



E-books: Production, Distribution, and Reading

E-boken: produktion, distribution och läsning

15 credits

15 högskolepoäng

Ladok Code: C3LEB1

Version: 1.0

Established by: Education Committee 2015-06-10

Valid from: Spring 2016

Education Cycle: Second cycle

Main Field of Study (Progressive Specialisation): Library and Information Science (A1N)

Disciplinary Domain: other

Prerequisites: Passed examination in either Technology for digital libraries (ÖTDBS2) or Technology of digital libraries 1 (C3LTD1).

Subject Area: Library and Information Science

Grading Scale: Seven-degree grading scale (A-F)

Content

The course focuses on the possibilities and challenges emerging in the production, distribution, acceptance and reading as well usage of e-books. Economic and legal aspects of borrowing books in academic and public libraries are included. The main emphasis is on the present times, but course also provides a historical perspective. The content consists of:

- e-book production process, equipment and technology
- e-books as part of the book market and the literary field
- e-books as material and cultural artefacts
- e-books in Danish, Norwegian and Swedish libraries and markets
- copyright, licensing and other legal aspects in production, distribution and use of e-books
- psychological and phenomenological aspects of reading e-books

Learning Outcomes

After passing the course the student should:

concerning *knowledge and understanding*

- be able to explain and analyse the e-book phenomena from the cultural and historical perspective, including its role in the modern media landscape
- be able to explain and apply the main technology and equipment of the e-book production, distribution and reading
- be able to discuss the impact of e-books on the book market
- be able to analyse and account for social effects of the e-book production, distribution and use in society
- be able to discuss, analyse and argument different theoretical perspectives on e-books in research context
- be able to account for the Scandinavian e-book market models, distribution models and the economic as well as legal challenges related to them
- be able to explain and analyse the principles and processes of acquisition, access and use of e-books in the context of Scandinavian libraries
- be able to analyse and discuss the implications of digital reading from the psychological, social and phenomenological perspective

concerning *skills and abilities*

- be able to assess the value and potential of distribution models of e-books for various types of libraries
- be able to produce a transcription of a digital text with XML coding in a way adequate to the e-book's character and intended use
- be able to explain how a XML coded text is transformed into the EPUB or the equivalent e-book publishing format

- be able to critically reflect on how affordances of reading devices may affect the reading of different types of texts for different purposes
- be able to identify and formulate research questions pertaining to e-books and address them through independent analysis
- be able to identify and use insights from relevant professional and research literature on e-books

concerning professional judgement

- be able to critically reflect on the implications of global e-book distribution for small language markets and literary fields
- be able to evaluate and critically analyse the results of digital reading research
- be able to identify and evaluate different arguments used for selection decision in e-book production
- be able to account for and explain how the social environment defines the choice of business methods and techniques in e-book distribution in relation to, e.g. ethics and access to the results

Forms of Teaching

Tuition is conducted through laboratory work, written assignments, seminars, lectures, practical demonstrations, exercises, project work and group work.

The language of instruction is English.

Forms of Examination

The course is examined through laboratory work, written assignments, seminars, reports and project work.

Seminars can be replaced by other forms of examination specified in the course syllabus if a student has failed to fulfil the seminar requirements or has been absent.

In the event of changes in course plans students who wish to complete courses can be examined on the basis of the most recent version of the course plan. For courses that are no longer running, students who wish to complete such courses can read all or part of an equivalent course.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

Literature and Other Teaching Materials

A Gentle Introduction to XML. (2014, September 16). (15 pages) [Accessible electronically]

Balling, G. (2015). What is a Reading Experience? The Development of a Theoretical and Empirical Understanding. In: Oterholm, Skjerdingsstad, McKechnie & Rothbauer (Ed.) Plotting the reading experience - theory, practice, politics. Wilfried Laurier University Press. (ca. 15 pages)

Baron, N. (2015). Words Onscreen. The Fate of Reading in a Digital World. New York : Oxford University Press, chap. 1-2, 4, 6. (85 pages)

Benedetto, S., Draï-Zerbib, V., Pedrotti, M., Tissier, G., & Baccino, T. (2013). E-readers and visual fatigue. PLoS ONE, 8(12), e83676. [Accessible electronically]

Cull, B. (2011). Reading revolutions: Online digital texts and Implications for Reading in Academe. First Monday, 16(6). (7 pages)

Dygert, C. and Langendorfer, J. M. (2014). Fundamentals of E-Resource Licensing, The Serials Librarian, 66(1-4), 289-297. (8 pages)

Eikebrokk, T., Dahl, T. A., & Kessel, S. (2014). EPUB as publication format in open access journals: Tools and workflow. The Code4Lib Journal, (24).(11 pages) [Accessible electronically]

Garrish, M. (2011). What is EPUB 3?. Sebastopol, CA: O'Reilly Media. (24 pages) [Accessible electronically]

