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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST 636
History & Digital Preservation

3 Credit Hours
16 Week Semester

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description (Catalog)

This advanced course explores the nature of the Web and digital resources for historical research. Students will be exposed to techniques for evaluating and discovering “trusted” resources, as well as participation in related scholarly communities. In addition, the class provides theoretical underpinnings for the digitization of analog materials and controls for “born-digital” resources as part of a preservation program. Topics to be explored include: selection for preservation, copyright issues, digital longevity, formats and strategies for preservation, metadata to support digital preservation, maintaining the integrity and authenticity of digital materials, management of digitization and digital preservation programs, and grantsmanship.

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Course Scope

Not unlike the emergence of humanistic scholarship after the printing press or the modern university in concert with the 19th-Century Rise of the Mass Press, the Web is dramatically affecting scholarship and the demonstration of cultural heritage. Historical practices themselves are in transition and at the cusp of significant redefinition. This class immerses budding academic and public historians in the requisite terminology and basic skills to navigate the revolutionary changes being wrought in their areas of interest.

As will be displayed, traditional research and publication methods are being transformed on the Information Highway—centuries-old lines between primary and secondary sources are vanishing. Search engines and citation software expand the scope of research to an unprecedented extent. The new medium is dramatically altering approaches to teaching. Historians are immersing themselves in new approaches and tools, including online education. Moreover, practitioners are becoming producers of cultural products and entering into a radically different style of digital stewardship for the historical legacy. Public historians in particular are actively joining archivists, librarians, and technical specialist as agents for the access, maintenance, and preservation of a new digital landscape with both reformatted analog and born digital historical materials.

The course explores this emerging landscape from two main perspectives. One looks at ways in which history and primary resources are presented for use on the Web. It will help to validate “trusted” websites for historical research, as well as demonstrate technical underpinnings, legal constraints, and a variety of applications on the new medium. Working through the lens of the Public Historian and allied information fields, the second focuses on management. It looks to theory and practical skills for “preservation” and publication on the Web—including vital “grantsmanship” skills. The student will be involved in administrative oversight for the capture and conversion of the documentary heritage, as well as controls for the coming deluge of “born-digital” resources. The idea is affordable Web-based approaches for sustaining text, images, data, sound, and other genres. The course should be understood as preparatory for still evolving skill sets, which will need to be learned “hands-on” in the field.

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Course Objectives

After successfully completing this course, you will be able to:

1. Discern the utility of the Web to include the analysis, evaluation, and utilization of primary historical resources/forums in keeping with the transformational context of the Information Highway;

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2. Analyze and critically evaluate Web resources for “trust ability” and applicability in scholarly historical research;
3. Research and evaluate Web-based historical tools and teaching applications;
4. Analyze and evaluate practical management approaches for the digital treatment of documentary heritage, including both traditional manuscript/print and new born-digital formats;
5. Research and develop methodological skills appropriate to scholarly functioning in the emerging Web.

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Course Delivery

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources in SAKAI) and access to an online learning management system (SAKAI) will be made available to each student. Online assignments include discussion Forum questions accomplished in groups through a threaded forum and individual assignments submitted for review by the Faculty Member. Dr. LaMotta is the assigned faculty who will support the students throughout this sixteen-week course.

Participation in weekly discussion forums is critical to the success of the course. For each discussion topic, an initial post is due by 11:59pm Thursday of the week of the discussion topic, and replies to at least two of your classmates are due by 11:59 pm of the Sunday of the week of the discussion topic.

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Course Materials

TEXTS—Requirements

In keeping with its topics and to assist with graduate student expenses, the course is designed entirely for Web study. Materials are accessed directly through hyperlinks in the syllabus, the Forum descriptions and/or through the Resources page of the SAKAI course shell. You may also have to use resources available through the APUS Online library, especially the History Portal. Students should view their reading and research assignments as venues for launching a living library of resources. You will be required to do a good bit of Web searching and should use the opportunity to build your own library of resources. Searching for familiarity on a topic implies only encyclopedic level of knowledge—e.g., Wikipedia may suffice if carefully used but be very clear—one does not cite an encyclopedia.

