1**. LIS 2194: Information Ethics**
University of Pittsburgh
School of Information Sciences (SIS)
SIS Building Room 404
Thursdays 3 PM – 5:50 PM
Spring Term 2012

2. **James D. "Kip" Currier, PhD, JD**
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3. **Lindsay Mattock, MLIS, PhD Student**
Teaching Assistant
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4. **SYLLABUS**

Unit subject topics, assignments, scheduling, and other course components may be modified as necessary.

5. **COURSE DESCRIPTION**

This course will examine the intersection of information and ethics in the digital age. Key hot topic areas illuminating the information and ethics nexus will be explored, including intellectual property, privacy, confidentiality, authenticity, plagiarism, diversity/inclusion and special populations, accessibility, intellectual freedom, censorship, social networking, cyberbullying, security, preservation, transparency, accountability, policy making, and professionalism. Ethical theories will be explored and students will have opportunities to apply ethical decision-making models to real-world library and information center scenarios. Codes of ethics from diverse sectors will be identified and investigated, as well as issues and resources related to how to create, implement, enforce, and assess institutional ethical codes.

Course activities will include lectures, small and large group discussions, readings, listenings, Blackboard postings, online resources, individual and group assignments, and other interactive and reflective activities.

6. **COURSE GOAL**

The overarching goal of this course is to provide developing librarians and information professionals with (1) an understanding of the fundamentals of ethics, ethical theories, and key "hot topic" ethical issues that are relevant to the information professions, and (2) the tools to develop and apply ethical decision-making models and codes of conduct to practical issues facing libraries and information centers in the digital age.

7. **LEARNING OUTCOMES**

- to identify and define influential ethical theories and theorists
- to define and assess the challenges and opportunities of varied "hot topic" ethical issues that are relevant to the information professions
- to recognize the utility of ethical decision-making models and codes of conduct
- to develop the basic skills needed to create and apply ethical decision-making models and professional codes to real-world issues facing librarians and information professionals
- to describe the relevance of ethics to issues of diversity and inclusion and examine how ethical issues impact individuals and groups

8. **DIVERSITY AND INCLUSION STATEMENT**

An important aim of this course is to promote an inclusive learning community that encourages the dynamic, open exchange of ideas and affirms the diversity and dignity of participants and perspectives within a safe and mutually respectful environment.

9. **TEACHING PHILOSOPHY STATEMENT**

As the course instructor, my teaching goals are to share information and to guide students to seek, find, and critically engage with information that is relevant to this course, their programs of study and professional development, and to promote their individual construction of knowledge and understanding. I am committed to fostering and sustaining an inclusive learning community that is interactive *and* reflective and which encourages students to be active participants in their diverse exploration, discovery, learning, and developmental processes.

10. **REQUIRED TEXT, READINGS, LISTENINGS, WEBSITES, AND ONLINE RESOURCES**

One text is required for this course:

1. **Preer, J. (2008).** *Library ethics*. **Westport, CT: Libraries Unlimited**. **ISBN-10:** 1591586364 **ISBN-13:** 978-1591586364

You may purchase this required text as a new or used book via an online bookseller of your choice. You are also welcome to borrow the book from a library, if you wish.

Additional readings for each week will be listed in weekly folders on the course's Blackboard homepage, e.g. Week 1 Folder, Week 2 Folder, etc. **"REQUIRED Readings" listed in each folder MUST be completed by the next week's class.** For some weeks additional "RECOMMENDED Readings" may be listed as supplemental resources that students can elect to read but which are not mandatory readings.

In addition to weekly readings, for some weeks students may be required to listen to podcasts and/or familiarize themselves with various websites. As indicated in the syllabus and each weekly module, these items MUST also be completed by students by the next week's class.

Additional online resources to assist with assignments and augment the course objectives will be accessible via the course's Blackboard site.

11. **KIP CURRIER ETHICS BLOG**:

The instructor maintains an ethics blog as "A resource to support research and teaching on ethics, such as the LIS 2194: Information Ethics course at the University of Pittsburgh School of Information Sciences". The blog is accessible via http://kipcurrierethics.blogspot.com/ and via the course's Blackboard site homepage. The instructor will also discuss some of these blog items during the "Ethics in the News" portion of some classes.

12. **BLACKBOARD FORMAT/STRUCTURE**

A. **BLACKBOARD**

This course is supported by a Blackboard (Course Management Software) site. Students must regularly check the class's Blackboard site in order to stay up-to-date on course announcements, weekly reading assignments, etc. Resources will be available on this site to aid with assignment preparation. Groups may wish to use Blackboard's wiki and/or blog features to facilitate communication and collaboration on the Team Presentation Assignment or use other social media options, such as Google Docs. Small Discussion Group Forums will also be accessible for students to post their coursework and read and respond to the submissions of other group members. The purpose of this is to promote broader awareness of diverse student perspectives and course-related content. Additional forums for Introductions, Course Questions and Answers, and student postings of course-related FYI's are available on the course's Blackboard site.

B. **COURSE STRUCTURE**

i. **Videotaping and Panopto Videos; Videotaping Release Forms**

The on-campus weekly session will be videotaped via Panopto software that enables viewers to view the oral presentation/discussion by the speaker and the accompanying PowerPoint slides. Links to PowerPoint lectures via Panopto software will be provided in each week's PowerPoint Lectures area as soon as processing has been completed by the SIS Information

Technology staff. Processing generally is completed within 24 hours of a videotaping but occasionally technical issues may delay the availability of Panopto videos.

On-campus students will be asked by the instructor at the first class session to sign and turn in a university-approved videotaping release form, in order to permit themselves to be videotaped. On-campus students who do not consent to being videotaped will be asked to move to the back portion of the classroom so that they are not videotaped by the videographer.

ii. **Weekly Folders**

A weekly folder will be provided, e.g. Week 1, Week 2, etc. that will contain links to the Panopto video, PowerPoint lectures, required and recommended readings, etc.

iii. **Discussion Boards**

Discussion boards will be provided for class-wide communication and smaller groups, to which each student will be assigned within the first week of class. Additional discussion boards will be available for posting questions, sharing class related FYI news and resources of interest, etc.

iv. **Tools**

Blackboard tools, such as the wiki feature, and various forums will be available for students to use for group project work and communication.

v. **Modules**

This class will generally employ a modular format of dividing an individual class into varied parts, such as Housekeeping and Full Class Discussion, Lecture, Small Group and Full Class Discussion, and occasional Guest Speakers.

