

E-books: Production, Distribution, and Reading

E-boken: produktion, distribution och läsning

15 credits

Ladok Code: C3LEB1

Version: 2.0

Established by: Committee for Education in Librarianship, Information, and IT 2017-11-07

Valid from: Spring 2018

Education Cycle: Second cycle

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

Disciplinary Domain: other

Prerequisites: BMBD1: Pass in XML and controlled vocabularies (32IXK1), written assignment: SKOS,
or

BMDD1: Pass with the lowest grade E Technologies for digital libraries 1 (C3LTD1), written assignment HTML and CSS,
written assignment XML.

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 as other forms of the 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 Swedish libraries and Swedish book market with international perspective
- copyright, licensing and other legal aspects in production, distribution and use of e-books
- reading and readers of e-books from quantitative and qualitative perspectives

Learning Outcomes

After passing the course the student should be able to, concerning:

Knowledge and understanding

- 1.1 explain and analyse the e-book from a cultural and historical perspective, as well as its role in the contemporary media landscape
- 1.2 analyse and explain economic and social effects of e-books production, distribution and use in society
- 1.3 explain the most important technologies and equipment used in production, distribution and reading of e-books
- 1.4 explain the Swedish book market, its distribution models, together with associated economic and legal challenges and using international perspective
- 1.5 explain and analyse the acquisition and access to e-books in Swedish libraries from international perspective
- 1.6 analyse and discuss the effects of digital reading on cognitive processes, social practices and reading experience from phenomenological perspective
- 1.7 identify, analyse and formulate research questions about e-books using critical approach based on previous research

Competence and skills

- 2.1 analyse and compare different e-book distribution models in different types of libraries
- 2.2 digitally transcribe text using XML coding adequately to the e-books nature and intended usage
- 2.3 explain how a text coded using XML is transformed into the EPUB format or equivalent publishing format of an e-book
- 2.4 critically reflect on the possibilities and limitations of different reading equipment and how they can affect the reception of

different types of text for different purposes

Judgement and approach

3.1 critically reflect the consequences of the global e-book distribution has on a small language market and literary field

3.2 identify and evaluate different arguments for selection decisions in e-book production

3.3 evaluate and critically analyse e-book research results

Forms of Teaching

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

The language of instruction is English.

Forms of Examination

Course examination consists of the following examination tasks:

- Assignment: Production

Learning outcomes: 1.3, 2.2, 2.3, 3.2 and 3.3

Credits: 2

Grading scale: Fail or Pass (U-G)

- Written assignment 1: Distribution

Learning outcomes: 1.3, 1.4, 1.5, 2.1, 3.1 and 3.3

Credits: 2

Grading scale: Fail or Pass (U-G)

- Written assignment 2: Digital reading

Learning outcomes: 1.1, 1.3, 1.6, 2.4 and 3.3

Credits: 2

Grading scale: Fail or Pass (U-G)

-Written assignment 3: Project work

Learning outcomes: 1.1, 1.2, 1.7, 3.3

Credits: 9

Grading scale: A-F

For a passing grade (A-E) on the entire course at least grade E on *Written assignment 3: Project work* together with Pass (G) on all the other examination tasks, is required. A higher grade on the entire course is thereafter determined by the grade on *Written assignment 3: Project work*.

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

Course literature in English.

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

Baron, N. (2015). Words onscreen. The fate of reading in a digital world. New York: Oxford University Press. Kap. 1-2, 4, 6. (85 pages)

Bergström, A. et al (2017). Books on screens: Players in the Swedish e-book market. Göteborg: Nordicom. s. 1-224. (224 pages) [Available electronically]

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

- Garrish, M. (2011). What is EPUB 3? Sebastopol, CA: O'Reilly. (24 sidor) [Available electronically]
- 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. (2016). The digitization of literary reading: Contributions from empirical search. *Orbis Litterarum*, 71(3), 240-262. (23 pages)
- Mangen, A. & Van der Weel, A. (2017). Why don't we read hypertext novels? *Convergence: The International Journal of Research into New Media Technologies*, 23(2), 166-182. (16 pages)
- Mangen, A., Walgermo, B.R. & Brønnick, K. (2013). Reading linear texts on paper versus computer screen: Effects on reading comprehension. *International Journal of Educational Research* 58, 61-68. (8 pages)
- Marshall, C. (2010). Reading and writing the electronic book. San Rafael, CA: Morgan & Claypool. (167 pages)
- Murray, P. R. & Squires, C. (2014). The digital publishing communications circuit. *Books 2.0*, 3(1), 3-23. (19 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. (139 pages)
- Poynder, R. (2006, March 9). Interview with Michael Hart [Bloggpost]. (22 pages in pdf) [Tillgänglig elektroniskt]
- Rahtz, S. (2006). Storage, retrieval, and rendering. I L. Burnard, K. O. O'Keefe & J. Unsworth (Red.), *Electronic textual editing* (s. 310-333). New York, NY: Modern Language Association. (24 pages) [Available electronically]
- Renear, A. H. (2004). Text encoding. I S. Schreibman, R. Siemens & J. Unsworth (Red.), *Companion to digital humanities* (s. 218-239.). Oxford: Blackwell. (22 pages) [Available electronically]
- Thompson, J. B. (2011). Merchants of culture: The publishing business in the twenty-first century. Cambridge: Polity. Kap. 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)?
- Van der Weel, A. (2011). Changing our textual minds: Towards a digital order of knowledge. Manchester: Manchester University Press. (241 pages) [Available electronically]
- Wolf, M. (2016). Tales of literacy for the 21st Century. Oxford: Oxford University Press. Kap. 5, 6, 7. (80 pages)
- Wolf, M. & Barzillai, M. (2009). The importance of deep reading. *Educational Leadership*, 66(6), 32 -37. (5 pages)

Student Influence and Evaluation

The course is evaluated in accordance with the current guidelines for course evaluations at the University of Borås, where students' views should be sought. The course evaluation report will be published and disseminated to participating and prospective students in accordance with the current guidelines, and forms the basis for future development of courses and training programs. The course coordinator is responsible for that the evaluation is performed according to current guidelines.

Miscellaneous

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