

**MOVING IMAGE ARCHIVING & PRESERVATION PROGRAM
ADVANCED SEMINAR IN PRESERVATION STUDIES, H72.3490**

Version1: 1/15/09

Spring 2009 - Wednesdays, 6:00 – 8:00 pm

721 Broadway, Rm 635

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GOALS: This class is designed to: 1) prepare students for employment, publishing and professional engagement upon graduation, and 2) to support their completion of their thesis projects. In addition, some classes may be devoted to scheduled programs on topics that were not able to be covered in previous semesters.

EXPECTATIONS: A blackboard site will be available for this course. Students are expected to check the site at least once a week for updates.

Attendance at all classes is expected. More than one unexcused absence will substantially affect your grade. Also, please read the Plagiarism Advisory at the end of the syllabus.

MIAP Digital Archive: In addition to submitting assignments in print form, all course papers/projects will be submitted in electronic form via Blackboard in the Discussion area. The materials will be made part of the MIAP digital archive in a private space for faculty use, and on the MIAP web site, unless you request the work be restricted. If Word documents, please save as a .rtf.

Standard file naming convention: 09s_3401_smith_a1.rtf

Restricted file naming convention: 09s_3401_smith_a1_x.rtf

Where:

09s = spring 2009
3401 = class number
smith = author's last name
a1 = assignment number 1
x = restricted work designation

Cell phones: Turn completely off during class as they may create problems with classroom audio.

Assignments and grading: Each student will do four short assignments as described below. Grades will be based on a combination of class preparedness and participation (40%) and assignments (60%).

Resources:

NYU's Wasserman Center for Career Development has individual counseling, seminars, and several online tools including eVita, a portfolio template, and InterviewStream, a webcam-based interview training tool. You are encouraged to take advantage of their services for graduate students. See http://www.nyu.edu/careerdevelopment/students/grad_students/grad_students_services.php

US Department of Labor Statistics are interesting to track. For Archivists, Curators and Museum Technicians see <http://www.bls.gov/oco/ocos065.htm#addinfo>; for Librarians see <http://www.bls.gov/oco/ocos068.htm>

Library of Congress Human Resources has listings of jobs and fellowships <http://>

www.loc.gov/hr/employment/index.php?action=cMain.showHome

The **American Library Association Resource Development and Recruitment** describes how libraries categorize library positions - <http://www.ala.org/ala/hrdr/humanresource.cfm>

The section **Human Resource Development and Recruitment** has useful statistical information - <http://www.ala.org/ala/hrdr/libraryempresources/libraryemployment.cfm>

See in particular **How to Apply for a Library Job** - http://liswiki.org/wiki/HOWTO:Apply_for_a_library_job

For museum jobs, see jobHQ at <http://www.aam-us.org/aviso/index.cfm>

For archival positions, see **the Society of American Archivists Online Employment Bulletin** at <http://www.archivists.org/employment/index.asp>

The SAA Careers section also gives valuable information on the field, such as salary ranges. See <http://www.archivists.org/nnNavigation.asp?sectionName=Careers>

The **American Institute for the Conservation of Artistic and Historic Works** (AIC) defines competencies for conservators and has a section Guidelines for Selecting a Conservator that leads to a database of AIC members and their specialities. <http://www.aic-faic.org/guide/form.html>

Assignment #1: Thesis plan, due Wednesday, January 28. Create a 1-2 page written outline with weekly goals that represents your action plan for making steady progress on your thesis during the semester. The outline will go forward in time from 1/28; however, when preparing it, work back from the final submission deadline of Wednesday, May 6th, making specific weekly goals. Include in the plan any deadlines for assignments for this class that apply to the thesis. You will need to bring this plan with you to all subsequent classes, and you will be revising it as needed. You can also use it in discussions with your advisor. For projects, put your goals and deliverables at the top of the plan. For academic papers, put your thesis statement at the top of the page. Include the week of your thesis presentation (week of April 15), and completion of the first written draft of your thesis on Friday, April 10.

