Government Information Sources

INSC 534 Fall 2016, Distance Education Couse (Graduate Course)
Dr. Kimberly Douglass, Associate Professor
School of Information Sciences (SIS), University of Tennessee, Knoxville

Class Meetings
Wednesdays, 6:30pm-9:10pm EDT, Zoom, slides are typically available prior to the start of class on Blackboard. This course is designed to be highly interactive. Participation by video and audio is required.

Please click this URL to start or join. https://tennessee.zoom.us/j/491855532
Or, go to https://tennessee.zoom.us/join and enter class session/meeting ID: 491 855 532

Office Hours
Via email and by appointment. Expect email responses within 24-48 hours on weekdays. If you receive an "out of office" reply, response may be delayed. If you and I schedule a meeting time, assume that the time we set is in Eastern Standard Time. I am also open to Skyping. Kimberly.douglass2

Instructor's Office
453 Communications Bldg., 1345 Circle Park Drive, Knoxville, TN 37996
Office: 865.974.7919, Fax (SIS): 865.974.4967
Email: kdougla2@utk.edu [usually most efficient way of reaching me]

Course Description: (3) Selection, acquisition, organization, and utilization of government information in a variety of formats from legislative, judicial and executive branches of federal, state, local, and international governments and inter-governmental agencies

Course Outcomes
Upon taking this course, you should be able to:
- Discuss the importance and utility of government information sources;
- Select appropriate sources to meet particular needs (becoming familiar with the basic tools);
- Identify and discuss activities involved in making these sources available for use;
- Identify and discuss the elements of an effective government information program in a library or information agency;
- Package and bundle government data/information for stakeholder use;
- Integrate government data/information into professional practice and research; and
- Thoughtfully discuss the future of government information in light of present trends.

Required Text
Required: Hartnett, Cassandra J., Andrea L. Sevetson, and Eric J. Forte. 2016. *Fundamentals of Government Information: Mining, Finding, Evaluating, and Using Government Resources*. Neal-Schuman Publishers: New York. 2nd Edition. Other readings are cited below and are easily accessible @ lib.utk.edu. Other resources: usability.gov; ideo.com; brightidea.com; Daniel Pink's *A Whole New Mind: Why Right-Brainers Will Rule the Future* Mar 7, 2006. Students are invited to post interesting news pieces, short studies, and short policy reports on the discussion board.

College of Communication and Information Diversity Statement
The College of Communication & Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement; helps students develop critical thinking skills; and prepares students for social and civic responsibilities. All members of the College benefit from diversity, and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community (see http://www.cci.utk.edu/diversity-statement for CCI's full Diversity Statement).

Students with Special Needs
The University of Tennessee intends to comply with requirements of Section 504 of the Rehabilitation Act of 1973 and those of the Americans with Disabilities Act (ADA) of 1990. Students with special needs should consult with the instructor as early as possible in the term about possible accommodations under these regulations. You should also contact the Office of Disability Services as quickly as possible. The Office is located at 915 Volunteer Blvd/100 Dunford Hall, Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: ods@utk.edu.

Grading Papers and Assignments
- All individual assignments are due in **BlackBoard "Assignments"** by 11:59PM on their respective due dates.
- Group assignments will be shared with me via Google Docs by the end of the respective class session.
- Unless you experience some abnormality, there is no need to tell me you have posted your assignment.
- Unless told otherwise, each student will work alone to complete the following assignments:

Assignment	Due Date	Percent of Course Grade
This grade is based upon attendance and meaningful participation based on having read the assigned material and participating fully in the completion of in-class assignments. Full participation requires a functional (internal or external) microphone, functional video, and text chat capability. Class recordings cannot be used to substitute class attendance.	Always	20%
Essay	August 30, 2016	10%
Business Plan	September 6, 2016 (idea) September 27, 2016 (final idea) October 18, 2016 (outline) November 29, 2016 (submit final plan)	5% 5% 20% 25%
Business Pitch Slides	November 29, 2016	15%

Order of most class sessions (EDT):
6:30 pm – 6:45 pm   Update class on assignments, etc.
6:45 pm – 8:00 pm   Discuss readings
8:00 pm – 8:10 pm   Break
8:10 pm – 8:30 pm   Discuss business plans
8:30 pm – 9:10 pm   Work on exercises

Course Calendar and Weekly Schedule
*Chapters are listed below according to 2nd edition of the textbook. However, students may use the 1st edition. You will need to search by topic, rather than chapter.