Hillesund, T. (2011). Digital Reading Spaces: How expert Readers handle books, the Web and electronic paper. First Monday, 15(4). (10 pages)

Krcmar, M., & Cingel, D. P. (2014). Parent -child joint reading in traditional and electronic formats. Media Psychology, 17(3), 262 -281. (19 pages) [Accessible electronically]

- Kucirkova, N. (2014). iPads in early education: Separating assumptions and evidence. *Educational Psychology*, 5, 715. [Accessible electronically]
- Maceviciute, E., Borg, M., Kuzminiene, R. & Konrad, K. (2014). The acquisition of e-books in the libraries of the higher education institutions in Sweden. *Information research*, 19(2). (18 pages) [Accessible electronically]
- Machovec, G. (2013). Consortial ebook Licensing for Academic Libraries, *Journal of Library Administration*, 53(5-6), 390-399. (9 pages)
- Mackey, M. (2011). The Case of the Flat Rectangles: Children's Literature on Page and Screen. *International Research in Children's Literature*, 4(1), 99-114. (15 pages)
- Mangen, A. (2015). The digitization of literary reading: Contributions from empirical search. *Orbis Litterarum* (20 pages)
- Mangen, A. & Van der Weel, A. (2015). Why don't we read hypertext novels? *Convergence: The International Journal of Research into New Media Technologies*. (ca. 20 pages)
- Marshall, C. (2010). Reading and writing the electronic book. San Rafael, Calif.: Morgan & Claypool. 1-116, 147-167. (136 pages)
- Murray, P. R. and Squires, C. (2014). The digital publishing communications circuit. *Books 2.0*, 3(1), 3-23. (19 pages)
- Musiani, F. and Peserico E. (2014). A second-hand market for digital goods? *First Monday*, 19(11). (7 pages)
- Müller, H. (2012). Legal aspects of e-books and interlibrary loan, *Interlending & Document Supply*, 40(3), 150-155. (5 pages)
- Phillips, A. (2014). *Turning the page: the evolution of the book*. London: Routledge. (128 pages)
- Polanka, S. (ed.) (2011). *No shelf required: e-books in libraries*. Chicago: American Library Association. 37-124. (87 pages)
- Poynder, R. (2006, March 9). Interview with Michael Hart [Blog post]. (22 pages as pdf.) [Accessible electronically]
- Price, K. & Havergal, V. (eds.) (2011). *E-books in libraries: a practical guide*. London: Facet. Chapters 5-9, 11, 13 (145 pages)
- Rahtz, S. (2006). Storage, retrieval, and rendering. In L. Burnard, K. O. O'Keeffe, & J. Unsworth (Eds.), *Electronic Textual Editing* (pp. 310 -333). New York, NY: Modern Language Association. (21 pages) [Accessible electronically]
- Renear, A. H. (2004). Text encoding. In S. Schreibman, R. Siemens, & J. Unsworth (Eds.), *Companion to digital humanities*. Oxford: Blackwell Publishing Professional. (17 pages) [Accessible electronically]
- Schwebs, T. (2014). Affordances of an app: a reading of *The Fantastic Flying Books of Mr. Morris Lessmore*. *Barnelitterært forskningstidsskrift*. 2014(5). (15 pages)
- Thompson, J.B. (2011). *Merchants of culture: The publishing business in the twenty-first century*. Cambridge: Polity. Chapters 1, 9. (88 pages)
- Tveit, Å. K. & Mangen, A. (2014). A Joker in the class: Teenage readers' attitudes and preferences to reading on different devices. *Library & Information Science Research*, 36, 179-184. (5 pages)
- Walters W. H. (2014). E-books in academic libraries: Challenges for sharing and use. *Journal of Librarianship and Information Science*, 46(2), 85-95. (10 pages)
- Van der Weel, A. (2011). *Changing our textual minds: towards a digital order of knowledge*. Manchester: Manchester Univ. Press. (241 s.) [Accessible electronically]
- Wolf, M. (2008). Proust and the squid: the story and science of the reading brain. New York: Harper Perennial, chap 2, 9. (40 pages)
- Wolf, M. & Barzillai, M. (2009). The importance of deep reading. *Educational Leadership*, 66(6), 32 -37. (5 pages)

Student Influence and Evaluation

Students shall be involved in further development of the course and are therefore given the possibility to assess the course in a systematical way by written or oral means. How this assessment falls out and how it affects further development will be reported back to the students. For course evaluation, the standard University College of Borås rules as of 7 June 2005 apply, dnr 56-02- 10.

Miscellaneous

The course is part of Master's Programme: Library and Information Science, Digital Library and Information Services.

The course will be conducted in cooperation with Høgskolen i Oslo og Akershus, Københavns universitet, Högskolan i Borås and Lesesenteret ved Universitetet i Stavanger.