Assignment #2: Resumé and summary of projects, draft due Wednesday, February 4; final revisions due on Wednesday, February 18. Please submit as one document. Prepare a resumé for a job (drawn from AMIA-L or other sources) using NYU's eVita or a template of your own design. In addition, prepare a Summary of Projects as an addendum - a list of key projects you have undertaken while in the MIAP program (and before) that show your strengths with moving image archiving and preservation that would be important to that job. In both documents, describe responsibilities, duties, tasks, results, products, etc. in the form you think is most effective. Resumés and summaries will be discussed in detail, with all students giving feedback to each other

Assignment #3: Proposal for a freelance job, due Wednesday, March 4. Based on a case study, each student will prepare a 2-page proposal for a short-term freelance job.

Assignment #4: Thesis presentation prep - Outline due Wednesday, April 1; in class practice Wednesday, April 8. Each student will prepare a written outline for the thesis presentation. At the practice session, each person will explain in detail how their thesis project will be presented, and will deliver a ten-minute segment of the presentation for feedback by the class. The ten-minute segment you present will be given as if we are the audience. Please come prepared to tell us a few specific areas you would like feedback on.

Class 1: Wednesday, January 21

Topics/activities:

- Syllabus review; discussion of guidelines for feedback throughout the semester.
- Discussion of this question: What would I like my impact to be after a career as a moving image preservation specialist? In other words, how will the world be different...?
- Discussion of thesis projects. The following was sent in advance: Come to class prepared to give a brief oral presentation of your thesis project, its status, what you anticipate will be your greatest challenges, and what assistance you would like from your classmates and myself. Please be specific. For example, with a project, please explain the partner organization and collection; your goals and deliverables; progress on collection tasks; archival issues you are noticing that may become part of your final thesis; and any concerns you have (i.e., scope, process, or deliverables). For academic papers, please tell us about your topic and read your thesis statement; report on research you have conducted and what it has revealed; what you are finding interesting and/or perplexing; and what you see as your priority tasks.
- If time permits, in-class work on statements of initial career goals that can appear on resumé.

Class 2: Wednesday, January 28

Due this class

- Thesis plan due.
- Search AMIA-L for jobs listed in the past two years. Pick several that you would be interested in applying for, and save the listings into an electronic file. Come prepared with the file (or put it in your Forum page on Blackboard) and prepared to talk about your strengths in applying for the positions, the things that you feel unsure about, or questions you have about how to express your interest and qualifications in written form.

Topics/activities:

- If needed, continuation of presentations on thesis projects.
- Discuss and evaluate thesis plans with goal of helping each student have a concrete, workable, realistic action plan.
- Discussion of various jobs, intended to give you some guidance for your resumé assignment.
- If time permits, elements of cover letters

Class 3: Wednesday, February 4

Due this class:

First draft of resumé and summary of projects are due.

Topics/activities:

- Check in on progress/adjustments to thesis plans.
- Discussion of resumes and project summaries. Begin critique of resumé and summaries; students field questions by classmates. What is effective about each person's written presentation of him or herself? What could be improved – additions, deletions, revisions? Do these documents present the students' work in its best light? What are the most effective responses to questions about career goals and qualifications?

Class 4: Wednesday, February 11

Topics/activities:

- Check in on progress/adjustments to thesis plans.
- Resumés and projects for remainder of students are critiqued and students field questions by classmates.
- Business cards and professional identity.

Class 5: Wednesday, February 18

Due this class:

- Final resumé and summary of projects due.

Topics/activities:

- Check in on progress/adjustments to thesis plans.
- Freelancing 101 – Part 1: Responding to a request for a proposal for a freelance job. What do I charge? How do I handle initial requests by email and phone?

Class 6: Wednesday, February 25

Topics/activities:

- Check in on progress/adjustments to thesis plans.
- Freelancing 101 – Part 2: Elements of a proposal for a short-term or long-term freelance job.

Class 7: Wednesday, March 4

Due this class:

- Freelance proposal due
- Business cards ready for Culpeper trip

Topics/activities:

- Check in on progress/adjustments to thesis plans
- Freelancing 101 – Part 3: Discussing and amending freelance proposals; interacting with potential clients and finalizing a job contract.

NO CLASS MARCH 11 – at Culpeper (we will be discussing federal jobs and fellowships)

NO CLASS MARCH 18 – Spring Break

Class 8: Wednesday, March 25

Topics/activities:

- Check in on progress/adjustments to thesis plans
- Publishing and other forms of professional development. Visit by Teri Tynes, managing editor of the Moving Image.

Class 9: Wednesday, April 1

Due this class:

- Outline for thesis presentation due.

Topics/activities:

- In class presentation and discussion of outline for thesis presentation.