13. **OPTIONAL OFFICE HOURS: BY APPOINTMENT**

Office hours for this course are optional for students. An appointment may be made with the instructor of record for an on-campus or telephone meeting. Students may also email the instructor and/or TA with questions.

14. **COURSE REQUIREMENTS**

A. **CLASS ATTENDANCE AND PARTICIPATION**

i. **IMPORTANT Attendance Requirements**:

a. **On-Campus Students and On-Campus Sessions**

Attendance is required for all on-campus students and will be taken at each on-campus session. On-campus students are expected to arrive on time for class and stay for the duration of each class. Late arrivals or early departures will be noted and will adversely impact a student's overall class grade.

b. **Online Students' and On-Campus Students' Blackboard Participation**

Online student and on-campus student Blackboard participation will be monitored via the LIS 2194 Blackboard site.

c. **FastTrack Students and Online Students, FastTrack Weekend Session, and FastTrack Students' and Online Students' Penalty for Not Attending FastTrack Weekend Session**

FastTrack students, pursuant to their FastTrack agreements, are required to attend the March 24 FastTrack Weekend session for this course [further details to-be-announced]. Online students taking this course are also required to attend the March 24 FastTrack Weekend session. For additional information, please see the FastTrack Weekend Session section in this syllabus. FastTrack students and online students who do NOT attend the REQUIRED FastTrack Weekend Session will be assessed zero points for their ten-point Class Participation Grade for this course.

d. **Team Participation**

All students will be **randomly** assigned to a team and have the opportunity to work on a term-long Team Presentation Assignment, for which regular participation will be necessary in order to successfully pass the course. To facilitate effective teamwork, each team will complete a "Group Contract" (additional information about this contract and assignment will be provided later in the term) as to what means the team members will use to communicate with one another (e.g. email, social networking tool, etc.), how often they will communicate, etc.

ii. **Expectations and Assessment**

All students are expected and required to participate in required course activities and assignments in a timely and consistent manner. Failure to participate will significantly impact a student's grade and may result in failure of the course. A class participation grade for each student will be assessed based on factors that include class attendance, attention to in-class

activities, participation in class discussions and activities throughout the duration of the term, and participation in venues applicable for on-campus and/or online students in this course.

iii. **Rationale**

Attendance during class sessions is important for each individual student's learning as well as to contribute to the group learning community. Blackboard site participation is vital for each individual student's learning, as well as to contribute to the group learning community. FastTrack Weekend attendance by FastTrack students is a required and beneficial component of the FastTrack Program and cohort model.

iv. **Extenuating Circumstances**

Serious life circumstances do occur from time to time. If you should experience a serious life event, such as illness or bereavement—which may require submission of corroborating documentation to the instructor—please let the instructor know as soon as possible, so that alternative arrangements may be made, as necessary.

v**. Impact of Attendance Issues**

Students who do not participate in LIS 2194 activities may not successfully pass the course.

vi. **Additional Details**

Further details about requirements and activities will be provided in class lectures.

B. **SUMMARY LIST OF ASSIGNMENTS** (Additional information about the course assignments, including instructions and requirements, will be provided within the first few weeks of the term.)

SUMMARY LIST OF ASSIGNMENTS (See end of this syllabus for detailed instructions and requirements for each assignment)

1. [Individual] **Ethical Theory Summary: Due Fri., Jan. 27** (15 points)

2. [Individual] **Essay #1: Due Fri., Feb. 17** (20 points)

3. [Individual] **Essay #2: Due Fri., Mar. 16** (20 points)

4. **Team Presentation**: **To be presented at FastTrack Weekend session on Mar. 24 (required attendance for online students) or in-class either Apr. 5 or 12** (30 points total)
(a) PowerPoint (10 points)
(b) 20-minute Presentation with 5-minute Q & A (15 points)
(c) One-page list of references on topic: at least ten (10) total references in APA style, of which at least three (3) must be scholarly sources (5 points)

5. [Individual] **Reflection Paper on YOUR individual experience working on Team Presentation Assignment: Due by Fri., Apr. 20** (5 points)

6. [Individual] **Class Attendance/Participation throughout term** (10 points)

C. **ASSIGNMENT LOGISTICS**

i. **Submissions**

Submit all written material, unless otherwise directed, via (1) the Assignment link in the Assignments content area on the Blackboard homepage, and (2) to your assigned Small Group Discussion Board.

ii. **Naming File Submissions for Assignments**

To promote consistency and fast identification of assignments, please use the following format for naming files:

 2194YourLastName1stInitialAssgtName   e.g. 2194CurrierJEthicalTheorist

iii. **File Formats**

Submit all items as Word documents.

iv. **Designation of Names on Assignments and All Communication/Correspondence**

Students MUST write (1) the Assignment name and (2) their first and last name on the assignment submission, in order to facilitate speedy and unambiguous identification by the instructor. Assignments that are submitted without names will have one (1) point deducted for such omissions. For group assignments, list the names of all group members on any submission(s), or one (1) point will be deducted for such omissions.

D. **FASTTRACK WEEKEND SESSION**

i. The FastTrack Weekend for the 2012 Spring Term will be **Fri., Mar. 23 – Sat, Mar. 24**; no Sunday session.

ii. **LIS 2194: Information Ethics will meet on Sat., Mar. 24th (Location To-Be-Announced).**

iii. FastTrack students and online students are required to attend this session. Attendance will be taken.

iv. On-Campus students are NOT required to attend the FastTrack Weekend session but are welcome to participate.

v. Students may experience unavoidable conflicts with classes meeting at the same time as LIS 2194; the instructor will address such conflicts later in the term.

vi. Specific details about the FastTrack Weekend session will be provided later this term.

15. **POLICIES**

A. **CULTURAL NORMS AND CIVILITY**

Students in this course are expected to adopt and practice the following cultural norms: exercise civility both in the classroom and in electronic forums; class attendance; active participation (including, but not limited to, refraining from: reading/composing/sending email and Instant Messages, social networking, and non-note-taking computer use, gaming and puzzles, working on *any* coursework- or non-coursework-related activities, reading, sidebar conversations, knitting, sleeping in class, etc.); civil discourse during class discussions and on electronic class discussion boards; refraining from creating distractions while someone else is speaking (e.g. instructor, guest speaker, fellow student); respect for different viewpoints; completion of and reflection upon all required readings; critical thinking; timely submission of assignments and attention to submission requirements; intellectual curiosity; intellectual humility; and maintaining awareness of current issues and developments in the LIS field.

