

# COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>					
a.	Submitted by the College of:	Communication and Information Studies	Today's Date:	02/28/2011	
b.	Department/Division:	School of Library and Information Science			
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?		<input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition)		
e.	Contact Person Name:	Jeff Naidoo	Email:	jeff.naidoo@uky.edu	Phone: 257-4301
f.	Requested Effective Date:		<input type="checkbox"/> Semester Following Approval OR <input checked="" type="checkbox"/> Specific Term <sup>2</sup> : Spring 12		
<b>2. Designation and Description of Proposed Course.</b>					
a.	Current Prefix and Number:	LIS605	Proposed Prefix & Number:	_____	
b.	Full Title:	Information Policy and Technology Regulation	Proposed Title:	_____	
c.	Current Transcript Title (if full title is more than 40 characters):		Info Policy and Tech Regulation		
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____	
	Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____				
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 type.				
Current:	<input checked="" type="checkbox"/> Lecture <span style="border: 1px solid red; padding: 2px;">45</span>	<input type="checkbox"/> Laboratory <sup>5</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
Proposed:	<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
f.	Current Grading System:		<input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail		
	Proposed Grading System:		<input type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail		

<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 represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

<b>g.</b>	Current number of credit hours: <u>3</u>	Proposed number of credit hours: _____	
<b>h.</b>	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	Proposed to be repeatable for additional credit?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	If YES: Maximum number of credit hours: _____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>i.</b>	Current Course Description for Bulletin:	Examination of the three models of regulation by which society govern communication and information, and the problems and opportunities brought about by technological changes to media. Prereq: LIS 600 or consent of instructor.	
	Proposed Course Description for Bulletin:	<i>This course explores the socio-cultural, economic and political issues confronting communication and information professionals and the transformative impact of these issues on information policy development. The rapidly evolving communication and information infrastructure and the global shift to an information society will provide the context for the course. Within this context, emphasis will be placed on issues of access, which includes, universal service, intellectual freedom, intellectual property rights, privacy, security, advocacy, equity, and the role of library and information professionals and organizations in policy formulation.</i>	
<b>j.</b>	Current Prerequisites, if any:	<u>LIS600</u>	
	Proposed Prerequisites, if any:	<u>none</u>	
<b>k.</b>	Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l.</b>	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<b>3.</b>	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	Proposed to be taught off campus?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>4.</b>	Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<i>The course has not been offered for several years. Because of the dynamic nature of the information, communication and technology landscape, the course content was updated to reflect the ever-evolving changes in the ICT policy environment, and the impact of such changes on the social, cultural, economic and political landscape, both nationally and globally.</i>		
<b>5.</b>	Course Relationship to Program(s).		
<b>a.</b>	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
<b>b.</b>	Will modifying this course result in a new requirement <sup>7</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

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

# COURSE CHANGE FORM

## Signature Routing Log

**General Information:**

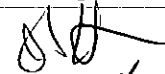

Course Prefix and Number: LIS605

Proposal Contact Person Name: Jeff Naidoo Phone: 257-4301 Email: jeff.naidoo@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
SUS Faculty	10/7/11	Jeff Huber 17-2554 @uky.edu	
DEAN DANO'HAIR	12/1/2011	DAN OHAIR 218-0290	 ohair@uky.edu
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>a</sup>
Undergraduate Council			
Graduate Council	4/9/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

<sup>a</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery.

All fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

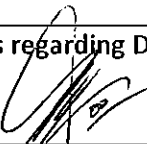
Course Number and Prefix: LIS 605	Date: 02/28/11
Instructor Name: Jeff Naidoo	Instructor Email: jeff.naidoo@uky.edu

<i>Curriculum and Instruction</i>	
1.	<p>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?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Existing course syllabus will be adapted to online environment. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>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.</p> <p>Many items from the face to face course will remain intact for this class including appropriate text and course goals. Assessment will be accomplished through similarly appropriate assignments such as papers, projects and course participation. Additionally, course will make use of online tools such as discussion boards, email, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>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.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center    DL = distance learning    DLP = Distance Learning Programs

	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Distance learning has been an intrinsic component of our program for a long time now, and we have made great strides in ensuring that student services are as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.</p>
<b>Library and Learning Resources</b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
<b>Student Services</b>	
8.	<p>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 Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students 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.</p>
<p>Does the syllabus contain all the required components, below? Yes</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p>	

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

	<p><b>Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)</b></p> <ul style="list-style-type: none"> <li>○ Carla Cantagallo, DL Librarian</li> <li>○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>○ Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>○ DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul>
10.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Jeff Naidoo</p> <p>Instructor Signature: </p>



## LIS 690 Special Topics: Information Policy

### Instructor

Jeff Naidoo, Ph.D.  
Assistant Professor  
329 Little Library Building  
jeff.naidoo@uky.edu  
859.257.4301  
Preferred method of contact: email

### Office Hours

- Wednesdays: 10am-2pm 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.
- We could meet face to face, telephonically, or via Skype (Skype id: jeff.naidoo)

## CLASS INFORMATION

**Course Format:** This is an *online* course, but asynchronous class discussion via Blackboard is required to facilitate a sense of community.