RECOMMENDED REFERENCES (For All History Majors)

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- *Information Literacy* tutorial in the Tutorial Center of the Online Library.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. Accessible through [The Online Library](#).
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press. *Purchase Optional*.
- Turabian Citation Guide Online http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

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Evaluation Procedures

This course requires thoughtful reading and analysis. The discussions, assignments, and research paper are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings. Your perception of the issues introduced in these readings will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner, and they must be grounded in scholarly evidence. Since this is a graduate-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and agree, or disagree, with the authors. My expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and another's ideas.

Forum Assignments: 44% of your grade (22 Forum topics, 2 points each)

Respond to the Forum question(s) of the week in AT LEAST 250 words using the reading assignments and any outside research you feel is appropriate. Cite relevant examples from the week's reading, and use the opportunity to critique the authors' work (you can comment on issues like author assumption, agenda, research, methodology, etc.) Respond to AT LEAST two other student postings, plus any follow-up questions I ask. Discussion is a very important part of the class. It is a way to interact and learn from each other as well as demonstrate our understanding of course content. I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and interesting (a response that is on point, and relevant to the question asked). When responding to other students it is not enough to simply state "I agree". Respond with at least 2 sentences in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 EASTERN TIME ON THE DAY DUE.

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Primary Resource Overview: 15% of your grade

This assignment requires you to describe and evaluate the website of an institution that collects and preserves historical material. You should demonstrate your understanding of the importance of the *World Wide Web* as a tool for making historical materials accessible to the public.

Video Resources: 8% of your grade

In this assignment you will learn how to copy the video files that are available on the World Wide Web from one location to another. You will choose a short video file that is appropriate it to the class and post it to the Discussion Forums for comment by your classmates.

Metadata and HTML capture: 8% of your grade

This assignment will familiarize you with the importance of Hypertext Markup Language to the functioning of the World Wide Web. In a couple of practical exercises, you will evaluate the importance of metadata (data about data) to the importance of organizing, controlling and making accessible web documents.

Grant Narrative: 25% of your grade

You will use the National Historical Publications and Records Commission guidelines to write a proposal for grant to digitize a collection of important historical materials. In this practice exercise, you will not have to elaborate an extensive budget, but you will have to effectively argue for the importance of digitizing the collection, and detail a project management plan for the digitization of materials, publicizing your project, preservation of the digital files, and making the files available to the public. This assignment should prepare you to write an actual grant proposal.

Assignments	Points
Forums 22 topics @ 2points each	44
Primary Resource Overview (see week 1)	15
Video Resources (see week 3)	8
Metadata capture (see week 4)	4
HTML capture (see week 7)	4
Grant Narrative (see week 6)	25
Total	100

The APUS Grading System is described in the [Student Handbook](#).

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Weekly Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) & Discussion Boards</u>
1	The Web and Historical	LO-1: Synthesize, understand and	Web Revolution & Historical Resources: Read “Introduction: Promises and Perils of Digital History” and Chapter 1	Forum: 1. Introduce