Date	In-class	Out of class Assignments Due	
August 17, 2016	**Review in class:** Bertot, J., Jaeger, P. T., Gorham, U., Taylor, N., & Lincoln, R. (2013). Delivering e-government services and transforming communities through innovative partnerships: Public libraries, government agencies, and community organizations. Information Polity: The International Journal Of Government & Democracy In The Information Age, 18(2), 127-138. doi:10.3233/IP-130304. **Review in class**: Chapter 1: Introduction, The People's Information **Review in class**: Where have all the government documents librarians gone? Thura Mack and Janette Prescod Reference Services Review 2009 37:1, 99-111 **Review in class:** Kristiansson, Michael René, and Theresa Dirndorfer Anderson. "Implementing entrepreneurial thinking into iSchool curriculum." iConference 2014 Proceedings (2014).		
August 24, 2016	**Read for today** - Chapter 2: How to Think Like a Government Documents Librarian **Read for today** - Bertot, John Carlo, and Paul T. Jaeger. "E-government education in public libraries: new service roles and expanding social responsibilities." Journal of Education for Library and Information Science 50.1 (2009): 39+. Academic OneFile. Web. 20 Aug. 2016.		

August 31, 2016	**Read for today** - Chapter 3: Congressional Publications **Read for today** – Skim LOC.gov - usability.gov https://www.govloop.com/	August 30, 2016	Due: Essay, Save as: *Lastname.Firstinitial.IS534.Essay.Aug30,2016*
September 7, 2016	**Read for today** – Chapter 4: Introduction to Law - Chapter 5: Public Laws and the U.S. Code **Read for today** - Skim budget.gov	September 6, 2016	Due: tentative idea for business Save as: *Lastname.Firstinitial.IS534.Topic.Sept6,2016*
September 14, 2016	**Read for today –** Chapter 7: Case Law and the Judicial Branch **Read for today** - Chapter 8: The President **Read for today** – Skim whitehouse.gov		
September 21, 2016	**Read for today** – Chapter 6: Regulations - Chapter 9: The Executive Branch **Read for today** – Skim federalregister.gov	September 20, 2016	Due: Final idea for business Save as: *Lastname.Firstinitial.IS534.FinalTopic.Sept20,2016*
September 28, 2016	**Read for today -** Douglass, K. (2016). Studying the information needs of e-governance stakeholders: Environmental justice as a context for tool development. Information Polity: The International Journal Of Government & Democracy In The Information Age, 19(1), 97-113. doi:10.3233/IP-140323 **Read for today** - Chapter 10: Statistical Information **Read for today -** Heintz, J. P. (2004). Developing a Library School Course in Government Statistics. Journal Of Education For Library & Information Science, 45(3), 189-199. doi:10.2307/40323886		
October 5, 2016	**Read for today** – Skim ncsl.org **Read for today** – Skim governing.com		
October 12, 2016	**Read for today -** Chapter 16: Census		
October 19, 2016	**Read for today** - Chapter 11: Health Information **Read for today** – Skim http://hdr.undp.org/en/2016-report/download	October 18, 2016	Due: Written Outline and Progress Report on business plan Save as: *Lastname.Firstinitial.IS534.Outline.Oct18,2016*

October 26, 2016	**Read for today** - Chapter 12: Education Information		
November 2, 2016	**Read for today** - Chapter 13: Scientific and Technical Information		
November 9, 2016	**Read for today** - Chapter 14: Environment and Energy Information		
November 16, 2016	**Read for today** - Chapter 18: Business, Economic, and Consumer Information - Chapter 17: Patents, Trademarks, and Intellectual Property		
November 23, 2016	**Read for today -** Chapter 16: Census **(again)**		
November 30, 2016 Last class meeting	**Read for today -** Chapter 15: Historical and Archival Information	November 29, 2016	Due: Presentations Slides, Save as: *Lastname.Firstinitial.IS534.Presentation.Nov29 2016*
UTK fall 2016 classes end Thursday, December 1, 2016.			

Papers and Assignments in Detail

Assignment files must be labeled per instructions on the schedule. Failure to do so will result in lost points.

Essay (3 to 4 pages)

Write an essay (no listing) about <u>one</u> of your recent encounter(s) with government information. This assignment should encourage you to think about the role of government information in sustaining your current day-to-day life. You may talk about federal, state, or local government or a combination of the three. Your description should demonstrate:
▪ An awareness of what government is;
▪ An awareness of how government information affects every day life; and
▪ Some evaluation of how this information helps sustain your life [most important].

