

**RECEIVED**

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OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 10/31/2014

Current Prefix and Number: ICT - Information Communication Technology, ICT 205 ISSUES IN INFO AND COMM  
TECH POLICY

Other Course:

Proposed Prefix and Number: ICT 205

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Global Dynamics

**1. General Information**

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Library &amp; Information Science

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Will Buntin

Email: will.buntin@uky.edu

Phone: (859) 257-3317

Responsible Faculty ID (if different from Contact)

Name: Jeff Huber

Email: jeffrey.huber@uky.edu

Phone: (859) 257-2334

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: ISSUES IN INFORMATION AND COMMUNICATION TECHNOLOGY POLICY

Proposed Title: ISSUES IN INFORMATION AND COMMUNICATION TECHNOLOGY POLICY

c. Current Transcript Title: ISSUES IN INFO AND COMM TECH POLICY

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course introduces students to the legal, political, and ethical issues confronting today's information professionals and the subsequent impact of these issues on information and communication technology (ICT) policy and law development. The rapidly evolving ICT infrastructure and the global shift to an information society will provide the context for the course. Emphasis will be placed on: organizational policy development, information ethics, computer ethics, freedom of speech and expression online, information filtering, intellectual property, cyber law, and pertinent legal and political acts related to the present information and communication infrastructure.

Proposed Course Description for Bulletin: This course introduces students to the legal, political, and ethical issues confronting today's information professionals and the subsequent impact of these issues on information and communication technology (ICT) policy and law development. The rapidly evolving ICT infrastructure and the global shift to an information society will provide the context for the course. Emphasis will be placed on: organizational policy development, information ethics, computer ethics, freedom of speech and expression online, information filtering, intellectual property, cyber law, and pertinent legal and political acts related to the present information and communication infrastructure.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## **Distance Learning Form**

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JTHU222|Jeffrey T Huber|ICT 205 CHANGE Dept Review|20140923

SIGNATURE|MSBEAC2|Megan B Sizemore|ICT 205 CHANGE College Review|20141007

SIGNATURE|JMCDO2|Juliana McDonald|ICT 205 CHANGE UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|ICT 205 CHANGE UKCEC Review|20150415

SIGNATURE|JMETT2|Joanie Ett-Mims|ICT 205 CHANGE Undergrad Council Review|20150415

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

**Attachments:**

Upload File

	ID	Attachment
Delete	3722	Global Dynamics Form.doc
Delete	3953	10312014revisedICT205.docx

1

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b> ICT - Information Communication Technology ICT 205 ISSUES IN INFO AND COMM TECH POLICY		<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) ICT 205 <input checked="" type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input checked="" type="checkbox"/> Global Dynamics		
<b>1. General Information</b>		
a.	Submitted by the College of: COMMUNICATION AND INFORMATION	Submission Date: 10/31/2014
b.	Department/Division: Library & Information Science	
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? Select...		
e.* Contact Person Name: Will Buntin      Email: will.buntin@uky.edu      Phone: (859) 257-3317 * Responsible Faculty ID (if different from Contact): Jeff Huber      Email: jeffrey.huber@uky.edu      Phone: (859) 257-2334		
f.* Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval    OR    Specific Term: 2		
<b>2. Designation and Description of Proposed Course.</b>		
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed change not affect DL delivery.		
b.	Full Title: ISSUES IN INFORMATION AND COMMUNICATION TECHNOLOGY POLICY	Proposed Title: * ISSUES IN INFORMATION AND COMMUNICATION TECHNOLOGY POLI
c. Current Transcript Title (if full title is more than 40 characters):		ISSUES IN INFO AND COMM TECH POLICY
c. Proposed Transcript Title (if full title is more than 40 characters):		
d. Current Cross-listing:		OR

	<input type="checkbox"/> N/A	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):			
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):			
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>			
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain: _____
Proposed: *	Lecture 3	Laboratory <sup>2</sup>	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other _____ Please explain: _____
<b>f. Current Grading System:</b>		ABC Letter Grade Scale	
<b>Proposed Grading System:*</b>		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
<b>g. Current number of credit hours:</b>	3	<b>Proposed number of credit hours:*</b>	3
<b>h.* Currently, is this course repeatable for additional credit?</b>			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>* Proposed to be repeatable for additional credit?</b>			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>If YES:</b>	<b>Maximum number of credit hours:</b>		
<b>If YES:</b>	<b>Will this course allow multiple registrations during the same semester?</b>		<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i. Current Course Description for Bulletin:</b>			
This course introduces students to the legal, political, and ethical issues confronting today's information professionals and the subsequent impact of these issues on information and communication technology (ICT) policy and law development. The rapidly evolving ICT infrastructure and the global shift to an information society will provide the context for the course. Emphasis will be placed on: organizational policy development, information ethics, computer ethics, freedom of speech and expression online, information filtering, intellectual property, cyber law, and pertinent legal and political acts related to the present information and communication infrastructure.			
<b>* Proposed Course Description for Bulletin:</b>			
This course introduces students to the legal, political, and ethical issues confronting today's information professionals and the subsequent impact of these issues on information and communication technology (ICT) policy and law development. The rapidly evolving ICT infrastructure and the global shift to an information society will provide the context for the course. Emphasis will be placed on: organizational policy development, information ethics, computer ethics, freedom of speech and expression online, information filtering, intellectual property, cyber law, and pertinent legal and political acts related to the present information and communication infrastructure.			
<b>j. Current Prerequisites, if any:</b>			
<b>* Proposed Prerequisites, if any:</b>			
<b>k. Current Supplementary Teaching Component, if any:</b>			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES <sup>2</sup> , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally requires at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

**Course Review Form  
Global Dynamics**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** ICT205: Issues in Information and Communication  
Technology Policy

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:  
Readings and in-class discussion

Brief Description:

Because this course focuses on issues in ICT policy with respect to the global information society, students will read about and discuss how a diverse cadre of countries and organizations deal with issues of equality with respect to subjects like freedom of expression and access to information. These, of course, are not the only subject areas in which issues of equality will be discussed.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:  
Page 3

Brief Description:

The Terms and Conditions project requires students, in groups to consider the organizational policies of an ICT organization within the context of the course readings. That is, students will examine whether these policies comply with the diverse global laws and policies with respect to information and communication technology.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:  
Readings and in-class discussion

Brief Description:

ICT policy considers not only the laws and political regulations, but also the ethical considerations with respect to new technology. Therefore, the course readings, and discussions of those readings, will weigh the ethical considerations inherent in the use and mis-use of ICTs, as well as how organizations are resolving these ethical conflicts.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a



studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:  
Page 3, Blog posts

Brief Description:

Each student is required, during the course of the semester, to write 3 blog posts for the class blog. Within these blog posts of at least 300 words, students must examine a current issue or situation in the news evoking ICT policy issues with respect to class readings and discussions.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:  
Readings and class discussion

Brief Description:

Again, because this course focuses on issues in ICT policy with respect to the global information society, students will read about and discuss how a diverse cadre of countries and organizations deal with issues of equality with respect to subjects like freedom of expression and access to information.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:  
Page 3, Terms and Conditions Project

Brief description:

The Terms and Conditions project requires students, in groups to consider the organizational policies of an ICT organization within the context of the course readings. That is, students will examine whether these policies comply with the diverse global laws and policies with respect to information and communication technology. Within the research and examination of the policies, and class readings, students will examine the social, cultural and institutional changes that organizations must consider. In addition, students will consider the regional, national or cross-national issues that organizations may face with respect to current policies.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:  
Page 3, Terms and Conditions Project

Brief description:

The Terms and Conditions project requires students, in groups to consider the organizational policies of an ICT organization within the context of the course readings. That is, students will examine whether

these policies comply with the diverse global laws and policies with respect to information and communication technology. This project is worth 35% of the grade for the class.

