURCES**

A set of background readings, taken from the recommended texts, is provided in the unit calendar. These are recommendations only, not required readings. Additional references and resources are provided in the lecture notes and the discussion topic threads. You should also actively search for and read alternative resources, including blogs, websites and reports.

**Information Studies email list**

Information Studies operates an internal email list called HUM-DIS. All Information Studies students are encouraged to join HUM-DIS in order to keep in touch with internal administrative matters and to see job opportunities in Western Australia and other states. Instructions on joining are at: https://lists.curtin.edu.au/mailman/listinfo/hum-dis.
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The unit was taught as an internal unit for the first time in 2015, and some changes to the way in which discussions and lectures are arranged has occurred as a result. It has now become a compulsory unit, meaning a much greater enrolment than previously. This means that some logistics may not work as originally anticipated.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td>Orientation Week</td>
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<tr>
<td>1.</td>
<td>1 August</td>
<td>Module 1</td>
<td>Introduction. What is preservation? What causes deterioration?</td>
<td>Icebreaker discussion - Floppy Frenzy and post its. Possible Collaborate session (details to be confirmed)</td>
<td>Assessment 2 – Investigation – ongoing throughout semester via Blackboard. Individualised feedback will be provided during weeks 4 and 5. Marking of completed discussions will occur at the end of semester.</td>
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<tr>
<td>3.</td>
<td>15 August</td>
<td>Module 2</td>
<td>Preventive preservation - Environmental controls</td>
<td>Storage - Two weeks – closes 26 August</td>
<td>Discussion topic 1 by end of week</td>
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<td>4.</td>
<td>22 August</td>
<td>Preventive preservation –</td>
<td></td>
<td></td>
<td>Discussion topic 2 by end of week</td>
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<td>5.</td>
<td><strong>29 August</strong></td>
<td>Tuition Free Week</td>
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<td>6.</td>
<td><strong>5 September</strong></td>
<td>Restorative preservation</td>
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</tbody>
</table>
| 7. | **12 September** | Module 3 – preserving the information content  
Reformatting: standards, licences, formats |   |
|   |   | [http://www.digitalnz.org/make-it-digital](http://www.digitalnz.org/make-it-digital)  
| 8. | **19 September** | Digital preservation – emulation, migration, surrogates. |   |
| 9. | **26 September** | Tuition Free Week |   |
| 10. | **3 October** | Digital repositories – OAIS, DCC, LOCKSS, MODS, METS and other |   |
|   |   | Presentation (assessment 2) – in class or in B8 groups  
Feedback and discussion of presentations |   |
<p>|   |   | Digitisation - Two weeks for comments and responses – closes 23 September |   |
|   |   | Presentation (assessment 2) final |   |
|   |   | Discussion topic 3 by end of week |   |
|   |   | Metadata Two weeks for comments and responses – closes 14 October |   |
|   |   | Discussion topic 4 by end of week |   |</p>
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<tbody>
<tr>
<td><strong>11.</strong></td>
<td><strong>10 October</strong></td>
<td><strong>Module 4</strong>&lt;br&gt;Creating a Preservation program</td>
<td>Discussion topic 5 by end of week</td>
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<tr>
<td><strong>12.</strong></td>
<td><strong>17 October</strong></td>
<td>Site visit</td>
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<tr>
<td><strong>13.</strong></td>
<td><strong>24 October</strong></td>
<td>Disaster Planning</td>
<td>Disaster recovery Two weeks for comments and responses – closes 4 November</td>
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<td><strong>14.</strong></td>
<td><strong>31 October</strong></td>
<td>Co-operation as key to Effective preservation: International and Comparative preservation.&lt;br&gt;Review of course.&lt;br&gt;'Don’t swat the skunk: the preservation imperative' by David B. Gracey.&lt;br&gt;<a href="http://link.library.curtin.edu.au/p?cur_aleph000574512">http://link.library.curtin.edu.au/p?cur_aleph000574512</a></td>
<td>Review – Open discussion, not for marks&lt;br&gt;Discussion topic 5 by end of week Assessment 3 Due – Preservation Grant</td>
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<td><strong>15.</strong></td>
<td><strong>6 June</strong></td>
<td>Study Week.</td>
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<td><strong>16.</strong></td>
<td><strong>13 June</strong></td>
<td>Examinations</td>
<td></td>
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<tr>
<td><strong>17.</strong></td>
<td><strong>20 June</strong></td>
<td>Examinations</td>
<td></td>
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