B. **SOCIAL NETWORKING AND ELECTRONIC DEVICES**

i. **Cell phones, text messaging, and other electronic communication devices**

Students are not permitted to check electronic devices for messages or send messages while class is in session; students may do so during each class's break. Cell phones must be turned off or placed on vibrate while in class. Text messaging of any kind while in class is not permissible. Other electronic communication devices and social networking activities are also subject to these policies. Failure to follow this policy will result in class participation point deductions.

ii. **Laptops and other electronic devices**

Laptop computers may only be used for taking notes while in the classroom. Impermissible laptop use in the classroom includes but is not limited to: Internet surfing, social networking, shopping, gaming, reading, and writing other than note-taking for this course. Abuse of this permission to use laptops solely for note-taking will result (1) in a student being banned from using his or her laptop in class and (2) class participation point deductions. Other electronic devices, such as PDA's, Blackberries, etc., are also subject to these policies.

C. **DEADLINES AND LATE ASSIGNMENT POLICY; EXTENUATING CIRCUMSTANCES; INDIVIDUAL AND GROUP ASSIGNMENT SUBMISSIONS**

Assignments must be submitted by 11:59 PM (Eastern Time Zone, or your applicable time zone) on the day they are due (see summary list of assignments for due dates).

Assignments that are submitted after the due date will be marked down (a) five (5) points for each day of lateness for 10-30 point assignments, or (b) two (2) points for each day of lateness for 5 point assignments. **NO CREDIT WILL BE GIVEN FOR ASSIGNMENTS SUBMITTED MORE THAN TWO (2) DAYS PAST THE SUBMISSION DEADLINE, UNLESS THE INSTRUCTOR DETERMINES THAT EXTENUATING CIRCUMSTANCES APPLY.** For example, an assignment submission due by Fri., Jan. 27th at 11:59 PM would receive no points if submitted AFTER Sun., Jan. 29th.

If serious, extenuating circumstances interfere with your ability to submit an assignment on time (e.g. serious illness, bereavement, accident, "Act of God"), it is your responsibility to contact the instructor and/or Teaching Assistant as soon as possible. The instructor may require you to submit corroborating documentation if you are claiming that an extenuating circumstance should be applied.

Assignments that are submitted after a due date will be marked according to the previously described late assignment policy. If the instructor determines that extenuating circumstances apply, such factors may be taken into account by the instructor in determining whether points will be deducted for late submission and how many points may be deducted.

Please note that for group assignments all members in the group are responsible for ensuring that each group's assignments are submitted on time. Failure to do so will result in point deductions.

D. **POLICY ON EVALUATION/GRADING OF WRITING**

Standard, grammatical English is essential for coherent, professional communication. Please spell-check and grammar-check all submitted assignments and postings. Proofreading is a vital part of the process of producing coherent, well-organized, and professional writing. When possible, it is recommended, but not required, that you have your writing proofread by another person.

Writing style: a semi-formal tone is recommended for your assignments. Please use complete sentences, correct grammar, punctuation, standard spelling, inclusive language, etc.

Structured writing is also essential for successful completion of assignments, e.g. introduction, logically constructed, clearly understandable paragraphs, conclusions, and citations as appropriate throughout the writing. Credit will not be given for writing that is solely of a "book report" nature and/or that excessively quotes from source materials without providing the student's own analysis, synthesis, and expression of his or her reasoned reflections and authoritatively-supported observations and opinions.

<u>IMPORTANT: Point deductions will be taken for submitted assignments that contain grammatical and other writing-related errors, as well as assignment submissions that do not satisfy the assignment requirements.</u>

E. **GRADING POLICY**

i. **General Grading Policy Statement**

A grade of "A" is attainable, but it is awarded to those students whose performance in the course is outstanding. An "A-" is a high grade awarded to students whose work is excellent. Grades are not debatable with the instructor.

ii. **Grading Scale**

95-100	A
90-94.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
77-79.99	C+
74-76.99	C
70-73.99	C-
67-69.99	D+
64-66.99	D
60-63.99	D-
00-59.99	F

F. **INCOMPLETE GRADES (G) POLICY**

Incomplete Grades (G) are granted for extenuating circumstances at the sole discretion of the instructor. If you anticipate needing and warranting an incomplete grade (G), please see the instructor as soon as possible. Any student seeking a G grade may be required to submit corroborating documentation (e.g. physician's supporting documentation) to the instructor.

G. **ACADEMIC INTEGRITY POLICY**

Students in this course are required and expected to comply with the University of Pittsburgh's Policy on Academic Integrity (see SIS policy below). Anti-plagiarism software may be used to monitor for instances of plagiarism in student submissions. Any student suspected of violating this policy for any reason during the term will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. If it is determined that a student has violated the policy on academic integrity, he or she will fail the course.

<u>Academic Integrity</u> (for full SIS policy and information on Adjudication see <u>http://www.ischool.pitt.edu/about/academic-integrity.php</u>)

Students and Faculty Obligations and Hearing Procedures

This document supplements the *University of Pittsburgh's Guidelines on Academic Integrity*. No attempt to use it should be made without consulting the parent document.

Effective September 1991 and Revised September 1995

Academic Integrity: Student Obligations | Academic Integrity: Faculty Obligations (See Also: Pitt's Guidelines on Academic Integrity)

ACADEMIC INTEGRITY: STUDENT OBLIGATIONS

I. STUDENT OBLIGATIONS

A student has an obligation to exhibit honesty and to respect the ethical standards of the library and information professions in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she:*

1. Refers during an academic evaluation to materials or sources or employs devices not authorized by the instructor.

2. Provides assistance during an academic evaluation to another person in a manner not authorized by the instructor.

3. Receives assistance during academic evaluation from another person in a manner not authorized by the instructor.

4. Engages in unauthorized possession, buying, selling, obtaining, or using a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.

5. Acts as a substitute for another person in any academic evaluation process.

6. Utilizes a substitute in any academic evaluation procedure.

7. Practices any form of deceit in an academic evaluation proceeding.

8. Depends on the aid of others in a manner expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.

9. Provides aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.

10. Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgement of sources.

11. Submits the work of another person in a manner which represents the work to be one's own.

12. Knowingly permits one's work to be submitted by another person without the instructor's authorization.

13. Attempts to influence or change one's academic evaluation or record for reasons other than achievement or merit.

14. Indulges, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the instructor or fellow students.

15. Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to another student, or any other breach of a student's obligation to exhibit honesty.

