Course Syllabus
LI861XI

Intellectual Freedom

Spring Semester 2016

Faculty: Candace Morgan
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Primary Phone: 503-701-2316
Online Course Login: canvas.emporia.edu
Credit Hours: 1
Meetings: Internet begins 3/21

Important Dates for Spring 2016 (Block 2)

3/21 First Day of Class
5/14 Commencement
4/6 Last Day to Withdraw
5/17 Final Grades Due
5/6 Last Day of Classes

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies. Intellectual Freedom is a core part of this goal.
# Course Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>understand the constitutional concepts that provide the framework within which American libraries operate and the history of their development.</td>
<td>PO1, PO7</td>
<td>PV1, PV3</td>
<td>1A, 1B, 1C,1G</td>
</tr>
<tr>
<td>2</td>
<td>understand the relevant court cases and understand key legal concepts that apply to library policies and practices.</td>
<td>PO5</td>
<td>PV2</td>
<td>1G</td>
</tr>
<tr>
<td>3</td>
<td>understand ALA policy documents related to intellectual freedom and privacy and be aware of the responsibilities of professional librarians to promote and defend these values.</td>
<td>PO1</td>
<td>PV2</td>
<td>1B, 1H</td>
</tr>
<tr>
<td>4</td>
<td>understand the core professional writings related to intellectual freedom and privacy.</td>
<td>PO5</td>
<td>PV4</td>
<td>1B</td>
</tr>
<tr>
<td>5</td>
<td>follow the best practices for developing clear intellectual freedom and privacy policies that take the legal context of libraries into account.</td>
<td>PO8</td>
<td>PV4</td>
<td>1I</td>
</tr>
<tr>
<td>6</td>
<td>use best practices for responding effectively to challenges.</td>
<td>PO8</td>
<td>PV1</td>
<td>1J</td>
</tr>
<tr>
<td>7</td>
<td>to articulate how intellectual freedom concepts can be applied in religious and other private libraries.</td>
<td>PO8</td>
<td>PV2</td>
<td>IE, IG</td>
</tr>
</tbody>
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Approved NYA

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## Course Overview

An exploration of the theoretical, legal, and practical principles of intellectual freedom, privacy, and confidentiality from a library perspective. Students will have the opportunity to practice applying these principles to current library issues.
Required Readings


Candace Morgan. “Librarians and the American Constitutional Legacy: An Introduction”

Recommended Readings (optional)


http://www.alastore.ala.org/detail.aspx?ID=3107 or Amazon:  

### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions</td>
<td></td>
<td>3/26/</td>
<td>8</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>PO1, PO5, PO7, PO8</td>
<td>By the last days of weeks 1 - 7</td>
<td>72</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>PO1, PO5, PO7, PO8</td>
<td>5/6</td>
<td>20</td>
</tr>
</tbody>
</table>

### Learning Activities

**Assignment 1: Introduce Yourself**: At a minimum include the following: your educational background; library related employment background; where you live; when you expect to graduate from SLIM and what kind of job you hope to get. Post to the Canvas Discussion Forum. **Due: no later than March 23**

Note: This will provide me with information to assist me in determining what to emphasize in this course. I ask where you live since in addition to the U.S. Constitution and U.S. laws it is critical that you understand the relevant provisions of your state constitution and laws and I will provide you with information about where you can find the information for your states. **This will not be graded**
Assignment 2: Learning Objectives: What are your expectations of this class? Include at least three specific issues you would like to have covered and why these are important to you. Post to the Canvas Discussion Forum. 8 points

Purpose: Intellectual freedom and privacy are complex topics and this course is short. This information will help me determine what to emphasize. During the course I will also provide you with information about where you can learn more about each topic.

Due: no later than March 27

Assignment 3: Quality of Learning Objectives Rubrics

Outstanding: More than three issues clearly and thoughtfully described. Importance reflectively described. 8 points

Competent: Three issues and importance adequately described. 4 points

Developing: Fewer than three issues described; importance superficially described. 2 points

Failed: Did not complete. 0 points

Assignment 4: Discussions – Throughout the entire class. 72 points

The 72 points will be divided as follows:
- Week 1 and Week 7: 6 points each
- Weeks 2 – 6: 12 points each

General:

At the end of each week I will post a review of the previous week discussions and an introduction to the topics of the next week.

Class discussions are very important to enable students to engage with the course content and with each other and the instructor. In order to make it possible for you to reasonably have has much time as possible learning about all aspects of intellectual freedom and privacy I am not requiring an issue paper. Thus, your grade heavily depends on the time and effort you put into participating in the discussion.

I will evaluate this assignment based on the quality and quantity of your contributions to the discussions. I expect you to log in to canvas discussions every day. I suggest that you subscribe to discussions so that you receive new posts via email.

At a minimum I expect you to contribute to each discussion at least three times, at least once in a new thread and at least twice in reply to a classmate’s posted question.
Participation at this level will earn you passing, but not full points for the discussion.

For each discussion topic you introduce in a new thread I expect you to start the discussion of the topic you have chosen and include a question for your classmates. Remember that these questions should be substantive and enhance reflection on and discussion of the topic. Subsequent postings in the thread should include a response to any of your classmates’ questions. When appropriate in both initial postings and responses you should include specific citations to relevant materials, whether from the assigned readings or other materials.

Quality of discussion participation Rubric:

**Weeks 2 - 6**

**Outstanding:** Demonstrated preparation for the discussion based on careful readings. Consistent thoughtful comments offering significant insights into the application of the readings and discussions to professional tasks. The new thread posted posed a thoughtful question designed to generate additional discussion of the topic. **12 points**

**Competent:** Demonstrated preparation for the discussion. Thoughtful comments providing insights into the application of the readings and discussion to professional tasks. **10 points**

**Developing:** Not fully prepared for the discussion, superficial and/or shallow and unsupported replies. **8 points**

**Failed** to contribute to the discussion. **0 points**

**Weeks 1 and 7**

**Outstanding:** Demonstrated preparation for the discussion based on careful readings. Consistent thoughtful comments offering significant insights into the application of the readings and discussions to professional tasks. The new thread posted posed a thoughtful question designed to generate additional discussion of the topic. **6 points**

**Competent:** Demonstrated preparation for the discussion. Thoughtful comments providing insights into the application of the readings and discussion to professional tasks. **6 points**

**Developing:** Not fully prepared for the discussion, superficial and/or shallow and unsupported replies. **2 points**

**Failed** to contribute to the discussion. **0 points**
Reflective Essay  Due no later than May 6.

About Reflective Essays

David Boud defines reflection as “a generic term for those intellectual and effective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation” (Boud D., Keough, R, Walker, D (1985) Reflection: Turning Experience into Learning London: Kogan Page: 19).

Drawing from class readings, class work, class discussions, lectures, other courses you have taken, as well as applicable personal or work experiences write a paper reflecting on what you have learned in this course, how you expect to use the information, how the course content impacts or is related to other courses you have taken, what questions or topics remain unanswered or have not been addressed and what you would like to learn more about in the future.

The paper should be approximately 3 – 5 double spaced pages. You will not be penalized for a longer paper as long as it is well organized and focused.

Note: I have not required you to keep a reflective diary. However, you should consider keeping one as it should make it much easier to complete this assignment

A reflective essay usually includes the following:

1. An introduction or thesis statement that tells the reader what issues, or topics you are going to discuss in your paper. This can be a paragraph or just a sentence, whatever works best for the content of your paper.

2. The body of the essay in which you accomplish what you said you would in the thesis statement. I expect that the reflective essay will be organized so that related subjects are together with clear divisions between different topics. The goal is to keep focused and capture the reader’s interest.

3. A final paragraph or at least a sentence that briefly summarizes what you have accomplished. In other words, start by telling the reader what you are going to do, do it, and tell then what you did.

Reflective Essay (20 points)

Quality of reflective essay Rubric

Outstanding  20 points

1. You state what you intended to accomplish and fulfill that promise; the body of the paper clearly organized, using sub-headings as appropriate. It flows smoothly and logically from one point to the next and concludes with a brief summery.

2. You support your opinions and ideas with appropriate references to class discussions, lectures, and sources you have independently identified.
3. Your essay is thoughtful and creative.
4. Your ideas are clearly expressed and the grammar and spelling are correct.

**Developing: 15 points**

Your essay is organized and well written and your ideas are clearly expressed using correct grammar and spelling. You do not consistently support your opinions and ideas with appropriate references to class discussions, lectures and sources you have independently identified.

**Failed to follow the guidelines 0 points**

**CLASS SCHEDULE**

**Week 1 March 21 – 27**

**Topic:** History of intellectual freedom and libraries

1. **Student Introductions:** Post to the Canvas Discussion Forum. This will not be graded. Due no later than March 23. See instructions above. Post to the Canvas Discussion Forum.

2. **What are your expectations of this class?** Include at least three specific issues you would like to have covered and why these are important to you. Post to the Canvas Discussion Forum. Due no later than March 27. **8 points**

Purpose: Intellectual freedom and privacy are complex topics and this course is short. This information will help me determine what to emphasize. During the course I will also provide you with some information about where you can learn more about each topic.

**Readings:** Provided by the instructor

*Librarians and the American Constitutional Legacy: An Introduction*

*History of ALA Policy on Intellectual Freedom*

**Discussions:**

There is a discussion forum for each of the two assigned readings. What are your reactions? What questions do they raise? What specific areas are you most interested in learning more about?
Week 2: March 28 – April 3

Topics:
1. What is Intellectual Freedom?
2. Core ALA Intellectual Freedom Documents
3. The right to receive information

Readings (page numbers are in the Intellectual Freedom Manual)
3 – 13 What is intellectual freedom?
247 – 255 Glossary of terms
15 – 28 Core ALA intellectual freedom polices
43- 50 Public Forum Doctrine

Suggestions for Discussions
What is Intellectual Freedom
Library Bill of Rights
ALA Code of Ethics
The Freedom to Read
Libraries: As an American Value
The Public Forum Doctrine

Week 3: April 4 – 10

Topics:
1. Intellectual freedom policies
2. Access to library resources and services
3. Collection development and management
4. Academic libraries
5. Universal Right to Free Expression

Readings:
29 – 42 Creating intellectual freedom policies
51 – 76 Access to library resources and services
135 – 144 Collection development and management

Suggestions for Discussion
Affecting Access to Library Resources, Services, and Facilities
Access to Digital Information, Services and Networks
Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation
Access to Digital Information, Services, and Networks
Economic Barriers to Information Access
Intellectual Freedom Principles for Academic Libraries
Prisoners’ Right to Read
Restricted Access to Library Materials
Services to Persons with Disabilities
The Universal Right to Free Expression
User Behavior Rules – the law
Diversity in Collection Development
Evaluating Library Collections
Labeling and Rating Systems

**Week 4 April 11 – 17**

**Topics**
1. Censorship
2. Challenged resources
3. Internet filtering
4. Children and Youth

**Readings**
77 - 80 Key concepts
81 – 95 Challenges and responses
96 -99 Access to and removal of library materials
100 – 114 Internet filtering
115 – 134 Children and youth

**Suggestions for Discussions**
Challenged Resources
Expurgation of Library Resources
Responding to challenges and concerns about library resources.
Engaging with organized groups
Access to library resources and removal of materials: the law
Internet filtering
Children and youth

**Week 5 April 18 – 24**

**Topics**
1. Meeting rooms
2. Exhibit spaces
3. Programs
4. Privacy and Confidentiality
5. Law enforcement visits and requests

**Readings**
157 – 160 Advocating for intellectual freedom
162 -163 Library initiated programs
164 -169 Meeting rooms and Exhibit Spaces
171 – 214 Privacy and Confidentiality
Suggestions for Discussions:

Exhibit spaces and bulletin boards for library use
Exhibit spaces and bulletin boards for public use
Meeting rooms for individual and group use
Privacy rights of library users
  Material hold pickup practices
  Reference questions and interview
Circulation and interlibrary loan records
  Materials check out conversations at the checkout desk
Internet use
  Presence in the library

Week 6 April 25 – May 1

Topics
  1. Copyright
  2. Workplace Speech
  3. Communicating about intellectual freedom
  4. Where to get help
  5. How to get involved

Readings

145 – 156 Copyright
215 – 23  Workplace speech
227 – 231 Communicating about intellectual freedom
233 – 246 Where to get help and get involved

Suggestions for Discussions

Copyright; an Interpretation of the Code of Ethics.
Copyright law and access to and use of information
Creative Commons
ALA Policy on Workplace Speech
Workplace Speech and the ALA Code of Ethics
Ways to communicate about Intellectual Freedom
Where to get help
Ways you might want to become involved in intellectual freedom and libraries
Week 7

Your Reflective Essay is due this week so I have not assigned additional readings.

Discussions: Use the thoughts you include in your essay to communicate to your fellow students, to pose questions for them or me – or anything else you want to communicate about before the end of the class. The discussion in this week is still part of your grade.

Grading Criteria

Assignment 2: Learning Objectives: A clear explanation of your expectations for this class. Clear explanation of at least three specific issues you would like to have covered and why these are important to you.

Assignment 3: Discussion: Demonstrated preparation for the discussion based on careful readings. Consistent thoughtful comments offering significant insights into the application of the readings and discussions to professional tasks. The new thread posted posed a thoughtful question designed to generate additional discussion of the topic.

Assignment 4: Reflective Essay:

1. You state what you intended to accomplish and fulfill that promise; the body of the paper is clearly organized, using sub-headings as appropriate. It flows smoothly and logically from one point to the next and concludes with a brief summery.

2. You support your opinions and ideas with appropriate references to class discussions, lectures, and sources you have independently identified.

3. Your ideas are clearly expressed and the grammar and spelling are correct.

SLIM Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 -100</td>
<td>90 - 95</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 95</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
<td>80 - 83</td>
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<tr>
<td>C+</td>
<td>80 - 83</td>
<td>77 - 79</td>
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<td>C</td>
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<td>74 - 76</td>
<td>70 - 73</td>
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<tr>
<td>F</td>
<td>70 - 73</td>
<td>0 - 69</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
<td>0 - 69</td>
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</tbody>
</table>

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions—must be passed with a final grade of B- or better to receive academic credit. If a
student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.
Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability
Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: [disabser@emporia.edu](mailto:disabser@emporia.edu)