

**COURSE SYLLABUS -- SPRING 2014**

Long Island University – CW Post  
College of Education, Information, and Technology  
Palmer School of Library and Information Science  
**Course LIS 669 : Government Information**  
**CRN: 6157 - 3 Credits**

**Instructor:** Dr. David Jank                      **Office:** Palmer School – Room 341

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**Office Hrs.:**    ● Available online every Friday afternoon (2:00 p.m. to 5:00 p.m.)  
                         ● Available at Post or Manhattan campuses by appointment  
                         ● I will also regularly be “checking in” and available via Blackboard email

**Class Mtgs.:** Blended Course  
(all activities asynchronous; in-person meetings as announced)

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**Course Description:**

This course will provide students with an overview of government information services, sources, and issues, at all levels. Students will be introduced to publications, databases, Web sites, periodicals, multi-media services, and Internet portals available for obtaining information from a variety of government departments. United States and State of New York Government Agencies, Regional government offices, the Federal Depository Library Program, and the network of Presidential Libraries, will all be studied. International issues relating to government information, as well as trends in access, economics, and social concerns surrounding government information and governmental regulation of information access and use, will also be examined.

**Course Objectives:**

Students will be expected to master the following:

1. Knowledge of the structure and operation of the U.S. Federal Depository Library Program
2. Knowledge of the structure and operation of those federal government agencies that participate in the U.S. Federal Depository Library Program
3. Familiarity with the standards for selection of government information
4. Understanding of the methods for integration of government information into regular library reference services
5. Awareness of the social, economic, and ethical issues relating to government information and governmental regulation of information access and use
6. Mastery of the audit procedure for analyzing government information collections
7. Ability to describe how the U. S. government handles the distribution of its published information

**Palmer School Objectives Adapted for this Course:**

**1. Principles, Ethics, and Philosophy of Information Services:**

1A. Students will explain and apply the ethics, history, values, philosophy and principles of the library and information science professions

1C. Students will explain, compare and contrast different types of collections, libraries and information centers

1D. Students will use effective communication skills applicable for specific audiences and user groups.

**2. Description, Organization and Operation of Information and Information Systems:**

2D. Students will evaluate information systems and technologies based on functionality, usability, cost, and quality

**3. Information Services:**

3B. Students will develop and deliver information programs designed to meet the needs of specific users and communities

3C. Students will integrate technology, including emerging technologies, into operational services, as well as instruction and outreach programs

3D. Students will use a variety of technologies to deliver resources and services in accordance with legal, ethical and professional standards

**4. Administration and Management:**

4B. Students will explain and apply management principles, processes, and practices including those relating to innovation and strategic planning as well as human resources, financial, and operational functions of a library or other type of information organization

**Required Readings:**

Professional literature, as distributed either in class, or as cited in the online class Web site. All articles, papers, and related readings will be from materials known to be available either online, or in the C.W. Post Schwartz Library. Students will also be required to regularly visit various Web sites pertaining to class discussions, and read selected materials there. Lists of these Web sites will be provided in the online classroom.

**Recommended Readings:**

*Note: There is no “required” purchase of a particular text for this class; however, students will be expected to consult with library copies of these materials on their own when preparing class assignments. Citations to these sources, or others like them, **will be expected** in all writing-based assignments.*

American Library Association. Commission on Freedom and Equality of Access to Information. 1986. Freedom and Equality of Access to Information. Chicago, IL: ALA. (related documents available at ALA Web Site: [www.ala.org](http://www.ala.org))

Fulfilling Madison’s Vision: the Federal Depository Library Program. Washington, DC: GPO, 1996.

Government Information Quarterly. *A scholarly journal*.

Hernon, P., Shuler, J.A., and Dugan, R.E. 1999. U.S. Government on the Web: Getting the Information You Need. Englewood, CO: Libraries Unlimited. (*available as e-Book*)

Morehead, J. and Fetzer, M. Introduction to United States Government Information Sources. 5<sup>th</sup> ed. Englewood, CO: Libraries Unlimited, 1995.

Notess, G.R. Government Information on the Internet. 3<sup>rd</sup> ed. Lanham, MD: Bernan Press, 2000.

Robinson, J.S. Tapping the Government Grapevine: the user-friendly guide to U.S. Government Information Sources. 3<sup>rd</sup> ed. Phoenix, AZ: Oryx Press, 1998.

**Course Requirements and Grading:**

<b><i>Note: See ‘Assignments’ folder on class Web site for further descriptions.</i></b>		
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1.	Quizzes and learning exercises	15%
2.	Maintenance of blogs (2) to share with class	25%
3.	Case study	20%
4.	Literature review	15 %
5.	Class discussion boards	15%
6.	Class participation and contributions	10 %

**General Guidelines and N.B.**

- All written assignments must be prepared using word processing software, 12 point type, and Times Roman font. Papers must be double-spaced, with approximately 1" margins. Overall appearance of submitted assignments will always be considered when grading. ***Points will be deducted for grammatical errors and tardiness. No assignments will be accepted more than one class session late, unless special arrangements are made with the instructor.***
- Except when otherwise noted, APA Format must be followed for all written assignments. It is also expected that sources utilized for assignments and papers will be varied in format between print/non-print, and online/offline materials. Please consult the Long Island University Library's online guide to citation formats.
- Given the nature of the Library and Information Science profession, it is expected that students fully understand the gravity of copyright and plagiarism issues. ***Inappropriate activity in these areas will be handled accordingly.*** You may consult the Long Island University's plagiarism Web link for further discussion.
- This course is designed to assist in the development of future Library and Information Science professionals. Students are expected to be able to locate materials on their own, and to seek assistance when necessary. The facilities of the Long Island University Libraries in Brookville and Brooklyn, the Dowling College Library in Oakdale, the New York Public Library in Manhattan, and just about any academic library can be expected to suffice for these purposes. Students will also be expected to visit a Depository Library site (Long Island University is one) for additional research, as well as to consult with various government agencies and departments online.
- Similarly, students will be required to master technology skills necessary for completing class assignments on their own. While instruction on computer applications may be provided, nothing inordinate will be expected in order to complete assignments successfully. Please consult the Class Web Site for detailed overviews of the use of Blackboard/WebCT.
- Opportunities for Online Lab sessions may be available if resources permit. Please contact me if you are interested in arranging for an online tutorial of library research materials. Additional hours for all Long Island University library locations and computer labs will be announced accordingly so as to assist those students who may be able to make use of them in person.
- All assignments are due on the assigned due date, and points will be deducted on a pro-rated basis for those materials handed in late. No assignments will be accepted following the last scheduled class date.

**New York State Education Department (NYSED) Regulations Breakdown**

Students should understand that from week to week, regular reading requirements will be expected of them, regardless of whether or not any written assignment is due. Completion of class readings will be necessary in order to master competencies identified for this course. As indicated on the following pages of this syllabus, students will be expected to lead and/or participate in group discussions of course readings in order to demonstrate their familiarity with the material. It is therefore imperative to keep “on top” of class readings in order to be able to comprehend class discussions and materials in subsequent weeks during the semester. The following breakdown should serve as a guide for students in completing their required work according to the weekly schedule included in this syllabus.

**Expected Levels of Student Work as per NYSED Requirements: 150 hours**

- 30 hours:** Class meetings  
*(2 hr. seminar meeting for 15 weeks)*
- 60 hours:** Required readings, research, data collection  
*(approx. 10 weeks @ 6 hrs./wk)*
- 60 hours:** Written assignments, virtual assignments (Blackboard and online exercises), oral presentations, quizzes, etc.  
*(approx. 15 weeks @ 4 hrs./wk)*

**CLASS SCHEDULE AND ASSIGNMENTS****UNIT 1**

*Please be sure and review our course Web site and resource folders as soon as you can before undertaking any of your class assignments!*

**Topics for this class:**

- Review of course content – Be sure and review the entire course syllabus
- Roundtable - Introduce yourself to your classmates, both in class and during the week via our online discussion board
- History of government information
- Structure of government agencies

**Assignment(s) due by Feb. 7:**

- Post your introduction on the class discussion board
- Explore the government agencies' web site ([www.firstgov.gov](http://www.firstgov.gov)) as much as possible to acquaint yourself with its contents
- Subscribe to the GOVDOC-L online listserv, and forward a copy of your confirmation notice to your instructor

**UNIT 2****Topics for this class:**

- Types and levels of government information agencies
- The Government Printing Office (GPO)
- The Federal Depository Library Program (FDLP)
- State and Local Government Information Sources

**Assignment(s) due by Feb. 14:**

- Complete first exploratory essay on the FDLP
- Locate the Item Selection profile for the FDLP and familiarize yourself with it
- Submit to your instructor, and post in your discussion area, the **name of the government agency** you plan to monitor in your class blog, as well as the **public information topic** you plan to monitor in your secondary blog

**UNIT 3****Topics for this class:**

- Depository Library Program operations
- Item selection profiles
- Document distribution
- Shipping Lists, Needs and Offers, etc.

