COURSE DESCRIPTION
This is a course in the theory and the practice of the design and creation of digital texts. Through lectures, discussions, and projects, we will consider some of the theoretical issues relating to the making and publishing of digital texts, and through demonstrations, exercises, and projects you will gain hands-on experience with the key digital text technologies.

COURSE PRE-REQUISITES
There are no prerequisites

LEARNING OBJECTIVES
To give students

- hands-on experience with the planning and creation of digital text
- experience analyzing documents, and planning and carrying out encoding projects
- experience applying design principles to digital documents
- experience analyzing digital documents in terms of structure, audience, and use
- experience with the process of transforming documents
- understanding of the role of digitized text in libraries, archives, and digital humanities projects

LEARNING OUTCOMES
By the end of the course, the student will be able to

- discuss the history and development of electronic text
- identify and evaluate present practical implementations of digital text
- understand the issues related to the design of usable digital text
- put into practice the principles of document analysis, including both surface (typographic) and deep (content and meaning) structure
- design and create of digital documents using XHTML and XML
- develop presentations for digital documents using Cascading Style Sheets, XSL, and XSLT
- understand and carry out basic TEI markup (in XML)
TECHNOLOGY USED
;oXygen/> XML Editor (http://www.oxygenxml.com/)

The class will purchase a classroom license for this software that allows each student to use a copy of this software. This is the most economical method of purchasing and will be arranged by the professor by the first class.

INSTRUCTIONAL METHODS
The class uses readings, lectures, and hands-on exercises to enable students to understand the structure, audience and use of digital documents. Part of each class will be spent in discussing a range of issues relating to the history, uses, elements, and challenges of the technologies we will be discussing. Each class will have a required submission at the end of the class—usually a file we have been working on in class. Questions and discussions are encouraged. The learning curve in the class is not steep, but students who have trouble with basic concepts should ask for extra help.

LEARNING MATERIALS
There is no textbook for this course, but students will be able to find many useful online resources for assistance with the technical aspects of the course.

METHODS OF EVALUATION
Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the SIM Grading Policy.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DETAILS</th>
<th>DUE DATE</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorter essay or report</td>
<td>A document created using HTML &amp; CSS</td>
<td>07-February</td>
<td>20%</td>
</tr>
<tr>
<td>Longer essay or report</td>
<td>Formal report on a topic developed by the student</td>
<td>28-February</td>
<td>30%</td>
</tr>
<tr>
<td>Major design and coding project</td>
<td>XML document with transformations</td>
<td>06-April</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>In-class work and engagement with readings</td>
<td>various / continuous</td>
<td>20%</td>
</tr>
</tbody>
</table>
### PARTICIPATION EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHTING</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of a reading</td>
<td>30%</td>
<td>Once in the term, each student will introduce one of the course readings and lead discussion on the reading</td>
</tr>
<tr>
<td>Engagement with readings</td>
<td>20%</td>
<td>The student’s comments are relevant and reflect understanding of readings and other course material. The student’s contributions move the discussion forward.</td>
</tr>
<tr>
<td>Weekly in-class assignments</td>
<td>50%</td>
<td>Submission of weekly hands-on in-class assignments</td>
</tr>
</tbody>
</table>

### INTEGRATION OF MLIS Competencies

<table>
<thead>
<tr>
<th>PROGRAM COMPETENCY</th>
<th>COURSE LEARNING OUTCOME</th>
<th>COURSE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Management of Information Technology</td>
<td>• designing and creating digital documents with XHTML and XML&lt;br&gt;• develop presentations for digital documents using Cascading Style Sheets, XSL, and XSLT&lt;br&gt;• understand and carry out basic TEI markup (in XML)</td>
<td>• shorter essay or report&lt;br&gt;• major design and coding project</td>
</tr>
<tr>
<td>2. Information Management Leadership</td>
<td>• discuss the history and development of electronic text</td>
<td></td>
</tr>
<tr>
<td>3. Risk &amp; Change Management</td>
<td>• identify and evaluate present practical implementations of digital text&lt;br&gt;• understand the issues related to the design of usable digital text</td>
<td>• longer essay or report&lt;br&gt;• participation</td>
</tr>
<tr>
<td>4. User-centred Information Services</td>
<td>• put into practice the principles of document analysis, including both surface (typographic) and deep (content and meaning) structure</td>
<td>• shorter essay or report&lt;br&gt;• major design and coding project</td>
</tr>
<tr>
<td>5. Research and Evaluation</td>
<td>• identify and evaluate present practical implementations of digital text&lt;br&gt;• understand the issues related to the design of usable digital text</td>
<td>• shorter essay or report&lt;br&gt;• major design and coding project</td>
</tr>
<tr>
<td>6. Workplace Skills &amp; Attributes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(a) Collaborate & communicate
- discuss the history and development of electronic text
- participation

