

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7120
Government Information Sources
Three Credit Hours**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism: The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the

assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*
- PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

INSTRUCTOR

Name: Emily Rogers

Office Number: Room 2360 Odum Library

Telephone Number: (229)-245-3748

Email Address: ecrogers@valdosta.edu

Office Hours: Generally MTR 8:00am-5:00pm, F 8:00am-3:00pm, W hours vary

COURSE DESCRIPTION

Use of and access to government documents, defining government documents, how they are generated or created, how and who uses them, how and where to find them. The course addresses government documents at the federal, state, and local levels as well as documents of international organizations (UN, EU, etc.) and foreign governments. Prerequisite or corequisite: MLIS 7000 or consent of instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Forte, Eric J., Cassandra J. Hartnett, and Andrea L. Sevetson. (2016). *Fundamentals of Government Information: Mining, Finding, Evaluating, and Using Government Resources*. Chicago: ALA Neal-Schuman. ISBN: 978-0-8389-1395-6

Additional course materials are provided through the online course classroom in BlazeView.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to meet these Student Learning Outcomes (SLOs):

- SLO 1. To enable students to identify, describe, evaluate, and use basic and specialized government information sources in both print and electronic formats. *(ALA Core Competence 2, MLIS PO 1)*
- SLO 2. To acquaint students with processes of administering a government documents collection. *(ALA Core competence 8, MLIS PO 1).*
- SLO 3. To articulate issues and trends that affect the access, use, and dissemination of government publications. *(ALA Core Competence 2, MLIS PO 1).*
- SLO 4. To develop an understanding and appreciation for the importance of government information in both public and academic libraries. *(ALA Core Competence 2, MLIS PO 1).*
- SLO 5. To discuss the major topics, concepts, history, and issues of the Federal Depository Library Program. *(ALA Core Competence 2, MLIS PO 1).*

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Assignments in Brief

The following list is a brief overview of the assessments used to measure learning outcomes included in the course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date.

Discussions	(SLOs 1,2,5)	100 points
Government Agency Report	(SLOs 1,4)	150 points
Legislative Questions	(SLOs 1,4)	150 points
Census and Statistics Questions	(SLOs 1,4)	150 points
Finding Aid Design	(SLOs 3,4)	100 points
Research Project on Government Information/Documents Collections	(SLOs 2,5)	200 points
Final Reference Questions	(SLOs 1,4)	150 points

COURSE GRADES

Students can earn a maximum of 1000 points in this course. Course grades will be awarded as follows:
1000-900 points = A 899-800 points = B 799-700 points = C 699-600 points = D Below 600 points = F

- A Exceptionally exceeds minimum standards
- B Exceeds minimum standards
- C Meets minimum standards
- D Barely meets minimum standards
- F Fails to meet minimum standards

COURSE EVALUATION

As a student in this course, you are expected to: (1) read or view all assigned background materials; (2) participate in class activities; (3) attend or view archives for any online presentations, if applicable; (4) submit all projects on time and according to the format designated by the instructor; and (5) conduct research and writing according to the rules of academic integrity. See the COEHS [Policy on Plagiarism](#) below and the *MLIS Guide to Ethical Conduct* at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>

ATTENDANCE POLICY

This is a Web-delivered course, delivered mostly asynchronously. The instructor may schedule real-time instruction using BlazeView tools such as Chat or the BlackBoard Collaborate classroom. These activities will be recorded and archived.

COMMUNICATION

Please post course-related questions that may be relevant to the class on the Faculty Office discussion board. You are expected to read the discussion boards regularly. If you have a personal question, please send it to the instructor using the BlazeView course email. Please feel free to set up an appointment for a live meeting in person or by phone or chat.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

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DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.