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	Research	<p>evaluate the development of historical resources on the World Wide Web. (See Course Objective #1)</p> <p>LO-2: Analyze the positive and negative aspects of making historical materials available on the Web. (C.O. #2, C.O. #4)</p> <p>LO-3: Write a description of website that offers access to digital historical materials. (C.O. #1, C.O. #4)</p>	<p>“Exploring the History Web” of Digital History.</p> <p>Primary Resource Overview Assignment: Examine the History Portal in the Online Library. Pick a repository Web site for a short (1-3 pages) review, focusing on the nature of its primary resources and type of access. Due Week 3.</p>	<p>yourself to class.</p> <p>2. What do you think Cohen and Rosenzweig mean by the Promises and Perils of Digital History?</p>
2	Scholarly Discussion on the Web	<p>LO-1: Evaluate the importance of the World Wide Web for enhancing communication among historians, archivists, librarians and curators. (C.O. #1, C.O. #5)</p>	<p>Invisible College: Visit H-Net. Examine a Discussion Group that relates to a research topic of interest to you.</p> <p>Web 2.0: Search one of the prominent social networking sides (e.g., <i>Facebook</i>, <i>LinkedIn</i>, <i>Second Life</i>), blogs and email groups, and look for signs of activity in line with your H-Net area.</p> <p>Scholarly Associations: Examine the Web site of a scholarly historical, archival, or cultural preservation society with an eye for discussion/community sites.</p>	<p>Assignment Due: Video Posting</p> <p>Forum:</p> <p>1. Discuss your Web findings with a focus on one promising—or not so promising venue.</p> <p>2. History is often viewed as a solitary occupation. Do you see the social networking aspects of the Web affecting this pattern?</p>
3	Web Tools for Research & Teaching	<p>LO-1: Explain and evaluate the tools available on the World Wide Web for learning, teaching and researching history. (C.O. #3, C.O.</p>	<p>Teaching: Examine CHNM Teaching + Learning-. Research: Examine CHMN Research + Tools and DIRT.</p>	<p>Assignment Due: Primary Resource Overview</p> <p>Forum:</p> <p>1. Evaluate your classmates Youtube</p>

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		#5)		videos. 2. Discuss CHMN's or DIRT's teaching or research tools that you would consider using sometime.
4	Creating Web Sites	<p>LO-1: Explain and illustrate how to make web sites accessible and useful to the general public. (C.O. #1, C.O. #4, C.O. #5)</p> <p>LO-2: Appraise and critique the efforts of the World Wide Web Consortium to manage the Web. (C.O. #5)</p> <p>LO-3: Illustrate an example of the function of metadata (C.O. #4, C.O. #5)</p>	<p>The Web Page: Read Frederick Stielow, Building Digital Archives..., chapters 1 and 7.</p> <p>W3C: Visit The World Wide Web Consortium. Read About W3C and Introduction to Web Site.</p> <p>Assignment: Find properties metadata entries from Primary Resource Overview essay to ensure identification, and do screen capture of properties window. See: Instructions about Properties tag in <i>Web Publication Guidelines</i> in Online Library's Tutorial Center.</p>	<p>Metadata Capture Assignment: Find metadata for Primary Resource Overview essay, capture and append image.</p> <p>Forum</p> <ol style="list-style-type: none"> 1. What can be done to Web pages to heighten their prospects for discovery by Search Engines? 2. Discuss what you have learned about the W3C and Metadata standards?
5	Legal Considerations: Copyright and Handicapped Access	<p>LO-1: Discern the important principles of copyright law that apply to historical and library materials. (C.O. #1, C.O. #4)</p> <p>LO-2: Assess the current capability of institutions to provide access to the World Wide Web to persons with certain disabilities, and forecast the possibilities for improved access. (C.O. #1, C.O. #5)</p>	<p>Copyright: Examine the Copyright Office site. Skim Copyright, Chapter 1, sections 107 and 108. Read Chapters, 5 & 6, Hirtle, Peter B., Hudson, Emily, Kenyon, Andrew T., Copyright and Cultural Institution. Ithaca, NY: Cornell, 2009. http://ecommons.library.cornell.edu/handle/1813/14142</p> <p>Americans with Disabilities Act (ADA)/Section 508 : Skim Web Accessibility Initiative (WAI); Online Library's <i>ADA/Section 508</i> page in Tutorial Center.</p> <p>Examine Section 508 and browse the Section 508 page in Online Library—be aware of text to voice applications.</p> <p>Also take a look at Techsoup's Accessible Technology pages.</p>	<p>Forum:</p> <ol style="list-style-type: none"> 1. What legal differences do you perceive between working as a researcher and the producer of cultural materials? 2. What challenges does an institution need to meet for visually handicapped users when posting materials on its Web site?