The non-US focus constitutes at least 50% of the course.

**Brief Description:**

All covered topics will be considered in comparative form. This means, although policy in the United States will be used as the familiar example of the topic being discussed, all topics will be examined using at least one, more often two, examples from other countries and/or regions including (but not limited to) the European Union, Canada, various South American countries, as well as various African and Asian countries.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

**Date/location on syllabus of such an assignment:  
Readings and blog posts**

**Brief description:**

All readings are made available either online or through library course reserves. Further, to complete their blog posts, students must conduct research, presumably online, to find out about a current ICT-related controversy.

**Reviewer Comments:**

# ICT 205: Issues in Information and Communication Technology Policy

## Instructor

Jasmine McNealy  
317 Lucille Little Fine Arts Library  
Lexington, KY 40506-0224  
Phone: 859.218.2297  
jemcnealy@uky.edu  
Preferred method of contact: email

## Office Hours

- TBD and by appointment
- Contact me via e-mail to schedule an appointment to meet: I will frequently respond as soon as possible, usually within 24 hours.

## Course Description

This course introduces students to the legal, political, and ethical issues confronting today's information professionals and the subsequent impact of these issues on information and communication technology (ICT) policy and law development. The rapidly evolving ICT infrastructure and the global shift to an information society will provide the context for the course. Emphasis will be placed on: organizational policy development, information ethics, computer ethics, freedom of speech and expression online, information filtering, intellectual property, cyber law, and pertinent legal and political acts related to the present information and communication infrastructure. All of these issues are examined with respect to the global cultures from which they develop.

## Course Objectives

- To examine the ways in which culture influences the creation and maintenance of law, policy, and regulation
- To examine the implications of current issues and trends in the global ICT infrastructure on policy development and maintenance.
- To evaluate the methodologies and tools for the development of contemporary ICT law and policy.
- To analyze key issues in ICT policy related to government and private sector information, intellectual property, censorship, information equity, and information security.
- To discuss the ethical aspects of ICT policy and law in global civil society.

## Learning Outcomes:

Students completing the course will be able to:

- Define and describe relevant aspects of ICT policy
- Understand how systems of shared values influence the creation of laws, policies, and regulations.
- Recognize, evaluate and determine emerging policy issues and how it impacts the ICT landscape.
- Identify stakeholders impacted by ICT policy development
- Critically consider Constitutional Sections, Amendments, Acts, laws and court decisions governing information and communication technologies in the United States and abroad.
- Critically consider specific national and global policy issues governing information, communication, and technology professions, particularly in regard to freedom of speech, information equity, and standards of moral and ethical conduct.

## Course Overview

The following broad topical areas including, but not limited to:

- Cybertechnology, Ethical Concepts, and Methodological Frameworks

- Online ethics
- Computer Ethics
- Current information policy issues
- Freedom of Expression and Content Controls
- Cyberlaw
- Freedom of Speech and Internet Filtering
- The Internet and Censorship
- Intellectual property rights
- Contemporary information policy and legal cases

### Course Methodology

Each week, students will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Read and understand any additional supplementary material that may be provided from time to time
4. Participate in class discussion.
5. Complete and submit all assignments and quizzes by their due dates.

### Required Reading

All class readings will be made available online or through UK Libraries Course Reserve.

## STUDENT EVALUATION

### Grading Scale

- [90% – 100%] = **A (Exceptional Achievement)**
- [80% – 89%] = **B (High Achievement)**
- [70% – 79%] = **C (Average Achievement)**
- [60% – 69%] = **D (Below Average Achievement)**
- [0% – 59%] = **(Fail)**

### Grading Parameters

Terms and Conditions Project:	35%
Blog Posts (3):	25%
Peer Critique/Response (3):	15%
Class Participation:	15%
Weekly Quizzes:	10%

### Quizzes

Weekly quizzes will be administered on Canvas. These quizzes represent **10%** of your overall course grade and may include multiple choice, true/false, matching, short answer, and essay questions. Quizzes will cover material discussed in class and assigned reading and research and must be completed before by class time each Tuesday.

### Blog posts

Three times during the semester, each student will be required to write a blog post of at least 300 words relating some current event or situation to what we have been discussing in class for posting to the class

blog (yet to be created). The post should incorporate the class readings and in-class discussions. Each student will also, three times during the semester submit blog responses that critically reflect on the topic of the week and incorporate the readings. Primary posts should be completed by the end of the day Wednesday of the week. Students must respond to at least two of their classmates' posts on the topic as well. Responses to classmate post must be **at least 100 words**. Responses should be completed by the end of the day Saturday of the week.

Weekly student blogging is worth **20%** of your grade; blog responses are worth **15%** of your grade.

**Blogging grades will be based on:**

1. **Analysis**
  - Content/substance
  - Support from readings and beyond
2. **Structure and Mechanics**
  - Word count
  - Intelligibility
  - Organization

#### **Terms and Conditions Project**

This group project is worth 35% of your grade. Students will be placed into groups to analyze the organizational policy, either the terms and conditions or privacy policy, for a particular ICT. Students groups will choose which ICT organization to study. Each group will then analyze the organization's current policy within the context of class readings and consider whether the current text complies with global policy. Students will then make recommendations for how organizations may amend current policy for compliance. (More information to be distributed in class)

#### **Class Participation**

Participation is not simply attending class. Students are expected to fully participate in class. This means having completed all assigned readings prior to class and arriving prepared to discuss the topics for that class period. All students participating in class discussions are expected to provide relevant discussion insight, be respectful of other classmates and their opinions and share any relevant personal experience that may add to the topic at hand.

This course follows the University of Kentucky policy on class attendance: **If a student misses more than one-fifth of the course contact hours, he/she cannot receive credit for the course. For a course meeting twice a week, students must withdraw or receive a grade of E upon the sixth absence.** This policy will be strictly enforced.

#### **Excused Absences (S.R. 5.2.4.2)**

Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.
- The death of a member of the student's household (permanent or campus) or immediate family.

- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.
- Major religious holidays. Prior notification is required.
- Any other circumstances which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences' effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

#### **Verification of Absences**

Faculty have the right to request appropriate verification when students miss class due to illness or death in the family. Any absence for University related travel should be provided prior to the absence.

#### **Submission of Assignments**

Assignments are due on the day listed or set in consultation with the instructor. Computer failures will not be accepted as valid excuses for late work. If you have a situation arise that will impact your ability to turn in your work on a timely basis, make the instructor aware of it as soon as possible.

#### **Academic Integrity, Cheating & Plagiarism**

According to Senate Regulation 6.3.1: "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

<http://www.uky.edu/StudentAffairs/Code/>

<http://www.uky.edu/StudentAffairs/Code/part2.html>

<http://www.uky.edu/Ombud/Plagiarism.pdf>: "Plagiarism: What is it?"

#### **Group Work & Student Collaboration**

Unless otherwise noted, all assignments must be completed by the individual student. Students are only allowed to collaborate on assignments when explicitly allowed by the instructor or syllabus.

### **Incompletes**

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 <http://www.uky.edu/StudentAffairs/Code/part2.html>.

