Course Outline for LIS 9811/9130: Information Policy
Fall Semester 2012

Course Information:

LIS 9130: Information Policy
Time & Place: Wednesdays, 9 – 11.50 am, NCB 295
Course website: http://faculty.fims.uwo.ca/Pyati/LIS9130

Instructor Information:

Name: Dr. Ajit Pyati
Office Hours: NCB 252 – Tuesdays, 11 am – 12 pm or by appointment
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Course Description:

The course introduces information policy concepts and issues with which library, archival, and information science practitioners need to be familiar. The course will consider information policy; the policy process and players; individual policies which influence information creation and access in Canada; and the role of librarians in policy development.

Course Materials:

Please note that all required readings are on the course website. Print copies of readings are on reserve in the GRC. It is the responsibility of students to make their own copies. Optional readings are given for some weeks – while not required, these readings supplement the required readings.

Methods of Evaluation (MLIS Students):

Reaction papers (3 required, 15%; 25%; 25%)	65%
Team Presentation	15%
Online posts	10%
In-class Participation	10%

* Please note that late assignments are subject to a 5% deduction each day the paper is overdue. Papers will not be accepted more than 5 days past the due date. If you have a legitimate/serious reason for turning in an assignment late, I can make an exception, but please let me know well in advance.

Team Presentation
The team presentation focuses on the previous week's topic. The presentation is not a summary of the readings, but rather supplements the readings with appropriate examples of current events, issues, and themes that pertain to professional practice. This exercise should be professional in nature, as though the presenters are informing future colleagues/supervisors/policymakers about pertinent information policy issues. As such, the presentation should be informative, substantive, and lively. The student leaders should distribute a 1 page (double-sided) outline of the discussion to the class, which should also include a list of at least 2-3 additional readings/resources that complement and add to the knowledge of the week's topic. Use of overheads or other teaching aids will be useful. Presenters should submit a print

copy of the Powerpoint slides to the instructor the day of the class and post an electronic copy on the course website.

The student presentation grade is based on:
1.   Content (What): Evidence of detailed exploration of topic and use of pertinent examples
2.   Style (How): Style of presentation, ability to engage audience, clarity of presentation.
3.   Tangibles: Quality of handout, presentation materials, and additional readings

NOTE: The student presentation is a team (2 person) assignment. There are 8 possible presentation dates. Possible presentation dates: October 3, 10, 17, 31; November 7, 14, 21, 28

Written Assignments
Three reaction papers (in the 5-6 double-spaced page length, 12 point standard font, 1" margins) are due throughout various points of the semester, in order to provide a more flexible workload. The first reaction paper will be due on September 19 for everyone, and is worth 15% of the final grade. This first paper can cover topics from the first 3 weeks of the course.

The second reaction paper (worth 25% of final grade) is due either on Oct 10 or Oct 17. The third and final reaction paper (worth 25% of final grade) is due on Nov 21 or Nov 28. These papers must include 1-2 additional readings and can focus on the current week's theme and/or integrate key themes and ideas from previous weeks' readings.

Papers must use the American Psychological Association (APA) format for citations and general formatting.   An online guide to APA format is available through OWL from Purdue University: http://owl.english.purdue.edu/owl/resource/560/01/. Since this is a writing-focused course, I would recommend consulting Strunk & White's "The Elements of Style." An online version of this classic resource is available: http://www.bartleby.com/141/index.html

Reaction papers are meant to be thoughtful reflections on key topics and ideas you find compelling in the course readings. Rather than a summary of the readings, I am looking for critical thinking, synthesis, and strong analytical writing in these reaction papers. The following is the criteria for evaluating reaction papers:

- Identification of key themes, arguments, and ideas from selected readings
- Well-articulated reflections and arguments on key themes
- Clarity of writing & grammar

Online Posts
Online posts are meant as an opportunity to comment on topics and ideas arising from class discussion and readings, and to pose questions for discussion. These posts also provide an opportunity to continue discussion outside of class. Posts should be pasted directly in the discussion box (i.e not as Word attachments) and should be no more than 2 paragraphs in length. Students are required to do a minimum of 2 online posts, one in the first half of the class, and one in the second half of the class. Sign-up sheets for these mandatory posts will be distributed during the first class.   Students should be prepared to discuss their online posts during the beginning of class sessions.

In addition, students are encouraged to submit topical posts as the urge strikes them – links to pertinent articles, websites, etc. are always welcomed. This gives a chance for students to have control over the direction and content of certain online discussions.

Grading Scheme (PhD Students)

Reaction papers (2 required, 15% each)	30%
Participation	10%
Additional Reading Write-Ups	10%
Final Term Paper Preview	5%
Oral Presentation of Final Paper	10%
Final Term Paper	35%

For Ph.D. students taking this course, a different grading scheme is in place. The requirements are as follows: Ph.D. students are required to find 1-2 additional readings on their own for each week, and provide a brief description of the additional reading(s) to the instructor (1 page, single-spaced). Ph.D. students will be expected to contribute to class discussions and present these additional readings to the class, building on the themes and topics brought up in the class. These reading summaries will also be posted on the course website.

The final term paper is due on December 5 and should focus on a specific information policy issue, while integrating key concepts and ideas presented in the course. Please send me a brief outline (1-2 pages) of your paper topic idea, along with a list of at least 7-10 references by **October 24.** The final term paper is expected to be in the 20-25 double-spaced page length, with extensive references and outside research. The oral presentation of the paper should be similar to a conference presentation, with 20-30 minutes of lecture and 10-15 minutes for discussion afterwards.

This paper should be submitted as though for publication in a peer-reviewed academic journal within the LIS/information studies field. Style guidelines should be consistent with the journal of intended publication.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf