

**LIS S525 Government Information
IUPUI School of Informatics and Computing
Library and Information Science Department
Spring 2016 Online
Course Syllabus**

Instructor:

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IUPUI Academic Calendar:

<http://registrar.iupui.edu/enrollment/4162/cal4162.html>

Course Description

This course provides a survey of government information dissemination in all formats and at all levels of government. Consideration of government information policy. Primary emphasis given to U.S. government information but with some consideration given to state and local publication in the United States, and those of international organizations.

Course Objectives

- Enable students to understand the content and context of government-produced data and information
- Provide experience in evaluating information sources
- Allow students to gain an understanding of the dissemination systems used by government entities
- Introduce the student to current issues of government information policies and practices
- Provide experience in creating topical instructional materials that meet real-world needs

Required Materials

You are not required to purchase textbooks. All reading/viewing materials for weekly assignments will be available in Canvas by 8:00 a.m. EST Monday the week they are due. You will be expected to use primary research materials for your Final Course Projects. Many of these will be available online through [FDsys](#). For those of you who are interested, I can place print materials on reserve at the IUPUI University Library or on hold at the Indiana State Library. If you are outside of Indiana or an international student, you will be able to locate some government documents in print at your local public or university library. Contact me if you need assistance with access to materials.

Technology Requirements

- Students are expected to log on to Canvas several times per week to participate in this course.
- Students are required to have high-speed internet connectivity and computer equipment to participate in various aspects of coursework such as watching and creating videos. Equipment and software are also available on campus and at local public libraries.
- Students must use Canvas to access and submit assignments and discussions.
- Some videos may require the download of software to be viewed.
- Students must use word processing software to complete assignments.
- Students are expected to develop the skill to create an instructional video or online presentation.

Professional Expectations

Students are expected to adhere to the Principles of Graduate and Professional Learning according to IUPUI: <http://graduate.iupui.edu/faculty-staff/policies.shtml>

Student Learning Outcomes addressed

Students will be able to:

- Describe the purpose and role of government information sources.
- Describe the relationship between government functions and publishing.
- Discuss the issues impacting access, dissemination, and use of government information sources.
- Describe the nature of e-government and its social and political implications.
- Discuss publishing practices and information distribution of the GPO and FDLP.
- Discuss the bibliographic control used for government information.
- Describe the value of government information sources for specific users.
- Analyze and address government information requests.
- Describe the processes of executive, legislative, regulatory, and judicial information.
- Identify the types of questions that government information sources can address.
- Apply specialized government information research techniques including census research, government statistical research, and legislative history.
- Locate and use U.S. federal government information sources from the executive, judicial, and legislative branches.
- Apply best practices in the discovery of government information sources.
- Evaluate and compare competing government information products and services.
- Apply statistical datasets and geographic information systems to solve problems.
- Compare the approaches of international government agencies related to information sources and access.
- Discuss issues related to government information at the international, national, state, and local levels.
- Cite government publications correctly.

IUPUI MLS Outcomes addressed

- Assist and Educate Users of Information
- Develop and Manage Collections of Information Resources
- Represent and Organize Information Resources
- Manage and Lead Libraries and Other Information Organizations
- Use Research Effectively
- Deploy Information Technologies in Effective and Innovative Ways
- Approach Professional Issues with Understanding

ALA Core Competencies addressed

- Foundations of the Profession
- Information Resources
- Organization of Recorded Knowledge and Information
- Technological Knowledge and Skills
- Reference and User Services
- Continuing Education and Lifelong Learning

S525 Government Information Course Guidelines

There are two separate elements that make up your points/credit for this course. 200 points are required to receive full credit.

Readings/Discussion = 75 points

Students are required to read and participate in online discussions each week. Expectations for number of posts/responses will be listed each week with the readings. 5 points each week for full credit. Academic and intellectual discourse is expected. Please refrain from knock-down, drag-out debates. :)

Assignments/Papers/Project = 125 points

There will be 4 Assignments, 2 Reflection Papers, and 1 Final Project. Expectations for assignments, papers, and the final project will be posted at least one week before they are due. Reading/viewing assignments will be lighter during weeks when there is an assignment, paper, or project due.