**Assignment(s) due by Feb. 21:**

- Complete the Item Selection assessment quiz in the Resources folder
- Visit the FDLP and FirstGov Web sites
- Set up both of your course blogs, with an explanation and overview of its contents
- Fill out the course blog profile sheet
- Announce and promote your course blogs to your classmates via our discussion board (*Note: These will be expected to be “skeletal” at this point!*)

**NOTE: *In-person class meeting coming up, on Feb. 26<sup>th</sup>. Bring lots of questions!***

**UNIT 4****Topics for this class:**

- Government Documents: Print Sources
- Government Documents: Online Sources
- Government Documents: Agency-only Sources
- Government Documents: Classification and Declassification

**Assignment(s) due for March 7:**

- Complete assigned readings
- Prepare bibliography for your public information topic, and post a draft of it in your discussion board area
- Continue working on your blogs
- Begin working on fact-hunting exercises

**UNIT 5****Topics for this class:**

- Presentations of information sources
- Conspectus tests
- Item profiles
- Information audits
- Locating Regional, Full, and Partial Depository Libraries
- Visit and tour the LIU Depository Library

**Assignment(s) due for next class:**

- Prepare for case study
- Locate and visit online the Library Web sites for 10 different places that have government depository collections and see if you can locate their government information collections
- Try to identify two depository collections to prepare for your case study
- Complete the Depository Library Visitation Log included in the “Assignments” folder and submit to your instructor via Blackboard/WebCT e-mail
- Keep entering data into your blogs!

**NOTE: Spring Break runs from March 8 – 16**

**UNIT 6****Topics for this class:**

- Online elections and voting security
- Conducting a conspectus audit
- Item profiles
- Information audits
- Locating Regional, Full, and Partial Depository Libraries

**Assignment(s) due by March 21:**

- Read: “Venturing to Vote Online,” from *Technology Review*
- Read: “Is the Global Information Infrastructure a Democratic Technology?” from *Readings in Cyberethics*
- Locate 3 article citations pertaining to online elections to review during the next class. They must be prepared as APA citations with a (**very brief**) abstract, written by you, and typed (no more than 1 or 2 pages) for distribution to the class
- Prepare to demonstrate your blog at the next class meeting

**Note: We will have an in-person class on March 26<sup>th</sup>.**

**UNIT 7****Topics for this class:**

- Round-robin discussion: Conducting elections in an online democracy
- Class presentations of first blog
- Demonstrations of individual blogs
- Superintendent of Documents (SuDocs) classification and taxonomy
- Searching government information in traditional library catalogs
- Integrating government information into traditional library collections

**Assignment(s) due by March 28:**

- Prepare for presentations at the next class

***Note: We will have an in-person meeting on April 2.***

**UNIT 8****Topics for this class:**

- State and local government information sources
- Presidential libraries

**Assignment(s) due by April 11:**

- Visit at least 5 state, local, or regional government information Web sites
- Visit at least 3 Presidential library Web sites
- Complete the State Library Visitation Log included in the “Assignments” folder and submit to your instructor via Blackboard/WebCT e-mail
- Complete the Presidential Library Visitation Log included in the “Assignments” folder and submit to your instructor via Blackboard/WebCT e-mail
- Prepare a brief oral presentation describing your experiences with the sites you visited, and lead a class discussion on them next class (**Note:** Be sure to bring the URLs with you to class so you can give us a virtual tour.)
- Keep entering data into your blog!

***Note: Potential in-class meetings on April 16<sup>th</sup> and 23<sup>rd</sup> for final group presentations and discussions. More details to be announced.***

**UNIT 9**

**Topics for this class:**

- Class presentations
- Social, political and economic aspects of Government Information
- International and global aspects of Government Information and regulation
- Regulation of the Internet

**Assignment(s) due during remaining weeks:**

- Read: “Big Brother Versus Anonymity on the Internet: Implications for Internet Service, Providers, Libraries, and Individuals Since 9/11,” from *New Library World*
- Submit to the class discussion board your case study analysis of the Presidential library you selected for review
- Finalize your choice of a social issue of interest to you for your second blog and gather news items about it
- Keep entering data into **both** of your blogs!
- Prepare to demonstrate your second blog at the upcoming class meetings

**FINAL CLASS MEETINGS**

**Topics for this class:**

- Demonstrations of second blogs
- Information Policy
- Information Ethics
- Information Privacy

**Assignment(s) due for next class:**

- Submit a discussion topic post to the class discussion list highlighting some of your own conclusions about the data being shared on the GOVDOC-L listserv
- Read: “Government Regulation of Intellectual Property” essay
- Read: “Is Copyright Ethical?” from *Readings in Cyberethics*
- Read: “The U.S. and the E.U.: Divergent Paths to Privacy Protection” from *Cyberethics*
- Read (*that is, SKIM!*) the “Freedom of Information Act Reference Guide” located at <http://www.usdoj.gov/oip/referenceguidemay99.htm#intro>
- Keep entering data into **both of** your blogs!

**Note: Be on the lookout for final announcements of postings and commentaries to add to the discussion boards upon completion of all the assignments.....**