

## Welcome to INFO 520



**Dan Dorner**

Welcome to INFO 520, Information and Society. This course examines the social, political and economic forces that combine to create today's dynamic information environment. As a foundation, information managers, must be cognisant of a diverse range of concepts, issues, policies and legislation relating to the production, dissemination, and use of information in all aspects of society, including both the workplace and the home. This course aims to provide you with that foundation.

This may be the first course, or one of the first courses, you are studying in the Master of Library and Information Studies programme, or in the Postgraduate Certificate or Diploma in Archives and Records Management (Cert/Dip ArcRec), so you may be feeling a little nervous about what lies ahead, and concerned about what is expected of you. All of the SIM faculty members will have gone through the same gamut of emotions when we first started our postgraduate studies, so we can sympathise.

My name is Dan Dorner and I am the Coordinator of INFO 520. My background is in librarianship and I have worked in a range of positions in public, academic and national libraries in both New Zealand and Canada. I have also taught in professional programmes in both countries, and completed a PhD at the University of Western Ontario on the information policy development process. I have also taught many times in professional development workshops in locations such as Vietnam and Thailand. My experience and studies, and indeed my current role as an academic, have made me think carefully about the nature and value of information, the users (and non-users) of information, the enablers and barriers, and the part that information plays in our society.

INFO 520 is a fascinating course, both for teachers and students, because it goes right to the fundamentals of our discipline. Information is created for people in a social context and goes through a cycle of dissemination and use in which history, economy, and politics all play a part. It is important that everybody involved with

information management should have a good understanding of the raw material with which we work. This understanding goes beyond merely discussing the merits of various books and websites, to analysing the very nature of information and how it is communi-cated.

The impacts of the rapid advances in information and communication technologies on culture, economics and politics within our society means that for the information management professions there never has been a more interesting time than *now*! We need to re-examine basic questions related to what we do. What is information? Who uses it? What are the issues that arise in providing access to it? What social changes result from its presence or absence? What are our roles as librarians, archivists and record managers in information services? What can we do to improve the effectiveness of the information services we provide? What can we do to influence the impacts of technology on information, and society's access to it?

These questions need to be asked, and you should ask them while studying INFO 520. Of course, you will not be able to study all of the concepts in great depth, for we touch on some huge subjects that can't be dealt with comprehensively in anything less than a full degree. What I ask of you is that you set aside all prejudices and start afresh at this point. The most important thing of all is that you *think* while studying INFO 520 and that you *contribute your point of view* to the weekly discussions. The success of this course will depend largely on your participation. If you wish to talk about particular aspects of the course, you can contact me as follows:

- Email:** Dan.Dorner@vuw.ac.nz
- Telephone:** (04) 463 5781 (for calls within the Wellington free calling area).  
Alternatively, call the Administration Office on (04) 463 5103.
- Room:** EA 213, Easterfield Building, southwest end of the second floor. If I'm not in my room, send an email message, leave a note, or a phone message to arrange a time to see me.
- Freephone:** 0800 11 62 99 (for open learning students or internal students calling from outside Wellington). Either you will be put straight through to me, or our Administrative staff will relay a message.
- Fax:** (04) 463 5446

During teaching time, I endeavour to respond to phone messages, email, or faxes within one working day.

If you wish to send something to me by **post**, my address is:

**Dr. Dan Dorner**

School of Information Management  
Victoria University of Wellington  
PO Box 600, Wellington

Assignments should *not* be sent to this address; see the details under 'Assessment' below. Non-assignment material being delivered by courier or in person should go to the SIM Administration Office, EA 121, Easterfield Building, Kelburn Campus, Victoria University of Wellington.

If I am unavailable when you phone, please leave a message with the Administration Office on (04) 463 5103, or 0800 11 62 99.

## Structure of the coursebook

This coursebook, which should be read in conjunction with the LIM Programmes *Administration Handbook*, is divided into two sections: this course information section (in which the contents of the INFO 520 course are discussed along with course-specific administrative information and Internet/audio conference or internal session details); and a section containing twelve study modules (which will be followed by any readings associated with those modules). This print coursebook is augmented with a website:

<http://blackboard.vuw.ac.nz>

See 'Online information' for more on this.

The coursebooks used in the LIM programmes have been developed over a period of time. As a result, each coursebook is likely to include new material contributed by the coordinator and staff involved in the current offering of the course, as well as material contributed by staff involved in earlier offerings. Every effort has been made by our academic and editorial staff to ensure that all material is correctly attributed and complies with the University's copyright license obligations.

**If quoting or referring to material written for this coursebook, you should treat it as being contributed anonymously rather than being attributable to the**

**person delivering the particular module in which it appears, unless the authorship is clearly indicated.**

Each module of this coursebook ends with a section entitled 'Preparation for the weekly session'. You should make sure that you prepare the work listed in this section before the weekly session for that module. Reading 'Preparation for the weekly session' *before* starting work on the module will help you to use your study time effectively.

In this coursebook, you will encounter two types of boxes that separate work to be done from the body of the text. Boxes in this format:



**Now read** Maurice B. Line, "Librarians and Knowledge," in *Knowledge and Communication: Essays on the Information Chain*, ed. A. J. Meadows (London: Library Association, 1991), 77-89. (Reading 1)

provide the details for a reading which you should do before continuing with the module text. These readings are either included in the coursebook following the study module to which they apply (as in this case), or are available on the Internet. Boxes in this format:



Find your own definition of positivism, translate it into your own words, and prepare to discuss it in this week's seminar, defending it as the basis of knowledge.

contain self-review questions. You should consider these, and note your answers or conclusions, before continuing with the module text. Some self-review questions will be discussed during the weekly session.

## Course description

INFO 520, Information and Society, deals with theories used to delineate the relationships between data, information, and knowledge, theories of communication, the role of libraries, archives and records management operations as stores of printed material, and their emerging roles in the electronic era. The course continues with a consideration of the ways in which various groups in society are dealing with information, including the economics of information, the development of national

and international plans and policies, and legal issues concerned with copyright and intellectual property rights. The course also considers wider public policy issues related to censorship, freedom of access to government information, and privacy. It concludes with a consideration of issues of professionalism, and the future role of librarians and information specialists in a rapidly changing environment.

Remember that this course deals with concepts and ideas. Some of these are drawn from the social sciences, philosophy, history and philosophy of science, economics, law, and many other areas that may be new to you. Do not be concerned if some of the ideas, theories, and concepts are difficult to understand. Some of the issues we deal with are indeed extremely complex and may represent idiosyncratic points of view that, although they are of interest to some of us, may not always commend themselves to our particular orientation and way of thinking. You should aim for a relatively deep understanding of some of the ideas and issues — particularly those that attract you — rather than a superficial overview of all the issues that are introduced in the weekly discussions, tutorials, and readings.

In assessing your written work, I shall look particularly for an understanding of the issues and concepts that you would like to raise, rather than for a superficial breadth of knowledge. If there are concepts, issues, and theories that you do not understand (or indeed, ones that you do not like), then say so, and give your reasons.

This issues discussed in this course also provide rich territory for possible topics for your INFO 580 research project. It is always worth noting down references to books or journal articles about political, social, or economic issues relevant to specific aspects of information management that you find particularly interesting — because they may contain the seeds for an INFO 580 research project.

During the second half of the course, I will want you to identify researchable issues covered in the readings and the weekly discussions so that we can spend 5 to 10 minutes in each class talking about why these issues would (or would not) be good for developing an INFO 580 project.

## Learning objectives

By the end of the INFO 520 course, students should be able to:

1. Describe how librarianship, information science, archival science, and records management have developed as professions; in particular, the goals, characteristics, and functions shared by these information professions.
2. Describe key theories, such as the information life cycle and the information continuum, that are used to model the communication and flow of information for the purpose of information management.
3. Evaluate current government information infrastructure policy in New Zealand, and compare and contrast policies developed and operated in New Zealand with those in other countries.
4. Discuss the issues and trends that are most likely to impact upon the future role of information professionals.
5. Assess the impact that information has upon scientific research and development.
6. Critically evaluate government policy on issues related to the individual's rights to intellectual property, censorship, access to government information and privacy.
7. Understand the importance of research to the information professions, and think critically about researchable aspects of issues that are important to information professionals.

## Time commitment

You should aim to spend between ten and twelve hours per week on INFO 520. This time includes attendance at the weekly session.

## General University requirements

Students should familiarise themselves with the University's requirements, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures, contained in the statutes in the VUW website.

### University policies and statutes

The Statute on Student Conduct and the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the university's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. Further information is available in the Faculty Student Administration Office, or at

[http://aida.its.vuw.ac.nz/policy/policy/general\\_statute\\_-\\_statute\\_on\\_student\\_conduct.htm](http://aida.its.vuw.ac.nz/policy/policy/general_statute_-_statute_on_student_conduct.htm)

The Policy on Staff Conduct is available at

[http://aida.its.vuw.ac.nz/policy/policy/policy\\_-\\_policy\\_on\\_staff\\_conduct.htm](http://aida.its.vuw.ac.nz/policy/policy/policy_-_policy_on_staff_conduct.htm)

### Academic grievances

If you have any academic problems with your paper you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the LIM Programme Director (Tony Hooper, [tony.hooper@vuw.ac.nz](mailto:tony.hooper@vuw.ac.nz)) or the Head of School (Sid Huff, [sid.huff@vuw.ac.nz](mailto:sid.huff@vuw.ac.nz)). If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked.

These are set out in the Academic Grievance Statute, available at

[http://aida.its.vuw.ac.nz/policy/policy/general\\_statute\\_-\\_statute\\_on\\_academic\\_grievances.htm](http://aida.its.vuw.ac.nz/policy/policy/general_statute_-_statute_on_academic_grievances.htm)

### Students with special requirements

The University has a policy that aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the

Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available.

Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email, [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz).

## Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work; you *must* acknowledge all sources you use. This includes published and unpublished work, the Internet, and the work of other students and staff. While you are encouraged to work together while preparing for the weekly sessions, assessed work must be completed individually, and collaboration confined to discussion of general points. I expect you to present information in your own words, based on your understanding of the background material you read. ***Any assignment which is plagiarised will receive an automatic fail grade.***

Plagiarism is also an example of misconduct in the Statute of Student Conduct; see [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct)

## Student support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

<b>Staff</b>	<b>Faculty</b>	<b>Room number</b>
Sue Dover	Student Support Coordinator,	2 Wai-te-ata Road
Kirstin Harvey	Law	Old Gvt Bldg, Rm 103
Liz Richardson	Science, Architecture & Design	Cotton Building, Rm 150

The Student Services Group is also available to provide a variety of support and services. Find out more at

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

or email

[student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)



VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice, and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

## Course schedule

INFO 520 will be held in the first trimester (February–June) of the 2005 academic year. There will be no sessions for two weeks during the mid-trimester break (28 March–10 April 2005).

- **Internal students**

There will be a seminar on Tuesdays (from 9.00–10.50 a.m.) in the Hugh MacKenzie Building, HM 002.

- **Open learning students (outside Auckland)**

The weekly conference sessions will be held on Tuesdays from 5.00–6.30 p.m.

- **Open learning students (within Auckland)**

Sessions for Auckland students will be delivered by a mixture of audioconferencing and face-to-face teaching. There will be face-to-face delivery of Modules 1 and 2 on Saturday, March 5, and of Modules 7 & 8 on Saturday, April 30, at a site to be announced.

All other modules will be held as weekly audioconference sessions at the Open Polytechnic site on Wednesdays (6.45–8.15 p.m.).

## Schedule

<b>Week</b>	<b>Dates</b>	<b>Topic</b>
1	28 Feb-4 March	The nature of information and knowledge
2	7-11 March	Communication
3	14-18 March	Documents, and the role of libraries and archives
4	21-25 March	Scholarly communication
5	11-15 April	The economics of information
6	18-22 April	Information policy
7	25-29 April	Freedom of information
8	2-6 May	Protection of personal privacy
9	9-13 May	Censorship
10	16-20 May	Intellectual property
11	23-27 May	The Information Society
12	30 May-3 June	Ethics of information professionals; the future of the information professions

### **Seminar, Internet and audioconference participation**

Please prepare your work before the session for which it is required. Advance preparation is required to assist critical thinking, analytical skills, and deep understanding of the material. As the sessions are meant to be interactive, you should be prepared to answer questions, contribute comments, and ask for clarification of issues pertaining to the material under discussion. In some sessions you may be asked to talk about a specific topic, or to share your experience in exploring the

resources we are discussing with the rest of your seminar group. You should always be prepared for this.

# Assessment

None of the LIM courses has a final examination. This course will be internally assessed, and there will therefore be two assignments due during the trimester.

## Assignments

There are two assignments for this course:

Assignment	Date due	Value	Length
1. Essay	26 April, 5 p.m.	50%	2200 words max.
2. Report	7 June, 5 p.m.	50%	2200 words max.

## Late assignments

The policy on late assignments for INFO 520, including penalties, is the same as that in the *Administration Handbook*.

## Word count

All work submitted MUST contain a word count, easily available from your word-processing program, and will include endnotes and footnotes. Bibliographic references are not counted. The word count should appear under your name. (**Note:** your name should appear only on the back of the last page of the assignment.) The penalty for not including your word count or going over the word count will be 5%.

## Presentation

Details of the LIM Group's assignment policy, including presentation, will be found in the *Administration Handbook*.

## Plagiarism

You should read and take heed of the statement on collaboration and plagiarism above and also in the *Administration Handbook*. Note especially that direct quotes from websites must be acknowledged as such.

## Submission

Remember to keep a copy of each assignment you send us, just in case the original goes astray. Assignments should be submitted as follows:

### Open learning students:

- **Post:** To LIM O.L.—INFO 520, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington.
- **Courier:** To LIM O.L.—INFO 520, Room EA121, Easterfield Building, Kelburn Campus, Victoria University of Wellington.

### Internal students:

- **Post:** To LIM INTERNAL—INFO 520, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington.
- **Deliver:** To the LIM Assignment Box, Adjacent to Room EA121, Easterfield Building, Kelburn Campus, Victoria University of Wellington.  
This box is cleared at 5.00 p.m. on the due date. Any late assignments should be delivered to the following address:
- **Courier or late delivery:** To LIM INTERNAL—INFO 520, Room EA121, Easterfield Building, Kelburn Campus, Victoria University of Wellington.

## Terms

Terms are the minimum course requirements that must be satisfied in order to earn the right to be assessed for a final grade. Students in INFO 523 are expected to attend all scheduled sessions. Terms will be granted to students who have:

- attended a minimum of 75% of the scheduled Internet/audioconference or seminar sessions;<sup>1</sup>
- submitted the two assignments required for assessment within the time allowable.

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<sup>1</sup> To be considered in attendance at an Internet conference session, an open learning student must be able to contribute orally to the session using the Internet conferencing software; that is, the student must have a working microphone attached to his or her computer making it possible to respond to questions, and to contribute ideas orally.

## **Assignment 1: Essay**

Due date: 26 April 2005, 5.00 p.m.  
Length: 2200 words maximum  
Value: 50% of the total mark for INFO 520

*This assignment relates to Learning Objectives 1, 2, and 5*

**Write an essay addressing *one* of the following questions.**

You are encouraged to use sub-headings, cite relevant material, and include a bibliography of material cited in the text. You should also clarify the definition of each term before you use it, and illustrate your answers with practical examples drawn from the literature and from your searches on the Internet.

At this stage of your studies, it is unlikely that you can produce a comprehensive answer to any of these questions. Rather than attempting to locate all relevant literature, try to identify a set of key texts, then analyse them. It is your critical analysis that is most important.

- 1.** Consider theories about the ways in which knowledge is acquired in one or any number of disciplines. Then, take a discipline or subject with which you are familiar, and consider the role of information services in the development of the discipline and/or subject.
- 2.** Describe the ways in which formal scholarly communication differs from other types of communications amongst scholars, such as reports in newspapers, radio, personal websites, and electronic discussion lists.
- 3.** For many professional groups, information overload has been a problem throughout the twentieth century. Discuss some of the problems of information overload in the pre-electronic era. Then, consider the ways in which electronic communications have either eased problems of information overload, or resulted in further increases in information overload.

4. The term 'open society' has come into use in recent times. Are public libraries or public archives (choose one) essential components of open societies? Why, or why not?
5. In what ways do either libraries or archives/records operations (*choose only one*) contribute to the knowledge economy?
6. As an information manager, do you find positivism more attractive as a philosophy than postmodernism? What are the implications of both for information management?
7. Examine the following passage by Linda Tuhiwai Smith, from the introduction to *Decolonizing Methodologies: Research and Indigenous Peoples* (Dunedin: University of Otago Press, 1999):

Research is one of the ways in which the underlying code of imperialism and colonialism is both regulated and realised. It is regulated through the formal rules of individual scholarly disciplines and scientific paradigms, and the institutions that support them (including the state). It is realized in the myriad representations and ideological constructions of the Other in scholarly and 'popular' works, and in the principles which help to select and recontextualize those constructions in such things as the media, official histories and school curricula. (pp. 7-8)

Consider the roles of libraries and/or archives (*you can choose to focus on either one or both*) in supporting both academic and popular research in our society. How do libraries/archives in New Zealand, in their support of research, contribute to and/or work against the regulation and realization of the underlying code of imperialism and colonialism to which Smith refers? Use specific examples whenever possible to back your assertions.

### **Criteria for assessment**

For this assignment, emphasis should be placed on the first three criteria.

- Comprehension of key issues within the topic.
- Original thought and critical thinking.
- Coherence, relevance and development of arguments.

- Structure, presentation and layout, expression, spelling, vocabulary, and grammar.
- Adequacy and acknowledgement of sources.



## Assignment 2: Report

Due date: 7 June 2005, 5.00 p.m.  
Length: 2200 words maximum  
Value: 50% of the total mark for INFO 520

*This assignment relates to all of the Learning Objectives.*

Write a report for **either** Scenario a) ANZIPA; **or** Scenario b) IMANZA; **or** Scenario c) NZIIM.

### Scenario a: ANZIPA

You have been hired as a consultant for the newly formed Aotearoa / New Zealand Information Professionals Association, which is now commonly known as ANZIPA (**Note:** this is a fictitious body). ANZIPA has hired you to write a succinct and objective report (2200 words maximum) examining why ANZIPA should, or should not, be admitted to the New Zealand Council of Professions, also known as NZCP<sup>2</sup> (also fictitious), a body that provides services (such as conference organisation and legal advice) to associations that represent the various professional bodies in this country. During the past 12 weeks, ANZIPA has held a foundation course called “INFO 520: Information and Society” for its new members, to allow them to explore issues that are central to the information professions.

More specifically, the purpose of your report is to examine the evidence surrounding whether, indeed, information workers are professionals, and to determine whether, in your professional judgement, ANZIPA would be accredited by the NZCP as an association for professionals with all that that entails. You must support your argument by examining how ANZIPA’s members (or their overseas counterparts in similar organisations) have dealt with, and are able to deal with, issues of key concern to ANZIPA. To be convincing, your examples must go beyond the ones already presented in the literature from the coursebook.

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<sup>2</sup> As the national peak body of Professional Associations, the NZCP advances and promotes professionalism for the benefit of the community. NZCP does not undertake profession-specific issues but through membership consensus addresses broader societal issues that concern all Professionals in their communities.

**Note:** If you wish, you can concentrate your report on only one stream of information managers (i.e. librarians, archivists or records managers), or you can choose to include the full range of information managers — but please make it clear at the start of your report what your focus is.

### **Scenario b: IMANZA**

You have been hired as a consultant to write a report into the feasibility of a new professional association for information managers. The idea for the association came from a chance encounter between a group of librarians, archivists and records managers, who were in attendance at this year's annual conference of the New Zealand Information Technologists Association. The group, who had just heard a speaker discuss trends in information management, was standing around talking about the session. Several in the group decided to continue their discussion over a glass of wine.

Initially, they chatted about the recent developments in their particular areas, and the individual projects they had been working on. After their second glass of wine, the discussion turned to the similarities and differences in the theoretical and practical aspects of each area of information management, and in the commonalities of the work involved in the various projects in which they had been engaged recently, such as digitisation and metadata development.

One person suggested that they had so many things in common that they should form a new professional association to unify the various strands of information managers. She suggested that by banding together, they could raise their status as professionals, generate new initiatives for professional development, and, with some shrewd planning, they could lobby government better and get funding for information management projects that crossed the traditional boundaries of librarianship, archives management and records management. A second person in the group pooh-poohed the idea, saying that the various streams of information management were as different as chalk and cheese, and therefore the idea of a unifying association was ridiculous. He claimed that librarians were interested in books and journals, archivists in documents, and records managers in organisational records. He said that while the idea of a unifying association was appealing on the surface, when you dug down deep, there was very little substance to it.

After their third glass of wine, the group decided that the idea of a unifying association warranted further investigation. All were interested in raising their status

as professionals, so they decided to put their money where their mouths were — and they agreed to hold a meeting to arrange for the hiring of a consultant to determine the feasibility of forming the Information Managers Association of New Zealand /Aotearoa (IMANZA).