Course Assignment Schedule and Grading:

Assignment	Potential Points	Due date
Week 1: Reading/Viewing and Discussion	5	Sunday, Jan. 17, 5:00 p.m. EST
Week 2: Reading/Viewing and Discussion	5	Sunday, Jan. 24 5:00 p.m. EST

Week 3: Reading/Viewing and Discussion	5	Sunday, Jan. 31 5:00 p.m. EST
Assignment #1	10	Sunday, Jan. 31 5:00 p.m. EST
Week 4: Reading/Viewing and Discussion	5	Sunday, Feb. 7 5:00 p.m. EST
Week 5: Reading/Viewing and Discussion	5	Sunday, Feb. 14 5:00 p.m. EST
Assignment #2	10	Sunday, Feb. 14 5:00 p.m. EST
Week 6: Reading/Viewing and Discussion	5	Sunday, Feb. 21 5:00 p.m. EST
Week 7: Reading/Viewing and Discussion	5	Sunday, Feb. 28 5:00 p.m. EST
Reflection Paper #1	25	Sunday, Feb. 28 5:00 p.m. EST
Week 8: Reading/Viewing and Discussion	5	Sunday, Mar. 6 5:00 p.m. EST
Week 9: Reading/Viewing and Discussion	5	Sunday, Mar. 13 5:00 p.m. EST
Assignment #3	10	Sunday, Mar. 13 5:00 p.m. EST
SPRING BREAK	NO ASSIGNMENTS	March 12 - 20
Week 11: Reading/Viewing and Discussion	5	Sunday, Mar. 27 5:00 p.m. EST
Assignment #4	10	Sunday, Mar. 27 5:00 p.m. EST
Week 12: Reading/Viewing and Discussion	5	Sunday, Apr. 3 5:00 p.m. EST
Week 13: Reading/Viewing and Discussion	5	Sunday, Apr. 10 5:00 p.m. EST

Reflection Paper #2	25	Sunday, Apr. 10 5:00 p.m. EST
Week 14: Reading/Viewing and Discussion	5	Sunday, Apr. 17 5:00 p.m. EST
Week 15: Reading/Viewing and Discussion	5	Sunday, Apr. 24 5:00 p.m. EST
Week 16: Reading and Discussion	5	Sunday, May 1 5:00 p.m. EST
Week 17: Reading/Viewing and Discussion	5	Friday, May 6 5:00 p.m. EST
Final Course Project (Last week of classes)	35	Friday, May 6 5:00 p.m. EST

Attendance, Lateness, and Incompletes

Discussion posts/responses, assignments, and projects must be submitted via Canvas by 5:00 p.m. EST the Sunday they are due. Students are expected to turn in assignments on time. I understand that students work weekends, so contact me via email if you need an extension through Sunday at midnight. Most of the time, I'm able to grant this.

If you are sick or need an extension beyond a few hours, please describe your situation to me as soon as possible via email at spring.keb@gmail.com.

Discussions are closed at midnight on Sundays. If you haven't posted, you won't receive your points. When your other work is late without notifying me, you'll lose one point per day. I have built in an extra 5 points for every student. You can use these to make up any portion of your credit.

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. <http://registrar.iupui.edu/incomp.html>

Standard grading expectations:

A

Outstanding achievement. Student performance demonstrates full command

of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A-

Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+

Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B

Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B-

Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+

Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

To satisfy IUPUI LIS department standards, a grade must be B- or above.

For students with differing abilities, please visit IUPUI's Adaptive Educational Services website: <http://aes.iupui.edu/resources.html>

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.

Additional Standards from the School of Informatics and Computing (SOIC)

Code of Conduct: All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero

on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. <https://www.indiana.edu/~istd> You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin>

For details on Campus Policies and Academic Misconduct, see
http://registrar.iupui.edu/course_policies.html

Administrative Withdrawal: A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

IUPUI Mission Statement and Statement of Values

The Mission of IUPUI is to provide for its constituents excellence in Teaching and Learning; Research, Scholarship, and Creative Activity; and Civic Engagement. With each of these core activities characterized by Collaboration within and across disciplines and with the community; A commitment to ensuring diversity; and Pursuit of best practices. IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational

programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.