

E-books: Production, Distribution, and Reading

E-boken: produktion, distribution och läsning

15 credits

Ladok Code: C3LEB1

Version: 3.0

Established by: Committee for Education in Librarianship, Information, and IT 2019-05-28

Valid from: Spring 2020

Education Cycle: Second cycle

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

Disciplinary Domain: other

Prerequisites: BMBD1: A passing grade on *XML and controlled vocabularies* (32IXK1), the task *Submission: SKOS*, or

BMDD1: A passing grade on *Technologies for digital libraries 1* (C3LTD1), the tasks *Assignment: HTML and CSS* and *Assignment: XML*.

Subject Area: Library and Information Science

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

Content

The course focuses on e-books as material, commercial and cultural artefacts. Economic and legal aspects of e-books in libraries and in the book market are dealt with, including copyright and licensing. The focus is on the contemporary Swedish book market but includes some international and historical outlooks. In the course, reading in the digital age is studied, with a focus on e-book reading. E-books' production process, devices and techniques are also studied.

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 discuss and reflect on the possibilities and limitations of digital reading in relation to reading devices, cognitive processes and reading experiences
- 1.7 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 critically reflect on the new reading practices in a changing media landscape and the role of reading in the digital society
- 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.

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

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 4-7. (111 pages) [Available electronically]

Bergström, A., Höglund, L., Maceviciute, E., Nilsson, S. K., Wallin, B. & Wilson, T. D. (2017). Books on screens: Players in the Swedish e-book market. Göteborg: Nordicom. s. 1-224. (224 pages) [Available electronically]

Deszcz-Tryhubczak, J. & Huysmans, F. (2018). Reading and digital media: European perspectives. I M. Barzillai, J. Thomson, S. Schroeder & P. van den Broek Red.), Learning to read in a digital world (p. 1-29). Amsterdam: John Benjamins. (29 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 pages) [Available electronically]

- Garrish, M. (2011). What is EPUB 3? Sebastopol, CA: O'Reilly. (24 pages) [Available electronically]
- Hanz, K. & Mckinnon, D. (2018). When librarians hit the books: Uses of and attitudes toward e-books. *The Journal of Academic Librarianship*, 44(1), 1-14. (14 pages) [Available electronically]
- Have, I. & Stougaard Pedersen, B. (2016). Digital audiobooks: New media, users, and experiences. New York: Routledge. Kap 1, 6. (42 pages) [Available electronically]
- Murray, P. R. & Squires, C. (2014). The digital publishing communications circuit. *Books 2.0*, 3(1), 3-23. (19 pages) [Available electronically]
- Müller, H. (2012). Legal aspects of e-books and interlibrary loan. *Interlending & Document Supply*, 40(3), 150-155. (5 pages) [Available electronically]
- Phillips, A. (2014). Turning the page: The evolution of the book. London: Routledge. (139 pages) [Available electronically]
- Quan-Haase, A., Martin, K. & Schreurs, K. (2014). Not all on the same page: E-book adoption and technology exploration by seniors. *Information Research*, 19(2). (24 pages) [Available electronically]
- Rahtz, S. (2006). Storage, retrieval, and rendering. I L. Burnard, K. O. O'Keeffe & J. Unsworth (Red.), *Electronic textual editing* (s. 310-333). New York, NY: Modern Language Association. (24 pages) [Available electronically]
- Raynard, M. (2017). Understanding academic e-books through the diffusion of innovations theory as a basis for developing effective marketing and educational strategies. *The Journal of Academic Librarianship*, 43(1), 82-86. (14 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]
- Ross, C.S., McKechnie, L. & Rothbauer, P.M. (2018). Reading still matters: What the research reveals about reading, libraries, and community. Westport, Conn.: Libraries Unlimited. Chapter 1-3. (132 pages) [Available electronically]
- Schilhab, T., Balling, G. & Kuzmicova, A. (2018). Decreasing materiality from print to screen reading. *First Monday*, 23(10). (15 pages) [Available electronically]
- Socken, P. (Red.) (2013). The edge of the precipice: Why read literature in the digital age? Montreal: McGill-Queen's University Press. P. 13-26, 192-206. (27 pages) [Available electronically]
- Thompson, J. B. (2011). Merchants of culture: The publishing business in the twenty-first century. Cambridge: Polity. Chapter 1, 9. (88 pages) [Available electronically]
- 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 (3-4), 179-184. (5 pages) [Available electronically]
- Wallin, B. (2019). Selling and lending e-books: Changes in the Swedish literary field. Borås: Valfrid. P.100-168 (68 pages) [Available electronically]
- Walsh, G. (2016). Screen and paper reading research: A literature review. *Australian Academic & Research Libraries*, 47(3), 160-173. (13 pages) [Available electronically]
- Wylie, J., Thomson, J., Leppänen, P. H. T., Ackerman, R., Kanninen, L. & Prieler, T. (2018). Cognitive processes and digital reading. I M. Barzillai, J. Thomson, S. Schroeder & P. van den Broek (Ed.). *Learning to read in a digital world* (p. 57-90). Amsterdam: John Benjamins. (33 pages) [Available electronically]

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*.