16. Violates the canons of ethics of the library and information professions.

H. **DISABILITY SERVICES; STUDENTS WITH SPECIAL NEEDS: PHYSICAL OR LEARNING IMPAIRMENTS**

If you have a disability for which you are or may be requesting accommodation(s), you MUST contact both the instructor and the Office of Disability Resources and Services (DRS), 216 William Pitt Union (412-648-7890/TTY:412-383-7366) within the first two weeks of the term. You should also consult the office's website www.drs.pitt.edu. DRS will verify your disability and determine whether reasonable accommodation(s) for this course are warranted. **It is the responsibility of any student seeking accommodation(s) for this course to present any necessary documentation to the instructor by Friday, January 20, 2012**.

I. **Severe Weather Conditions/"Acts of God", Unusual and Exigent Circumstances**

Occasionally severe weather conditions (e.g. icy, snowy, or blizzard conditions, rainstorms, flooding, landslides) and other "Acts of God" (i.e. force majeure), as well as unusual circumstances such as state and national emergencies, city-wide special events, exigent circumstances, anticipated or unanticipated traffic stoppages or road closures, etc. may necessitate class cancellation(s). In such events, the instructor will make every effort to communicate such cancellations to students and Teaching Assistants for this course. However, depending on the type of situation, communication may not always be possible. Such events may also require adjustments to class schedules, assignments, readings, etc. and the instructor reserves the right to make such changes as necessary.

J. **Emergency Notification**

Students and Teaching Assistants should ensure that they are registered with the university's Emergency Notification System to facilitate their expedient awareness of urgent situations that may impact their welfare and schedules:

> "The University's Emergency Notification Service will be used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. All University students, faculty, and staff are eligible to subscribe. Each subscriber can designate up to three contact numbers and specify text and/or voice messages. The Quick Test features [sic] enables you to send a test message to your wireless device. The Emergency Notification Service is designed for

use with portable devices and is only one aspect of a layered approach to notifying the University community of emergencies." (http://technology.pitt.edu/portal/emergency-notification.html)

16. **ASSISTANCE**

A. **WRITING HELP**

The University of Pittsburgh's Writing Center provides free consulting assistance for students (e.g. guidance and support).
For Writing Center information, see http://www.wac.pitt.edu/writingcenter/.

B. **COMPUTER AND TECHNICAL HELP**

Students who experience computer and technical problems should contact the University of Pittsburgh Technology Help Desk at 412-624-HELP [4357] or via
http://technology.pitt.edu/help.html

C. **INTERNATIONAL STUDENTS**

Pitt's Office of International Services (OIS) maintains a website, http://www.ois.pitt.edu/, with a wide range of helpful information.

D. **COUNSELING CENTER**

The University of Pittsburgh "Counseling Center provides personal and academic counseling to nearly 2,000 undergraduate and graduate students at the University of Pittsburgh. The Center is staffed by psychologists, counselors, social workers, a psychiatrist, and pre-doctoral interns, and the services rendered to students are free and confidential." See http://www.counseling.pitt.edu/ .

University Counseling Center
334 William Pitt Union
Pittsburgh, PA 15260
(412) 648-7930

17. **COURSE SCHEDULE**:

Week 1, Thurs., Jan. 5th:

Class Introductions, Course Overview, and Syllabus Review

Introduction to Ethics and *Information* Ethics

Week 2: Thurs., Jan. 12th:

Ethical Theorists and Theories; Ethics and the Life Cycle of Information; Ethical Reasoning and Decision-Making

Pitt SIS Librarian Presentation: Overview of Scholarly Sources, Citation Practice, Avoiding Plagiarism, Pitt ULS Databases

REQUIRED Readings:

Froehlich, T. (2004). A brief history of information ethics. http://www.ub.edu/bid/13froel2.htm [Please copy and paste the previous link in your browser until CIDDE troubleshoots this link glitch.]

Hoover, E. (Dec. 6, 2009). Truth and admissions: Former MIT Dean seeks to reclaim her name. Chronicle of Higher Education. http://chronicle.com/article/TruthAdmissions-Former/49366/

Kinsley, M. (May 3, 2007). MIT Dean Marilee Jones flunks out. Time. [Access via Pitt ULS databases]

Lewin, T. (Dec. 7, 2009). Former Dean resurfaces, leaving scandal behind. New York Times. [Access via Pitt ULS databases]

Week 3: Thurs., Jan. 19th:

Institutional Review Boards and Human Subjects Research; Codes of Ethics;

Professionalism Part 1: Integrity and Misrepresentation

American Library Association (ALA) Code of Ethics. (1939; amended 1981, 1995, and 2008). http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm

American Society for Information Science & Technology (ASIS&T) Professional Guidelines. (1992). http://www.asis.org/AboutASIS/professional-guidelines.html

Association for Computing Machinery (ACM) Code of Ethics and Professional Conduct. (1992). http://www.acm.org/about/code-of-ethics

Week 4: Thurs., Jan. 26th:

Access; Digital Divide; Diversity and Inclusion

REQUIRED Readings:

Fine, S. (1996). How the mind of a censor works: The psychology of censorship. School Library Journal 42, 23–27. [See PDF above]

Preer, J. (2008). Library ethics. Chapter 4: Access: What information?. 79-110. Westport, CT: Libraries Unlimited.

Singer, N. (Jan. 9, 2011). Playing catch-up in a digital library race. New York Times. [Access via Pitt ULS databases or sign up for free subscription to digital New York Times via New York Times website www.nytimes.com]

Washington, J. (Jan. 10, 2011). For minorities, a new 'digital divide'. Diverse Issues in Higher Education/Associated Press. http://diverseeducation.com/article/14592/

Week 5: Thurs., Feb. 2^{nd:}

Intellectual Freedom; Censorship; Collection Development and Selection; Preservation

REQUIRED Readings:

Fialkoff, F. (Apr. 10, 2008). Editorial: Censorship alert at Johns Hopkins. Library Journal. http://www.libraryjournal.com/lj/communitycopyrightfairuse/861030-420/story.csp

Markel, H. (Feb. 1, 2012). Editorial: Don't censor influenza research. New York Times. http://www.nytimes.com/2012/02/02/opinion/censorship-hinders-influenza-research.html?_r=1&src=rechp . [Access via free limited New York Times subscription or ULS databases]

Perez-Pena, R. & Slotnik, D. (Jan. 31, 2012). Gaming the college rankings. New York Times. http://www.nytimes.com/2012/02/01/education/gaming-the-college-rankings.html?scp=2&sq=claremont%20sat%20vos&st=cse . [Access via free limited New York Times subscription or ULS databases]

Preer, J. (2008). Library ethics. Chapter 2: Service: By whom. 27-50. Westport, CT: Libraries Unlimited.