Class 10: Wednesday, April 8 – Depending on student needs, we may lengthen this class to 3 hours and shorten another one.

Topics/activities:

- Check in on thesis projects
- Practice on thesis presentations

DEADLINE FIRST WRITTEN DRAFT OF THESIS – FRIDAY, APRIL 10

NO CLASS APRIL 15 – THESIS PRESENTATION WEEK

Class 11: Wednesday, April 22

Topics/activities:

- Review of thesis presentations. Where do you need to focus to finalize the thesis?
- Freelancing 101 – Part 4: The business of freelancing

Class 12: Wednesday, April 29

Topics/activities:

- If needed, continuation of the business of freelancing.
- Wrap-up – where will you go from here?
- Last chance for advice on thesis.

Plagiarism Advisory – Read carefully

NYU Plagiarism Advisory: Plagiarism and other violations of published NYU policies are serious offenses and will be punished severely. Plagiarism includes:

- presenting or paraphrasing a sentence, phrase, or passage of a published work (including material from the World-Wide Web) in a paper or exam without attribution of the source,
- submitting a paper written by someone else,
- submitting as your own work any portion of a paper or research that you purchased from another person or commercial firm, and
- presenting in any other way the work, ideas, or words of someone else without attribution.

These are punishable offenses whether intended or unintended.

You are encouraged, of course, to read widely and to discuss research with others; but if you use ideas that come from others, you must acknowledge them in writing. When in doubt, acknowledge.

Other offenses against academic integrity at NYU include:

- submitting your own work toward requirements in more than one class without the prior permission of the instructors,
- collaborating with others on assignments without the permission of the instructor,
- and giving your work to another student to submit as his or her own.

If you have any questions about how to cite sources, about what constitutes appropriate use of a text, or about other matters of academic integrity, discuss them with your instructor.

The Writing Workshop at NYU offers "A Statement on Plagiarism," www.nyu.edu/classes/op/writing/CourseBuilder/plagiarism/def_plagiarism.htm and NYU's "Statement on Academic Integrity" (from which the above text is taken). www.nyu.edu/cas/ewp/html/policies___procedures.html

A compendium of practical information about plagiarism is Sharon Stoeger, "Plagiarism" (2006) www.web-miner.com/plagiarism. Among the resources she offers are Northwestern University's "How to Avoid Plagiarism" (2007)

www.northwestern.edu/uacc/plagiar.html, and Indiana University's tutorial "How to Recognize Plagiarism" (2005) www.indiana.edu/~istd.

And here is the policy written by the Tisch School of the Arts, found in its Policies and Procedures Handbook, 2008-2009, pages 43-44.

Plagiarism

Plagiarism is presenting someone else's work as though it were your own. More specifically, plagiarism is to present as your own:

- A sequence of words quoted without quotation marks from another writer
- A paraphrased passage from another writer's work
- Facts, ideas or images composed by someone else

When you take notes, summarize, rather than paraphrase. If you quote anything, use quotation marks in your notes and take down the page number of the quotation to use in your footnote. All electronic sources of information must be properly cited. Students are expected, often required, to build their own work on that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment and correct citation constitute the difference. To publish plagiarized work is against the law. People in the professions and in business who pass off other people's work as their own are liable to be discredited and ostracized. University students guilty of plagiarism are subject to disciplinary action ranging from failure in the course for which plagiarized work was submitted to expulsion from the University. It is crucial that acknowledgment of sources be accurate and complete. To avoid unintentional plagiarism:

- See a writing handbook or other standard guide for accepted forms of documentation.
- Use more than one source for information, if at all possible.
- Point out agreements and disagreements between sources on important points.
- Work out your own organization of material gleaned from research.
- When in doubt whether your acknowledgment is proper and adequate, consult your instructor. If possible, show the instructor both the sources and a draft of the paper in which you are using them.

Plagiarism is a breach of academic honesty and integrity; it is considered among the most serious of offenses. When an instructor suspects plagiarism, s/he has several options. In most cases, the instructor will require the student to totally redo the assignment. The instructor may also consult the chair of the department regarding disciplinary action and assign a grade of F for the work or, if the work is the main basis of the grade for the course, a grade of F for the course. All cases of plagiarism will be reported to the Associate Dean for Student Affairs. Repeat cases of plagiarism may result in dismissal from school.