### Course Requirements

You will need access to an appropriate computer with a broadband Internet connection.

### Blackboard

The Blackboard course management system will be used to facilitate the class. Please visit <http://www.uky.edu/Blackboard/> to learn about this system and the login requirements.

## COURSE INFORMATION

### Course Description

This course explores the socio-cultural, economic and political issues confronting communication and information professionals and the transformative impact of these issues on information policy development. The rapidly evolving communication and information infrastructure and the global shift to an information society will provide the context for the course. Within this context, emphasis will be placed on issues of access, which includes, universal service, intellectual freedom, intellectual property rights, privacy, security, advocacy, equity, and the role of library and information professionals and organizations in policy formulation.

### Course Objectives

- To examine major information, communication and technology policies and policy theories shaping and impacting the national and global information society.

- To analyze the key issues that lie at the intersection of rapidly advancing global information systems and information policy.
- To evaluate the socio-cultural, political and economic impacts of information policy on global civil society.
- To promote advocacy of policy issues amongst library and information professionals.

### **Learning Outcomes:**

Students completing the course will be able to:

- Define and describe relevant aspects of information policy
- Identify stakeholders impacted by information policy development
- Critically consider the Constitutional Sections, Amendments, Acts, laws and court decisions governing information and communication in the United States.
- Critically consider specific national and global policy issues governing information, communication, and technology professions, particularly in regard to freedom of speech, intellectual property rights (copyright), information equity, standards of moral and ethical conduct, and privacy.
- Recognize, evaluate and determine emerging policy issues and how it impacts the social, cultural, political, and economic landscape.

### **Course Overview**

The following broad topical areas will be covered in this course:

- Information policy basics and theory
- Information policy as facilitator of new levels of entry into the global economy
- Information policy as barrier to global participation in the information economy
- Current information policy issues
- Key information policy instruments
- Key Stakeholders and Agencies involved in the development of information and policies
- Policy analysis and role of policy research
- Intellectual property rights and copyright
- Privacy of personal information and ethical dilemmas
- Balancing national security and information equity
- Future prospects and key issues in Federal information policies

### **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 the Discussion Boards and any other on-line assignments\*
5. Complete and submit all assignments by their due dates\*\*

\* Students are expected to participate in the discussion board topics, which will be posted no later than Sunday at midnight at the start of each week. The topics will relate to the course readings and



supplementary material assigned. Students will be evaluated based on the substance, facts, ideas, opinions, tone, and style of their responses. Responses will be monitored for inappropriate comments.

\*\* Students will also be expected to complete **three** assignments comprising of **one** critical response paper (Assignment 1) and **two** essays (Assignment 2 & Assignment 3):

### **Required Reading**

There are no required textbooks for this course.

Required readings are available via e-Reserves. To access the material, click on "e-Reserves" on the left panel on the Blackboard course site. Browse the list and select LIS 690-221.

## **STUDENT EVALUATION**

### **Grading Parameters**

- Assignment 1: 60 points
- Assignment 2: 100 points
- Assignment 3: 150 points
- Participation: 40 points

### **Grading Rubric**

The following grading rubric will be employed to evaluate student submissions:

#### **Written communication (50 %)**

##### ***Organization***

- Inadequate (10 %): There appears to be no organization of the essay's contents.
- Needs Improvement (15 %): Organization of the essay is difficult to follow, due to inadequate transitions and/or rambling format.
- Adequate (20 %): The essay can be easily followed. A combination of the following is apparent: Basic transitions are used; a structured format is used.
- Professional quality (25 %): The essay can be easily followed. A combination of the following is apparent: Effective transitions are used; a professional format is used.

##### ***Mechanics and grammar***

- Inadequate (10 %): Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics
- Needs improvement (15 %): The essay contains numerous grammatical and mechanical errors.
- Adequate (20 %): The essay contains minimal grammatical or mechanical errors.
- Professional quality (25 %): The essay is clear and concise and contains no grammatical or mechanical errors.

#### **Content (50 %)**

##### ***Correctness of facts***

- Inadequate (10 %): Most facts are wrong.
- Needs improvement (15 %): Some facts are wrong.
- Adequate (20 %): Technical details are generally correct.
- Professional quality (25 %): All facts are correct, and the technical explanation is both concise and complete.

### **Completeness**

- Inadequate (10 %): Did not address some of the questions.
- Needs improvement (15 %): Addressed the questions, but provided few details.
- Adequate (20 %): Address the questions, but left out some details.
- Professional quality (25 %): Addressed all questions completely.

### **Grading Scale**

[90% – 100%] = **A (Exceptional Achievement)**

[80% – 89%] = **B (High Achievement)**

[70% – 79%] = **C (Average Achievement)**

[0% – 69%] = **E (Fail)**

### **Participation**

Students are expected to participate in and complete weekly discussion board topics to earn participation points. A total of **eight** discussion forums will be initiated over the course of the semester, i.e., one discussion topic per week. You are required to make a post to **four of the eight** forums, each of which will be graded out of ten (10) points on the basis of their quality. A quality post will include a substantive and thoughtful contribution to the discussion board topic. “I agree with the author” will not be deemed a credit-worthy response.