Preer, J. (2008). Library ethics. Chapter 3: Service: For whom. 51-77. Westport, CT: Libraries Unlimited.

Seelye, K. (Sept. 13, 2011). For Idaho and the Internet, life in the slow lane. New York Times.

http://www.nytimes.com/2011/09/14/us/downloads-are-slowest-in-idaho-study-finds.html?scp=1&sq=idaho%20broadband&st=cse [Access via free limited New York Times subscription or ULS databases]

Sengupta, S. (Jan. 27, 2012.) Censoring of Tweets sets off #outrage. New York Times. [Access via free limited New York Times subscription or see PDF above]

Whelan, D. (Feb. 1, 2009). Self-censorship is rampant and lethal. School Library Journal. http://www.schoollibraryjournal.com/article/CA6632974.html

Week 6: Thurs., Feb. 9th:

Privacy; Confidentiality; Cybertracking

REQUIRED Readings:

Allnutt, L. (Feb. 15, 2012). Handmaidens to censorship. Wall Street Journal. http://online.wsj.com/article/SB10001424052970204369404577207363346183978.html [Free access until 2/22/12; after 2/22/12 access via Pitt ULS databases.]

Helft, M. & Cain Miller, C. (Jan. 9, 2011). 1986 privacy law is outrun by the Web. New York Times. http://www.nytimes.com/2011/01/10/technology/10privacy.html?pagewanted=all [Access via limited free subscription to www.nytimes.com or via Pitt ULS databases]

Paul, I. (Feb. 17, 2012). Google's Safari tracking debacle: Reality check. PC World. http://www.pcworld.com/article/250213/googles_safari_tracking_debacle_reality_check.html

Preer, J. (2008). Library ethics. Chapter 8: Confidentiality. 183-210. Westport, CT: Libraries Unlimited.

New Google Privacy Policy: http://www.google.com/intl/en/policies/privacy/preview/

Google Privacy FAQ: http://www.google.com/intl/en/policies/privacy/preview/faq/

Please familiarize yourself with the following websites:

Week 7: Thurs., Feb. 16th:

Social Networking; Cyberbullying

REQUIRED READINGS:

Boyd, D., & Marwick, A. (September 2011). The drama! Teen conflict, gossiping, and bullying in networked places. A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1926349

Boyd, D., & Marwick, A. (Sept. 22, 2011). Bullying as true drama.
http://www.nytimes.com/2011/09/23/opinion/why-cyberbullying-rhetoric-misses-the-mark.html
[Access via free limited New York Times subscription or ULS databases]

Jones, B. (2009). "Librarians shushed no more:" The USA PATRIOT Act, The "Connecticut
Four," and professional ethics. IFLA General Conference and Assembly.
http://www.ifla.org/files/hq/papers/ifla75/117-jones-en.pdf

Levinson, H. (March 2011). Like a frog in boiling water. *Insight Into Diversity*.
http://www.insightintodiversity.com/diversity-issues/1092-like-a-frog-in-boiling-water-by-
hollande-levinson.html

Parker, I. (Feb. 6, 2012). The story of a suicide. The New Yorker.
http://www.newyorker.com/reporting/2012/02/06/120206fa_fact_parker [Note: This article
deals with sensitive subject matter and contains an expletive.]

Preer, J. (2008). Library ethics. Chapter 5: Access: Which format. 111-132. Westport, CT:
Libraries Unlimited. [Required text for this course]

REQUIRED Listening:

[Podcast, 12 min. 22 sec.] The personal impact of the Web. (Feb. 15, 2011). On the Media.
http://www.onthemedia.org/transcripts/2011/02/18/01

REQUIRED Websites:

Please browse/familiarize yourself with the following websites:

American Civil Liberties Union (ACLU): National Security Letters.
http://www.aclu.org/national-security-technology-and-liberty/national-security-letters

American Library Association (ALA) Privacy Policies and Statements.
http://www.ala.org/ala/aboutala/offices/oif/ifissues/issuesrelatedlinks/alaprivacypolicies.cfm

Center for Democracy and Technology (CDT): Consumer Privacy.
http://www.cdt.org/issue/consumer-privacy

Center for Democracy and Technology (CDT): Health Privacy.
http://www.cdt.org/issue/health-privacy

Cyberbullying Research Center. http://www.cyberbullying.us/

Department of Homeland Security (DHS): Privacy at Homeland Security.
http://www.dhs.gov/xabout/structure/editorial_0338.shtm

Electronic Frontier Foundation (EFF): Privacy. http://www.eff.org/issues/privacy

Electronic Privacy Information Center (EPIC). http://epic.org/

Federal Trade Commission (FTC): Children's Privacy.
http://www.ftc.gov/bcp/menus/consumer/data/child.shtm

Federal Trade Commission (FTC): Privacy and Security.
http://www.ftc.gov/bcp/menus/consumer/data/privacy.shtm

It Gets Better Project. http://www.itgetsbetter.org/.

Stanford Law School, The Center for Internet and Society: Consumer Privacy Project.
http://cyberlaw.stanford.edu/consumer-privacy-project

Transportation Security Administration (TSA): Privacy.
http://www.tsa.gov/research/privacy/index.shtm

Week 8: Thurs., Feb. 23rd:

Professionalism Part 2: Attribution, Plagiarism, and Research Misconduct

REQUIRED Readings:

Blum, S. (Feb. 20, 2009). Academic integrity and student plagiarism: A question of education, not ethics. Chronicle of Higher Education. http://chronicle.com/article/Academic-IntegrityStudent/32323/

Dante, E. (Nov. 12, 2010). The shadow scholar. Chronicle of Higher Education. http://chronicle.com/article/The-Shadow-Scholar/125329/

Dowd, M. (Feb. 20, 2011). Stars and sewers. New York Times. [Access via Pitt ULS databases or sign up for free subscription to digital New York Times via New York Times website www.nytimes.com]

Fish, S. (Aug. 9, 2010). Plagiarism is not a big moral deal. New York Times. [Access via Pitt ULS databases or sign up for free subscription to digital New York Times via New York Times website www.nytimes.com]