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6	Grantsmanship	<p>LO-1: Discern and evaluate sources of financial support for digitizing historical materials. (C.O. #4)</p> <p>LO-2: Select a collection of historical materials for digitization; argue the importance of digitizing the collection; and elaborate a proposal for digitization. (C.O. #4, C.O. #5)</p>	<p>Grant Opportunities: Search the following Government Agencies for Grant Opportunities- National Endowment for the Humanities; National Historical Publications and Records Commission; Institute of Museum and Library Services; and Grants.gov.</p> <p>Final Assignment—Grant Narrative: Read NHPRC Digitizing Historical Records. Your final assignment due the 16th week of the course is to follow the Guidelines for the Narrative Portion to lay a case for a digital preservation grant. Select a collection(s) in the institution from Assignment 1 or another of your choosing. Note—Only do the Narrative and, although the maximum is set at 20 pages, try to hold the description to roughly 10 pages. You may find the Grant Station website to be helpful.</p>	<p>Forum: Discuss opportunities and successful applications for digitization projects.</p> <p>Final Assignment—Grant: See Activities box</p>
7	Integrity and the Structure of Electronic Records	<p>LO-1: Analyze and explain existing strategies for maintaining the continuing integrity of digitized historical materials. (C.O. #2, C.O. #4)</p> <p>LO-2: Illustrate and inspect the importance of HyperText Markup Language for the control and presentation of files on the World Wide Web. (C.O. #2, C.O. #4, C.O. #5)</p>	<p>Managing Electronic Records: Read Chapter 1 Terminology in Moving Theory into Practice and Chapter 2 Terms & Concepts in Digital Preservation Management.</p> <p>Skim Authenticity Task Force Report. 34p. 2002; Life Cycle Information for E-Literature (LIFE) (UK) and Trustworthy Repositories: Audit & Certification 94p 2007.</p> <p>HTML Code Capture Assignment: Click on the home page of your institution in the Primary Resource Overview, View “Source” code, Noting DocType; metadata zone <head> <title> <meta name=...></head>; and contents area <body>.</p>	<p>Forum: Pick Authenticity, Life Cycle or Trustworthiness to discuss significance.</p> <p>HTML Capture Assignment: Click on the home page of your institution in the Primary Resource Overview and capture Source Code—See Activities.</p>
8	Digitizing Tools	<p>LO-1: Synthesize the methods used to create and preserve digital historical materials. (C.O. #2, C.O. #4)</p>	<p>Digitization: Read Chapter 3 Becoming Digital in Digital History. Complete the tutorial Moving Theory into Practice... Examine NIST Special Publication 500-252, May 2003, Handling Guide for the Preservation of CDs and DVDs.</p> <p>Research Digitization Products:</p>	<p>Forum: What products might you want to use for your Grant Application project?</p>

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		<p>LO-2: Compare and contrast the different kinds of hardware and software used in digitizing historical materials. (C.O. #4)</p>	<p>Scanners—planetary, rotary, robotic Optical Character Recognition Software</p>	
9	<p>Metadata and Applications:</p>	<p>LO-1: Explain the importance of metadata for managing digital files, and evaluate the current state of standardization of metadata. (C.O. #1, C.O. #2, C.O. #5)</p> <p>LO-2: Debate the importance of standardized metadata in promoting cooperation among institutions that support research in digitized materials. (C.O. #1, C.O. #2, C.O. #3, C.O. #4, C.O. #5)</p>	<p>Metadata: Read Gilliland-Swetland, Anne, “Setting the Stage in Introduction to Metadata, Getty Research Institute, Online Edition. Version 2.1., and Preservation Metadata—PREMIS Metadata in METS Project.</p> <p>Research for possible inclusion in grant application: pdf-a LOCKSS Dark Archives</p>	<p>Forum: What metadata elements do you consider vital for inclusion in the schema for the collection(s) that you are using for your grant application? Explain why you chose these elements.</p>
10	<p>Digitization Planning</p>	<p>LO-1: Develop a plan for digitizing a collection of historical materials. (C.O. #4)</p>	<p>Still Images: Examine Federal Digitization Working Groups Still Images-pictures and text. Complete the Digital Preservation Management Tutorial. You may find the following websites to be helpful. a. Digital Memories b. North Carolina Exploring Cultural Heritage Online (ECHO).</p>	<p>Forum: Briefly discuss your grant project in the context of this week’s reading and tutorial.</p>
11	<p>The Library Community</p>	<p>LO-1: Evaluate current efforts at cooperation among librarians in sharing digitized material. (C.O. #1, C.O. #4)</p>	<p>Library Digital Research: Browse the webpages of the Digital Library Federation and the Library of Congress’ National Digital Information Infrastructure & Preservation Program.</p>	<p>Forum: Comment on a trend you see at play in the Library community regarding digitization.</p>

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12	Archival, Conservator, & Museum Communities	<p>LO-1: Recognize the importance of digitization in the public history fields. (C.O. #5)</p> <p>LO-2: Debate the role of public and private institutions in making digitized historical materials available to the public. (C.O. #1, C.O. #2, C.O. #4)</p>	<p>Archival, Conservator, & Museum Communities: Examine CALM Tri-Committee; American Association of Museums; Society of American Archivists; International Council on Archives; Conservation DistList.</p> <p>Commercial outsourcing options: Examine Northeast Document Conservation Center (NDCC); Conservation Center for Art and Historic Artifacts (CCAHA); Google Books; Ithaka (Portico & JSTOR).</p>	<p>Forum:</p> <ol style="list-style-type: none"> Using examples, identify the importance of digital knowledge in public history. Briefly discuss the roles of two or more of these organizations (NDCC, CCAHA, Google Books, and Ithaka) and how their roles may be conflicting or complementary.
13	Audio-visual Standards	<p>LO-1: Evaluate the current state of cooperation among institutions that digitize audio-visual historical materials. (C.O. #1, C.O. #2, C.O. #4)</p>	<p>Sound and Motion Picture Digitization: View the British Library video on digitization. Browse the following websites:</p> <ol style="list-style-type: none"> Examine Federal Digitization Working Group Audio-Visual Materials; PARS Recording and Photographic Media Committee of the American Library Association on Preservation of Audio Materials; PrestoSpace Digitization and Storage Guide 	<p>Forum:</p> <p>What is the present nature of media standards for digitizing audio and video materials?</p>
14	Born Digital Approaches	<p>LO-1: Understand the difference between born digital and digitized materials. (C.O. #4)</p> <p>LO-2: Deduce the importance of statistical databases for historical research. (C.O. #2, C.O. #4)</p>	<p>Born Digital Archives:</p> <p>Skim <i>OAIS</i>:—CCSDS 650.0-B-1: Reference Model for an Open Archival Information System (OAIS). Blue Book. Issue 1. January 2002. [ISO14721:2003.]; Electronic Records Management Software Applications Design Criteria Standard DOD 5015.2.</p> <p>Browse International Association for Social Science Information Services and Technology (iassist) website. Investigate National Archives and Records Administration Electronic Records Management Guidance. Pay special attention to Guidance on transferring electronic records to NARA.</p>	<p>Forum:</p> <p>Summarize the description of one of archives included in Annex A of the Reference Model for an OAIS. Pay particular attention to the type and number of records in its holdings.</p>
15	The Present and the Future	<p>LO-1: Evaluate the importance of current projects towards the</p>	<p>Current Projects: Skim Nancy L. Maron, K. Kirby Smith, Matthew Loy Sustaining Digital Resources: An On-the-Ground View of Projects Today. Ithaka, 2009; Conversion</p>	<p>Forum: Choose two of the projects described in the</p>

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		achievement of physical and intellectual control over archival electronic records. (C.O. #4)	Software Registry (CSR) website of the Image Spatial Data Group; and the PRONOM website of the National Archives of the United Kingdom. View Building the Archives of the Future (Text Transcript)	readings (and video), and evaluate their contribution to the preservation and/or accessibility of electronic records.
16	Grant Narrative Critiques	LO-1: Judge and critique the written proposals of classroom peers. (C.O. #1, C.O. #5)	Evaluate Narratives: Read Classmate submissions. Future Reference: American Grant Writers' Association website. Just be aware of this site.	Grant Narratives are due on Thursday of this week. Forum: Critical evaluation of other student submissions

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

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Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

Endnotes/Footnotes, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

Bibliography is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised **superscript**.¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/index.htm>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

Located in SAKAI Resources.

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