Although you are not prohibited from criticizing the government, your essay should not be a blanket criticism of government. Whether your comments are positive, negative, or neutral toward government, clearly explain the nuances of the situation.

This essay should be cohesive and well organized (cohesive introduction, body, and conclusion with a connecting central idea). If you use someone else's ideas, make sure you cite the respective work. However, this essay should largely reflect your own experiences.

In-class Exercises
During most class sessions, I will create breakout groups and assign each group a research query or assign queries to individuals.

I am looking for
- Evidence of a thoughtful strategy for using the most appropriate resources first (this will improve as you learn from this class);
- Discussion of your thoughts throughout the search process;
- Evidence that all members participated in the discussion;
- Use of a variety of appropriate resources including nongovernmental publications when appropriate;
- [Explain and label] A brief description of the material/your own evaluation of the most useful resource (e.g., useful to whom, when…);
- [Explain and label] Lessons learned, including a closing summary of how you would handle such a query in the future (e.g., what you did not know before….); and
- A list of all participants at the top of the pad.

Use a Google Docs pad to collaborate with classmates.
Share the pad link with me at kimduckless@gmail.com at the end of the class session.

Business Plan
Create a business plan for a (realistic) small business that bundles and packages government data or information.
I.   Distinguish the small business from its central product.
II.   Identify the following using the sba.gov guidelines for creating a business plan:
    a. Executive Summary
    b. Company Description
    c. Market Analysis
    d. Organization and Management
    e. Service and Product Line
    f. Marketing and Sales
III.   Identify relevant sources
IV.   Explain the value you add by bundling and/or packaging these sources

Business Pitch to Venture Capitalists or for Initial Public Offering (IPO)
In five to ten minutes deliver an oral overview (in PowerPoint). I am looking for:
- A clear, easily understood presentation;
- A well-organized presentation with an attention grabbing opening, summary, and closing [no more than three slides];
- Clear descriptions of resource (s);
- A clear indication of the economic value of the business venture;
- A clear indication of how communities will be served by this venture;
- Evidence of guidance from sources that suggest how to deliver pitches; and
- Citation of your sources

Expectations

For your submissions, you earn grades on the basis of quality of thought and writing style, thoroughness of research, and of references and originality. Only exceptional work will receive an "A" grade.

In addition to assignment specifics, all written work will be evaluated in terms of these criteria:
- Quality of the presentation-neat and free from error;
- Quality of the writing, clear, direct, and correct;
- Quality of the organization-smooth, logical flow of content;
- Quality and amount of reflection, analysis, and evaluation;
- Use of a variety of appropriate sources; and
- Comments on lessons learned. [Your ability to reflect is vital to your success in this program.]

Preparation of Written Work

The standard SIS resource for matters of documentation is Kate L. Turabian, a *Manual for Writers of Term Papers, Theses, and Dissertations*, 5th edition [or later] (Chicago: University of Chicago Press, [latest edition]). (Paperbound copies abound in local bookstores.) Turabian is derived from the Chicago Manual of Style. For matters not covered in Turabian or where there is ambiguity, the latest edition of the Chicago Manual of Style is ultimately authoritative. It is also permissible to use either the APA or MLA style of documentation.
- All sources must be cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.
- Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one point.
- Papers should be submitted in 12-point font, double-spaced lines.
- All work should be paginated.
- Submit work to BlackBoard "Assignments."

Penalty for Late Work

Except by prior agreement, ½ letter grade per working day may be deducted for written or oral work not submitted by 11:59pm on the day due. For example, a paper which would normally receive the letter grade of "B" may receive a "C" if two business days late--and so forth. "Prior arrangement" means at least 24 hours prior to the original time scheduled for the presentation or paper.

Student Performance Evaluation

A	92.5 – 100	Excellent
B+	87.5 – 92.4	Very Good
B	79.5 – 87.4	Good
C+	74.5 – 75.4	Marginal
C	69.5 – 74.4	Below graduate level (C or below)

Class Attendance and Participation Policy
- Students are expected to attend class regularly and be prepared to fully participate in each discussion by having read the assigned readings.
- Full participation requires each student to have microphone, video, and text chat capabilities.

- Meaningful participation also involves reserving space for your colleagues to communicate their ideas.

Class Cancellations
Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements and an announcement on **BlackBoard** and in your email box.

Academic Dishonesty
Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in <u>all</u> written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses.
Specific examples of plagiarism are:
1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source   (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g.,paper, speech, bibliography, or photograph). See UT Hilltopics for University policy.