Gabriel, T. (August 1, 2010). Plagiarism lines blur for students in digital age. New York Times. [Access via Pitt ULS databases or sign up for free subscription to digital New York Times via New York Times website www.nytimes.com]

Shepard, A. (May 24, 2010). When is it plagiarism? NPR Ombudsman. http://www.npr.org/blogs/ombudsman/2010/05/20/127017266/cell-phones

Week 9: Thurs., Mar. 1st:

Intellectual Property

REQUIRED Readings:

Cronin, D. (Jan. 14, 2010). UN Report: Indigenous Rights Ignored In Global IP Policy. Intellectual Property Watch. http://www.ip-watch.org/weblog/2010/01/14/un-report-indigenous-rights-ignored-in-global-ip-policy/

Mara, K. (Mar. 3, 2008). Indigenous Groups Express Concerns On IP Protection Of Their Knowledge. Intellectual Property Watch. http://www.ip-watch.org/weblog/2008/03/03/indigenous-groups-express-concerns-on-ip-protection-of-their-knowledge/

[Week 10: SPRING BREAK: NO CLASS ON THURS., MAR. 8TH]

Week 11: Thurs., Mar. 15th:

Accuracy, Classified Information, Secrecy, and Accountability: Case Studies of Wikipedia and WikiLeaks

REQUIRED READINGS:

Associated Press. (Mar. 18, 2011). Familiar barriers slow Obama's transparency drive. http://hosted.ap.org/dynamic/stories/U/US_SUNSHINE_WEEK_FOIA_FILES?SITE=AP&SECTION=HOME&TEMPLATE=DEFAULT

Sunlight Foundation via HuffingtonPost.com. (Mar. 16, 2011). New study finds agencies slow to adopt even basic FOIA guidelines. http://www.huffingtonpost.com/the-sunlight-foundation/new-study-finds-agencies_b_836790.html

REQUIRED Websites:

FOIA.gov. http://www.foia.gov/

Secrecy News blog. http://www.fas.org/blog/secrecy/

Sunshine Week (2011: March 13-19). http://www.sunshineweek.org/

WikiLeaks. http://213.251.145.96/

Wikipedia. http://www.wikipedia.org/

Week 12: NO CLASS ON THURS., MAR. 22nd DUE TO FASTTRACK WEEKEND:

FastTrack Weekend Session: Sat., Mar. 24th (Location To-Be-Announced)

Attendance MANDATORY for all FastTrack and online students; Attendance OPTIONAL for on-campus students.

ONLINE GROUP PRESENTATIONS

Week 13: Thurs., Mar. 29th:

    Intercultural Information Ethics;

    Professionalism Part 3: Transparency and Conflicts of Interest

REQUIRED Readings:

Britz, J. (2004). To know or not to know: A moral reflection on information poverty. Journal of Information Science 30(3), 192-204. [See PDF above]

Capurro, R. Intercultural information ethics. 118-136. In Chapter 6 of Buchanan, E., & Henderson, K. (2009). Case studies in library and information science ethics. [See PDF above]

Preer, J. (2008). Library ethics. Chapter 6: Conflicts of interest: Philosophical. 133-157. Westport, CT: Libraries Unlimited.

Preer, J. (2008). Library ethics. Chapter 7: Conflicts of interest: Financial. 159-182. Westport, CT: Libraries Unlimited.

Week 14: Thurs., Apr. 5th:

    ON-CAMPUS GROUP PRESENTATIONS

Week 15: Thurs., Apr. 12th:

    ON-CAMPUS GROUP PRESENTATIONS

Week 16: Thurs., Apr. 19th:

    Course Synthesis

18. **Assignments**

SUMMARY LIST OF ASSIGNMENTS (See end of this syllabus for detailed instructions and requirements for each assignment)

1. [Individual] **Ethical Theory Summary: Due Fri., Jan. 27** (15 points)

2. [Individual] **Essay #1: Due Fri., Feb. 17** (20 points)

3. [Individual] **Essay #2: Due Fri., Mar. 16** (20 points)

4. Team Presentation: **To be presented at FastTrack Weekend session on Mar. 24 (required attendance for online students) or in-class either Apr. 5 or 12** (30 points total)
(a) PowerPoint (10 points)
(b) 20-minute Presentation with 5-minute Q & A (15 points)
(c) One-page list of references on topic: at least ten (10) total references in APA style, of which at least three (3) must be scholarly sources (5 points)

5. [Individual] **Reflection Paper on YOUR individual experience working on Team Presentation Assignment: Due Sun, Apr. 15** (5 points)

6. [Individual] **Class Attendance/Participation throughout term** (10 points)

- Specific information on each assignment will be provided in the first few weeks of the term.

- Assignments may be modified by the instructor as necessary.

- Detailed instructions and requirements are included for each assignment. Instructions and requirements are NOT negotiable with the instructor. Students MUST read and meet all instructions and requirements for each assignment or points will be deducted.

- Each assignment will have a designated Word file with instructions and requirements, which will be accessible via the Assignments content area on the course's Blackboard site.

- Each assignment will also be explained by the instructor, via PowerPoint slides, during various "Housekeeping" portions of class sessions throughout the term. On-campus students may ask questions during these in-class assignment explanations. On-campus and online students may also ask the instructor and Teaching Assistant(s) questions about the assignments via email, phone, and/or scheduled meetings.

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Assignment 1: <u>ETHICAL THEORY SUMMARY</u> (15 points) Due by **Fri., Jan. 27 at 11:59 PM (your time zone)**

Within your randomly assigned Small Discussion Group you will sign-up for an ethical theory to research from the list provided below (first to choose, first selected; so if a group member has already selected a topic you intended to use, you *must* choose another).

Ethical Theories:

1. Rule Utilitarianism
2. Act Utilitarianism
3. Kantianism
4. Subjective Relativism
5. Cultural Relativism
6. Divine Command Theory
7. Social Contract Theory
8. Feminist Ethics (also referred to as Feminist Moral Theory)
9. Existentialist Ethics (also referred to as Existential Ethics)
10. Animal Rights Theory

<u>All of the following instructions and questions must be completed to avoid point deductions</u>:

The Small Discussion Group sign-up forums for this assignment will open on Fri.., Jan. 13th at 6 PM EST.

1. "First Come, First Served": Select a topic from the list above and sign up for that topic by providing your first and last name and your chosen topic on the list within your Small Discussion Group. **You MUST sign up for a topic from the list above by no later than Wed., Jan. 18th. <u>Points will be deducted for late sign-ups</u>.**

2. **Prepare a concise, clear 700-900-word description of the key aspects of the ethical theory you select** (e.g. Rule Utilitarianism). **Be sure to define your theory**. <u>Failure to provide a minimum of 700 words, exceeding the 900 word limit, and not staying within the 700-900 word range for your submission's total word count will result in point deductions</u>. Provide the word count at the bottom of your submission, e.g. Word count=752 words. **Everything in your submission--such as your name, the assignment name, reference, etc.--counts toward your word count.**

3. IMPORTANT: **You must accurately cite--using the APA citation style--a minimum of one (1) relevant scholarly source** (e.g. an authoritative encyclopedia like Encyclopedia Britannica, a scholarly monograph, book, or peer-reviewed journal article; or a scholarly journal; not Time, Newsweek, The New Yorker, The Atlantic, newspapers, etc.; <u>Wikipedia is not acceptable</u>) **within the body of your submission and include the correct APA citation to that reference at the bottom of your submission**, to support your research. **<u>You may not use as your one relevant scholarly source the required text for this course.</u>** You may cite more than one source. Failure to satisfy this instruction will result in point deductions.

4. Submit your completed assignment to two (2) places: (a) via the Assignment link in the Assignments content area (for grading and comment by the instructors), and (b) paste your assignment to the appropriate forum for your Small Discussion Group (for your group members to view).

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Re: Assignment 2: Essay #1: (20 points)

The Questions, Instructions, and Requirements for Essay #1 are below. Please note that ALL Questions, Instructions, and Requirements MUST be satisfied or points will be deducted.

When: **Due by Friday, February 17, 2012 at 11:59 PM (your time zone)**

What: (1) Read: Lester Asheim's seminal 1953 article **"Not Censorship But Selection"**; see link and URL provided below.
"Not Censorship But Selection" by Lester Asheim
(http://www.ala.org/ala/aboutala/offices/oif/basics/notcensorship.cfm)

["*"Not Censorship But Selection," by Lester Asheim, was first published in the *Wilson Library Bulletin*, 28 (September 1953), 63-67. Permission to mount this article on the ALA OIF Web site was granted to the ALA Office for Intellectual Freedom in November 2005 by Michael Frank, Lester Asheim's cousin."]

(2) Read: **Censoring of Tweets Sets Off #Outrage**. Sengupta, S. (Jan. 27, 2012). New York Times. http://www.nytimes.com/2012/01/28/technology/when-twitter-blocks-tweets-its-outrage.html [Access via limited free subscription at www.nytimes.com or access via ULS databases. In case you are unable to access the article via these methods, a scanned PDF will also be accessible via the Assignments content area.]
Then, answer--in an **800-1,000 word essay submission—questions 1(a) and (b), 2, and 3 below and satisfy ALL instructions and requirements**.
Note: your essay must be **NO LESS THAN 800 WORDS AND NO MORE THAN 1,000 WORDS or points will be deducted**. **To make it easy and uniform for you to check and communicate how many words your submission is, please note that EVERYTHING in your submission counts toward the 800-1,000 word count, e.g. your required first and last name, references, "word count = X", etc. Add up the word count for everything in your completed submission and include your word count at the end of your submission (include "word count = X" in your submission, too).**
Please double-space your submission.

Address all questions 1(a) and (b), 2, and 3 below:
   (1) **[Be sure to answer parts a and b below]** Distinguishing between "selectors" and "censors", Asheim explains:

   The major characteristic which makes for the all-important difference seems to me to be this: that the selector's approach is positive, while that of the censor is negative. This is more than a verbal quibble; it transforms the entire act and the steps included

in it. For to the selector, the important thing is to find reasons to keep the book. Given such a guiding principle, the selector looks for values, for strengths, for virtues which will over shadow [sic] minor objections. For the censor, on the other hand, the important thing is to find reasons to reject the book; his guiding principle leads him to seek out the objectionable features, the weaknesses, the possibilities for misinterpretation. The positive selector asks what the reaction of a rational intelligent adult would be to the content of the work; the censor fears for the results on the weak, the warped, and the irrational. The selector says, if there is anything good in this book let us try to keep it; the censor says, if there is anything bad in this book, let us reject it. And since there is seldom a flawless work in any form, the censor's approach can destroy much that is worth saving.

State (a) whether you agree or disagree with Asheim's statement that "selection is democratic while censorship is authoritarian, and in our democracy we have traditionally tended to put our trust in the selector rather than in the censor.", and (b) explain your understanding of Asheim's distinction between "selectors" and "censors". Be sure to specifically explain <u>why</u> *YOU* agree or disagree with Asheim's statement and cite at least one (1) relevant <u>scholarly source **in the body of part a of this question**</u> to support/develop your argument, per APA citation style, and <u>include a full APA citation</u> to that source at the end of your submission, according to <u>ONLY the APA citation style</u>. <u>No other citation styles are permissible</u>. <u>NO EXCEPTIONS</u>.

    (2) **Is it ever ethical to "censor" a book?** Discuss why or why not, be sure to specifically explain <u>why</u> *YOU* agree or disagree with this statement and cite at least one (1) relevant <u>scholarly source in the body of your essay to support/develop your argument, per APA citation style,</u> and <u>include a full APA citation</u> to that source at the end of your submission, according to <u>ONLY the APA citation style</u>. <u>No other citation styles are permissible</u>. <u>NO EXCEPTIONS</u>.

    (3) **Is it ever ethical to "censor" Twitter Tweets?** Discuss why or why not, be sure to specifically explain <u>why</u> *YOU* agree or disagree with this statement and cite at least one (1) relevant **<u>scholarly or non-scholarly</u> source (<u>not Wikipedia</u>)** <u>in the body of your essay to support/develop your argument, per APA citation style,</u> and <u>include a full APA citation</u> to that source at the end of your submission, according to <u>ONLY the APA citation style</u>. <u>No other citation styles are permissible</u>. <u>NO EXCEPTIONS</u>.