(b) Organize, Plan & Manage
- identify and evaluate present practical implementations of digital text
- understand the issues related to the design of usable digital text
- shorter essay or report
- major design and coding project

(c) Develop Personally & Professionally
- discuss the history and development of electronic text
- identify and evaluate present practical implementations of digital text
- shorter essay or report
- major design and coding project

CLASS POLICIES

Attendance
Class attendance is required in all MLIS courses and is included in the participation mark. Attendance records will be kept by the instructor.

Absence from class (one class)
Students are required to inform the instructor ahead of time of any absence from class. This absence may affect participation marks or class activities.

Absence from class (extended)
- Emergencies
  - Contact the MLIS Program Coordinator and provide a list of the courses you are taking and your instructors’ names.
- Illness
  - Contact your instructor(s) as soon as possible prior to class to inform him or her of your illness.
  - All absences due to illness must be supported by a physician’s note to be submitted to the MLIS Program Coordinator (JoAnn Watson) with a list of courses you are taking and your instructors’ names.

Citation Style
SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people’s ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at [https://libraries.dal.ca/help/style-guides.html](https://libraries.dal.ca/help/style-guides.html) or the APA’s Frequently Asked Questions about APA.

Late penalties for assignments
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.
SIM GRADING POLICY

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Demonstrates original work of distinction.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Demonstrates high-level command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Demonstrates above-average command of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Demonstrates average command of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Demonstrates acceptable command of the subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Demonstrates minimally acceptable command of the subject matter.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>Unacceptable for credit towards a Master's degree.</td>
</tr>
</tbody>
</table>

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management’s Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online Citing & Writing tutorials.
Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY
The Advising and Access Centre serves as Dalhousie’s Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie’s Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation
as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

**STUDENT CODE OF CONDUCT**
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.

**DIVERSITY AND INCLUSION**
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

**RECOGNITION OF MI’KMAQ TERRITORY**
Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

**COURSE SCHEDULE**

**Schedule & readings winter 2018**
All the course readings are available through Dalhousie University Libraries or through the links included below or to be found on the course website or Brightspace page.

<table>
<thead>
<tr>
<th>date</th>
<th>week</th>
<th>topic</th>
<th>lecture &amp; class topics</th>
<th>readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Jan (week 01) introduction and course overview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lecture: Digital history: the adoption and diffusion of technology |
Hands-on: XHTML5 |
main reading(s): |

17-Jan (week 02) digital documents |
Lecture: conceptualizing digital texts |
Hands-on: XHTML5 continued |
main reading(s): |
Norwood NJ: Ablex, 99-120.  
ischool.utexas.edu or another copy: arizona.openrepository.com


24-Jan (week 03) document environments
Lecture: thinking about documents  
Hands-on: CSS

**main reading(s):**

**other reading(s):**

31-Jan (week 04) enhanced workspaces
Lecture: digital texts in context  
Hands-on: frameworks

**main reading(s):**

**other reading(s):**

07-Feb (week 05) reading in digital environments
Lecture: digital reading factors  
Hands-on: XML

**main reading(s):**


Due: 07-Feb 11:59 PM // Assignment 1 -- shorter essay / report

14-Feb (week 06) design thinking
Lecture: design thinking and digital texts
Hands-on: XML & DTDs

main reading(s):

21-Feb – study break
...

28-Feb (week 07) Digital Humanities 1
Lecture: the digital humanities
Hands-on: TEI XML

main reading(s):

other reading(s):

Due: 28-Feb 11:59 PM // Assignment 2 -- longer essay or report

07-Mar (week 08) Digital Humanities 2
Lecture: digital humanities debates & futures
Hands-on: TEI XML transformations

main reading(s):


**other reading(s):**


**14-Mar (week 09) digital futures**

Lecture: new spaces new document presentations

Hands-on: more XML

**main reading(s):**


**other reading(s):**


**21-Mar (week 10) AR and VR and text**

Lecture: new document transformations and new document spaces

Hands-on: XSLT

**main reading(s):**


**28-Mar (week 11) digital document utopias/dystopias**

Lecture: utopias and dystopias

Hands-on: more XSLT

**main reading(s):**

**04-Apr (week 12) workshop class**

Lecture: no lecture

Hands-on: Major design and coding project

**Due: 06-Apr 11:59 PM // Assignment 3 -- major design & coding project**