The following week, the IMANZA Fact Finding Group (IFFG) held its inaugural meeting (no wine was served). With money left over from the previous year's Christmas party<sup>3</sup>, the librarians, archivists, records managers and assorted other information managers in attendance agreed to hire you as a consultant to evaluate the situation.

In particular, the IFFG has hired you to write a succinct report (2200 words maximum), in which you must:

- i) examine the commonalities and differences of the various streams of information management;
- ii) consider the benefits and/or drawbacks of forming a professional association; and
- iii) ultimately, advise the group, based on what you have found out, whether it should seek to formalise IMANZA as professional association to unify all information managers in New Zealand — or whether the group should simply abandon the idea.

### **Scenario c: NZIIM**

The New Zealand Institute of Information Management (NZIIM) has hired you as a consultant to investigate and report on the development and impacts of recent information policies in New Zealand.<sup>4</sup> In particular, the Institute is interested in placing recent information policies within the context of the cultural environment from which they derive and upon which they impact.

The purpose of the report is to give the Institute's members a deeper understanding of the interrelationships of information and society through an analysis of recent information policies in New Zealand.

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<sup>3</sup> Someone had inadvertently ordered prune juice instead of red wine, so all the bottles were returned unopened for a full refund.

<sup>4</sup> The NZIIM was recently formed by the merger of the various professional associations for librarians, archivists, and records managers in New Zealand.

In particular, the Institute has requested you to examine the development and impact of recent information policies in New Zealand, in terms of:

- i) The key issues;
- ii) Who the stakeholders are;
- iii) What the policies are intended to achieve, and how they are meant to do this;
- iv) Who the policies impact upon;
- v) What the impacts are; and
- vi) The overall effectiveness of the policies.

You may choose to focus on a single policy or a range of policies — as long as the policy or policies were developed relatively recently.

You should address your report to the Executive Board of NZIIM, but the report should be written for the professional information managers who are the general members of NZIIM.

### **Criteria for assessment**

- Comprehension of key issues within the topic.
- Background research into the topic.
- Definition of terms used.
- Original thought and analysis of the situation.
- Quality and relevance of the arguments.
- Clarity (including structure) and conciseness of the report.
- Presentation and layout, expression, spelling, vocabulary, and grammar.
- Adequacy and acknowledgement of sources.

## Online information

In addition to the coursebook, you will be required to use the online resources for this course which are available in the School's Blackboard online learning environment:

<http://blackboard.vuw.ac.nz/>

The Blackboard environment will contain a web-based forum for discussion of issues related to the course, links to sites of interest, additional readings and information, updates, etc. You should read the appropriate module web pages in conjunction with this coursebook.

Details on how to access Blackboard are in the *Administration Handbook*, but if you have any difficulties logging on please contact the Help Desk, at:

[scs-help@vuw.ac.nz](mailto:scs-help@vuw.ac.nz)

All LIM students will be automatically enrolled in LIM Programme Information on Blackboard. General announcements and information will be posted here, and students should check this site regularly.

### **Internet conferencing**

Distance sessions are now being conducted via the Internet using the Chatterbox application; in order to participate students will need an Internet-connected PC running Win98 or better, microphone, and headphones/speakers. To connect, go to the Internet conferencing page (and read the "Getting Started" information) at

<http://www.sim.vuw.ac.nz/conferencing/>

*Some days before your first session, and at least 15 minutes before each subsequent session, you should test your system by going to the Echo Room.* Regular classes will be held in the LIS Room; additional Discussion Rooms are available for breakout groups, and as a "waiting room" if a class is proceeding in the main LIS room. Study groups can use the discussion rooms out of regular class times.

For further information, follow the help links on the Internet Conferencing page; details, including screen name conventions, are also available on Blackboard under LIM Programmes Information.

### **LIM Students email list**

Mass communication between the school and students is via the email list. It is your responsibility to ensure you are on the email list; subscription is essential.

To subscribe: send an email to

`lim_students-subscribe@vuw.ac.nz`

To unsubscribe: send an email to

`lim_students-off@vuw.ac.nz`

No text in the body or subject line is required. You will be sent a confirmation email, and must confirm the operation by clicking reply and send. You will then receive a welcome or goodbye email.