LIS5661: Government Information
Section(s)
TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION
Mode of Instruction:

Instructor:
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):
Teaching Assistant:
Email:

COURSE DESCRIPTION:
This course provides an introduction to government information sources and research, with a primary focus on U.S. government information. Students will learn about the structure of government and the dissemination of government information resources to the public, including techniques for locating and using government information sources.

COURSE OBJECTIVES:
At the end of this course, students will be able to:

1. Locate and use U.S. federal government information sources from the executive, judicial and legislative branches
2. Locate and use resources within the federal depository library system
3. Discuss issues in government information on the national, state, local and international levels
4. Conduct research using specialized government information research techniques including census research, government statistical research, and legislative history

COURSE MATERIALS:

COURSE ASSIGNMENTS AND EVALUATION:

Government Search Assignment (5 parts):
The Government Search Assignment is a series of search exercises designed to assist you in learning to locate resources with which to build your Government Documents Story. For each of five topics you will be given an exercise of a set of questions to answer by searching and locating different types of government information and publications. Search assignments will be made available as a link from the course site after the week’s lecture covering the material has been completed.

Government Observation Assignment:
In this assignment, you will observe a city, state or federal government legislative session in action and write a brief report of what you observed and learned (this can be at the state, federal, or municipal level, but cannot be below the municipal level or non-government; this should be a legislative branch and not executive branch session). Include with your report a citation to any government documents that were mentioned in the session or produced as a result, and where those documents would be found. Your report should be at least 2 full pages, double-spaced, 12 point Times New Roman font. You will post your report to the class site and will also have an opportunity to discuss your observations with the class. Due: Mar 23 Mon @ midnight.

“Government Documents Story” Final Paper
Write a paper in the form of a professional journal article of the type that might be published in DttP: Documents to the People which tells the story of an issue or situation through government documents (such as proposed bills, hearings, reports, court decisions.) Through the lens of government information sources, you’ll trace what happened and how information was presented to the public about it. Your topic should be “big enough” to provide at least 10 cited government documents for your discussion and your chronology of key government. Examples of possible topics: FirstGov, the U.S. government’s search engine/portal site; Hurricane Katrina; the Space Shuttle Columbia; the removal of the Cherokee on the Trail or Tears; basically, any recent or historic topic on the U.S. national level that is of interest to you and of sufficient scope to offer enough different kinds of government documents for your analysis. Your report should be at least 7 full pages, doublespaced, 12 point Times New Roman font, and should include a chronological table of the “top ten” government documents discussed (those most important to your story) as well as full citations to all sources used at the end of your paper. Your paper will be shared on the class site, and you will receive constructive feedback from other class members.

Reviewer Feedback
Review two other student papers assigned to you and give constructive feedback for each one to help your colleagues prepare these articles for submission to a professional journal. What did you find interesting about the article? What did you find you wanted more information about to better understand? What other comments or suggestions do you have for improving the article? Reviewer feedback due: Apr 13 Mon @ midnight.

Participation in Discussions (ongoing, due each week)
Participate in class discussions by posting at least once each week in a discussion thread for 10 out of 15 weeks of class. You don’t have to respond to every thread or post, but you do have to post at least once in the weekly discussions to meet the requirement for that week.
GRADE CALCULATION:
Your final grade will be based on the following activities and point values:

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<thead>
<tr>
<th>Points</th>
<th>Activity</th>
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<tbody>
<tr>
<td>200</td>
<td>Search Exercises</td>
</tr>
<tr>
<td>200</td>
<td>Government Observation</td>
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<td>300</td>
<td>Government Documents Story</td>
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<td>200</td>
<td>Reviewer Feedback</td>
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<td>100</td>
<td>Discussion postings</td>
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<td>1000</td>
<td>TOTAL</td>
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GRADING SCALE:
Your final letter grade will be determined as follows: A 930-1000
A- 900-929
B+ 870-899
B  830-869
B- 800-829
C+ 770-799
C  730-769
C- 700-729
D+ 670-699
D  630-669
D- 600-629
F  0-599

COURSE SCHEDULE:

**Week 1**: The Constitution and The Federal Depository System Pt 1
**Week 2**: The Federal Depository System Pt 2
**Week 3**: Congress – Legislative Branch
**Week 4**: The President – Executive Branch Pt 1
**Week 5**: Federal Agencies – Executive Branch Pt 2
**Week 6**: The Census & Statistics
**Week 7**: Law – Judicial Branch
**Week 8**: FOIA and Declassified Documents
**Week 9**: Science and Intellectual Property
**Week 10**: Business
**Week 11**: State, Local & International Government
**Week 12**: E-Government
**Week 13**: The Future
COPYRIGHT STATEMENT:
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Technology, Education, And Copyright Harmonization (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

SEXUAL HARRASSMENT POLICY:
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:
A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location: http://ischool.cci.fsu.edu/academics/online/requirements/

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:
Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

Americans With Disabilities Act:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
Free Tutoring from FSU
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy
"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”