### **Academic accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## **TECHNOLOGY INFORMATION & RESOURCES**

Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:  
<https://iweb.uky.edu/MSDownload/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

### **Teaching and Learning Services Center (TASC)**

<http://www.uky.edu/TASC/>; 859-257-8272

### **Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/UKIT/>; 859-257-1300

### **Course Reserves**

[http://www.uky.edu/Libraries/page.php?lweb\\_id=23&ltab\\_rank=3](http://www.uky.edu/Libraries/page.php?lweb_id=23&ltab_rank=3)

## **GENERAL COURSE POLICIES**

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <http://www.uky.edu/CIS/SLIS/academics/policies.pdf>

## Course Calendar

### Module 0: Intro to the U.S. System (to be completed online)

Date	Topic	Readings
	Foundations	A. Connelly, "The sources of law."
	U.S. Court System	United States Courts, "Federal Court Basics" and "Supreme Court of the United States" (all sections for both).
	How a case goes to trial	American Bar Association, "Steps in a Trial" (all sections except: Pretrial Procedures in Criminal Cases, Arrest Procedures, Bail, Plea Bargaining, and Sentencing) David D. Clark, Karen R. Sollins, John Wroclawski, and Robert Braden, "Tussle in Cyberspace: Defining Tomorrow's Internet," <i>SIGCOMM'02</i> , August 19-23, 2002.

### Module 1: Information Expression

Date	Topic	Readings
	Freedom of Expression	U.S. Constitution
	Theories of Expression	European Charter on Human Rights
	Technology and Expression	Constitution of South Africa Scanlon Jr, Thomas M. "Freedom of expression and categories of expression." <i>U. Pitt. L. Rev.</i> 40 (1978): 519. <req's UK Libraries login> Harris, Mike, "Time to step: the EU and freedom of expression," <i>Index on Censorship</i> , Report, Dec. 2013 Jackson, Benjamin F. "Censorship and Freedom of Expression in the Age of Facebook." <i>New Mexico Law Review</i> 44.1 (2014). Patry, Melody, "India: Digital Freedom under threat?" <i>Index on Censorship</i> , November 2013.

### Module 2: Information Access

Date	Topic	Readings
	Public Records and Freedom of Information Acts	Kwoka, Margaret B. "Freedom of Information Act Trial, The." <i>Am. UL Rev.</i> 61 (2011): 217.
	Public Meetings	Birkinshaw, Patrick. "Freedom of information." <i>Parliamentary Affairs</i> 50 (1997): 164-181.
	Open Data Movements	Beyer, Jessica L. "The Emergence of a Freedom of Information Movement: Anonymous, WikiLeaks, the Pirate Party, and Iceland." <i>Journal of Computer-Mediated Communication</i> 19.2 (2014): 141-154 <req's UK Libraries login>. Gurstein, Michael B. "Open data: Empowering the empowered or effective data use for everyone?." <i>First Monday</i> 16.2 (2011).

### Module 3: Information Protection

Date	Topic	Readings
	Defamation	Lidsky, Lyriisa Barnett. "Silencing John Doe: defamation & discourse



	Privacy The Right to be Forgotten	in cyberspace." <i>Duke Law Journal</i> (2000): 855-946 <req's UK Libraries login>.
		Scott, Donal. " <u>Searching, Suggesting and Speaking: Does a Company Have Recourse for Defamation on Google.</u> " <i>King's Student L. Rev.</i> 4 (2012): 119 <req's UK Libraries login>.
		Warren, Samuel D., and Louis D. Brandeis. "The right to privacy." <i>Harvard law review</i> (1890): 193-220.
		Caoukian, Ann " <u>Privacy by design: The 7 foundational principles.</u> " <i>Information and Privacy Commissioner of Ontario, Canada</i> (2009).
		Bennett, Steven C. " <u>Right to Be Forgotten: Reconciling EU and US Perspectives, The.</u> " <i>Berkeley J. Int'l L.</i> 30 (2012): 161.

#### Module 4: Information Ownership

Date	Topic	Readings
	Copyright	WIPO, "What is IP?"
	Trademark	<u>17 USC §§ 102, 103, 106, 107, 117</u> (definitions of works eligible for copyright; all links HTML)
	Patent/Trade Secret	<u>International and comparative law of patents</u>
		USPTO, " <u>Protecting Your Trademark</u> "
		WIPO Intellectual Property Handbook, " <u>Technological and Legal Developments in IP</u> "