There are no restrictions on which forum you may post to, but please make an informed selection. When you post to the discussion forum, ensure that you provide the following information in the subject line: Your surname and first name\_Post number (e.g. Smith John\_Post 3).

Please note that the fact that you are only required to make four quality posts to the discussion forum does not preclude you from visiting the discussion board weekly and reading and participating (i.e., posting) in the discussion threads.

I encourage you to complete your discussion posts and other work in *Notepad* and then paste it to Blackboard. If work is composed online and there is a technology- related failure, it will likely be lost.

**Please note:** Discussion board topics will be posted no later than Sunday at midnight at the start of each week.

### **Absences/Attendance**

SLIS faculty-adopted policy on excused absence will be adopted

### **Submission of Course Assignments**

Course assignment must be submitted via Blackboard.

## TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological 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

### Library Services

#### Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&lweb\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lweb_id=16)

#### Course Reserves

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

### **Assignment 1**

“Freedom of expression is a human right and guarantor of human dignity. This right includes the freedom to seek and impart information of all kinds, and through any medium. However, preserving anonymity in appropriate contexts is an important policy objective” (The Organization for Economic Co-operation and Development (OECD), 2010).

*Critically consider this statement and respond in an essay of 4 double-spaced pages (approximately 1000 words). The response MUST address the issue of when sharing data – on what we read, view, listen to, and interact with – becomes invasive as opposed to interactive.*

### **Assignment 2&3**

On 04/23/2010, the following notice appeared in the Federal Register, the daily journal of the United States Government. The notice was published jointly by the National Telecommunications and Information Administration, the International Trade Administration, and the National Institute of Standards and Technology:

“The Department of Commerce's Internet Policy Task Force is conducting a comprehensive review of the nexus between privacy policy and innovation in the Internet economy. The Department seeks public comment from all Internet stakeholders, including the commercial, academic and civil society sectors, on the impact of current privacy laws in the United States and around the world on the pace of innovation in the information economy. The Department also seeks to understand whether current privacy laws serve consumer interests and fundamental democratic values. After analyzing the comments responding to this Notice, the Department intends to issue a report, which will contribute to the Administration's domestic policy and international engagement in the area of Internet privacy” (Federal Register, 2010).

You currently serve as a member of the Advisory Council for the American Library Association (ALA). Building upon the concepts covered in the course, prepare an information policy recommendation for the U.S. President and Congress. Your document should:

### **Assignment 2:**

- i) Provide a substantive summary of the key issues, including the policy goals and tensions*
- ii) Identify and define the stakeholders and their positions on the issues.*

### **Assignment 3:**

- iii) Propose future policy changes related to the issues*
- iv) Develop comprehensive arguments to influence policymakers regarding your stance on the issue.*

**Page Lengths:**

*Assignment 2: Minimum of 6 double-spaced pages (1250 words) and a maximum of 8 double-spaced pages (2000 words), plus references.*

*Assignment 3: Minimum of 6 double-spaced pages (1250 words) and a maximum of 8 double-spaced pages (2000 words), plus references.*

**NB.** *Assignment 3 will address the specific items identified in (iii) and (iv) above. However, your final document **must incorporate the deliverable from Assignment 2** so that a comprehensive policy document containing all the required elements is submitted for grading. Assignment 2 is essentially part 1 of the policy document, and Assignment 3 is part 2 of the policy document. So your total document page length should contain a minimum of 12 pages (3000 words) and a maximum of 16 pages (4000 words), plus references.*

## READING LIST FOR LIS 605

### **Week 1: Fundamental Concepts and Historical Perspectives, pt. 1**

**Browne, M. (1997).** The Field of Information Policy: Fundamental Concepts. *Journal of information science*, 23(4), 261-275.

**Case, D. (1998).** Enthusiasts, deregulators, guardians and skeptics: Contrasting policy views of the national information infrastructure. *Library and information science research*, 20(4), 377-413.

**Samuelson, P. (2000).** Five Challenges for Regulating the Global Information Society. In C. T. Marsden (Ed.). *Regulating the global information society* (pp. 316-330). London: Routledge.

### **Week 2: Fundamental Concepts and Historical Perspectives, pt. 2**

**Kent, A. & Hall, C. (Ed.) (1999).** United States Information Policy. *Encyclopedia of library and information science*. New York: M. Dekker.

**Maxwell, T. A. (2003).** Toward a model of information policy analysis: Speech as an illustrative example. *First Monday*, 8(6). Retrieved from <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1060/980>

**Overman, E.S. & Cahill, A.G. (1990).** Information policy: A study of values in the policy process. *Policy studies review*, 9(4), 803–818.

### **Week 3: Democratic Culture, Freedom of Expression and Right to Information, pt. 1**

**American Library Association (1996).** Library Bill of Rights. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill>.

**Dervin, B. (1994).** Information and democracy: An examination of underlying assumptions. *Journal of the American society for information science*, 45(6), 369-385.

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