ADDITIONAL INSTRUCTIONS AND REQUIREMENTS:
IMPORTANT Formatting Note: When composing your submission, number your responses, e.g. 1(a) and (b), 2, and 3, so your group members and the graders can easily determine where each question that you have answered is located.
Note re LIS 2194 Required Text: You may not use the required text for this course to satisfy the minimum scholarly source requirements for the above questions, though you may use and cite the required text as a **supplemental source**, if you wish.
Scholarly Sources: You must accurately cite--using the APA citation style--a minimum of **one (1) relevant scholarly source for questions 1 and 2 and either one scholarly or non-scholarly source for question 3** (e.g. examples of scholarly, authoritative sources

include an authoritative encyclopedia like Encyclopedia Britannica, a scholarly monograph, scholarly treatise, scholarly or authoritative book, or peer-reviewed scholarly journal article; not Time, Newsweek, The New Yorker, The Atlantic, newspapers, trade literature, etc.; Wikipedia is never acceptable as a cited scholarly or non-scholarly source in this course) **within the body of your submission and include the correct APA citation to that reference at the bottom of your submission, to support your research and arguments**. Again, **you may not use the required text to satisfy the minimum scholarly sources requirement for this course, but you may use and cite it as a supplemental source, if you wish**. Failure to satisfy these instructions will result in point deductions.

Non-scholarly Sources for Question 3: If you choose to use and cite a non-scholarly source for question 3 (or for any question), remember that **the quality of that source (or sources) will be evaluated by the graders**. Select good quality sources.

Pitt ULS Databases and Assistance: Remember that you can use the extensive number of Pitt ULS databases to locate professional literature; also, utilize librarians to assist you, if needed. **The IS library presentation—addressing database searching, scholarly sources, citation practice, and plagiarism—is also accessible for you to consult**.

Supplemental Sources: You may elect to cite a book review, website, blog entry, etc. as a supplemental source that you consulted during your research and which you choose to include within the body of your submission and as a reference, **but such item(s) will not satisfy the minimum scholarly sources requirement**. **NO EXCEPTIONS.**

References: List your reference(s) at the end of the submission in correct APA citation style. **References will count toward the word count, as described in detail above**.

Evaluation: Your submission will be evaluated based on the **clarity and comprehensibility** of your writing, analysis, and synthesis, **relevance** of your responses to the questions asked, and the **quality of authority/ies** you cite to support/develop your arguments. **Points will be deducted for responses that simply repeat what the author has said, use extensive quotes that are not relevant and/or do not add to the quality of your responses, and/or are of a "book report" nature.**

Check the instructions, requirements, and questions: Be sure to reread the instructions and requirements for this assignment and verify that you have satisfied all of the instructions and requirements for this assignment BEFORE submitting your Assignment 2: Essay #1 assignment.

Also, check that you have answered each required question above and that you have cited the appropriate required source for each question within the body of your answer *and* in your references at the end of your submission.

Proofread your work: It is vital that you proofread your work and/or have a qualified proofreader check your work to avoid spelling and grammatical errors. **Assignment submissions that contain such errors will have points deducted.**

Where: **Post your submission to two (2) places**:

     (1) **Your Small Discussion Group**; **please paste your submission into a thread**, to make it quicker and more convenient for your group members to read your posting and not have to open multiple Word files.

(2) Go to the **Assignments content area** on the Blackboard homepage. Submit a Word file with your Assignment 2: Essay #1 via the Assignment link for Assignment 2: Essay #1 located there.

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Team Presentation: **To be presented at FastTrack Weekend session on Mar. 24 (required attendance for online students) or in-class either Apr. 5 or 12 (30 points total)**
(a) PowerPoint (or similar format, such as Prezi) (10 points)
(b) 15-20-minute Presentation, plus approximately 5-minute Q & A (15 points)
(c) One-page list of references on topic: at least ten (10) total references in APA style, of which at least three (3) must be scholarly sources (5 points)

Objective: To compose and deliver a well-researched, well-organized, and well-presented overview of your team's topic.

Each team has selected a topic for its Team Talk presentation and that topic has been approved by the instructor.

Teams comprised of online students will present their Team Talks at the Sat., Mar. 24th FastTrack Weekend session.

Teams comprised of on-campus students will be randomly assigned to present their presentations at the Apr. 5th or 12th on-campus sessions.

Each team is responsible for three deliverables that the team will deliver collectively and be graded and commented upon as a group:

(a) PowerPoint (10 points): Each team will create a PowerPoint (or similar format, such as Prezi) that will be presented during its Team Talk presentation. The PowerPoint must be uploaded, by the end of the day on which each team is scheduled to present their talk, to a Team Talk Materials Forum on the main Discussion Board, so that all students in the course can view materials from each team.

PowerPoints will be evaluated for **accuracy** and **overall professional quality**.

(b) 15-20-minute Presentation, plus 5-minute Q & A (15 points): Each team will make a 15-20 minute presentation on their topic in one of the upcoming class sessions. Presenters must also be prepared to address audience questions for approximately 5 minutes (or potentially longer, at the instructor's discretion, if interest/discussion warrants). The instructor will keep time and teams will be asked to stop their presentations at the 20-minute mark.

Teams may choose one member, some members, or all members to present. Presentations will be videotaped to ensure that all students can view the presentations.

There is no set plan for each team to follow in delivering its talk. However, at a minimum, each team MUST be sure to define its topic(s). Teams can also choose to incorporate a class activity, such as discussion question(s), watching a relevant multimedia clip, etc. Again, **your goal is to compose and deliver a well-researched, well-organized, and well-presented overview of your team's topic.**

Presentations will be evaluated for **clarity** of the information presented, **relevance** of sources and/or materials included, **balance** in crafting a presentation that provides listeners with a **high quality overview** of a team's topic, and **effective communication** of the team's information.

(c) One-page list of APA-cited references on topic: at least ten (10) total references in APA style, of which at least three (3) must be scholarly sources **(5 points)**:

By the end of the day on which each team is scheduled to present its talk, each team must upload a *one-page (*one *double-sided* page is fine, too) Word format document, which lists at least ten (10) references in APA citation style that were consulted and used in the team's research on its topic, to a Team Talk Materials Forum on the main Discussion Board, so that all students in the course can view materials from each team. At least three (3) of the minimum ten (10) sources must be scholarly sources.

Teams are NOT required to bring these lists or any other materials for passing out at their presentations.

The one-page lists will be evaluated for **adherence** to APA citation standards, **satisfaction** of the requirements of at least ten (10) total sources, of which at least three (3) must be scholarly sources, **relevance** of the cited sources to the team's topic, and **overall professional quality**.

Submission of materials for grading and comments: In addition to submitting its PowerPoint and one-page list of APA-cited sources to the Team Talk Materials Forum on the main Discussion Board, **by the end of the day on which it is scheduled to present, each team MUST designate one (1) member to submit the PowerPoint and one-page list of APA-cited sources via the designated submission links for these two components of the Team Talk assignment in the Assignments content area** for confidential grading and comments.