

June 21-August 13, 2009

Course Description: This course focuses on the intellectual concept of governmental transparency. Using Blackboard and in-person meetings, students will explore key policies in support of transparency as well as critically evaluate e-governance practices to identify some of the limitations and dangers involved with the rapidly changing role of information and information technology in today's society.

Course Objectives

By the end of the semester, students will be able to:

1. Understand the skills that are useful in information management, information technology, and systems dedicated for the effective flow of information within organizations.
2. Develop an understanding of the role of e-government and e-governance in today's society and in public organizations.
3. Become familiar with the components of public sector WebPages, with a focus on current best practices.
4. Develop an understanding of the possibilities and challenges of technology applications within public organizations.

Instructor Information

Alicia M. Schatteman, Ph.D.

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The best way to reach me is to send me an email and we can arrange to speak on the phone or meet in my office. I check my email regularly throughout the work day. Please do not expect a response by email after normal business hours, although you might.

Office hours: by appointment

My Teaching Philosophy:

“The mind is not a vessel to be filled but a fire to be kindled”

Plutarch, the first century Greek essayist

Teaching -- both of graduate students and undergraduates -- is a central part of my development as an academic. I believe students learn skills best through an interactive teaching style that demands their participation and challenges their abilities. Although you need a base understanding of this field's theory, I am not so interested in whether students can memorize these concepts; rather, I want to see them put them to critical use.

Someone once said, “I do not teach. Rather I provide an environment where students can learn”. I am a partner in your learning. In this way, professors are not the only source of knowledge in the classroom but rather are engaged in helping students move from passive recipients to active creators of their own knowledge. For this to work, it means we will all take risks together. We will take risks by sharing our own experiences, sharing our work, sharing our ideas. In short, I create a dependable structure within which you, my students, can take the risks that are necessary for your intellectual development and independence. I strive to find innovative ways of teaching that address the diverse needs of all of my students, incorporating interesting readings, media articles, guest lectures, technology etc. am responsible for setting standards of achievement and for evaluating the progress of my students against those standards. I do not reward laziness or sloppy thinking. I insist upon excellence. I expect students to develop an ability to think critically and analytically, to know what questions to ask before making a decision, and to know where to look for answers to their questions.

If you are used to being a passive student, this structure will feel different and you may not enjoy it at first. You will learn more outside of the classroom than in it. You will take risks, make mistakes, and learn. You will work consistently throughout the semester, building your knowledge base, building your confidence, building your skills. This is not a race to the finish, but an ongoing process of your intellectual development. Learning is not a passive process, it requires motivation, effort, and persistence. Good students enter the learning environment with a commitment to scholarship, a willingness to work, and a sense of personal responsibility toward achieving their educational goals. Good teachers provide an environment that is challenging yet supportive.

I fundamentally believe that all students can learn any subject matter, with the help of the right tools. I hope to confidence in my students so that they feel comfortable expressing themselves regardless of their level of ability. In the classroom, our relationships are based on mutual respect, where everybody's ideas are listened to and discussed equally. Finally, your academic success depends on guidance from others who have been where you are and can help guide you towards graduation and success generally in your life.

Course Website

First, in order to have access to Blackboard and all of the course materials, you must be officially registered with Rutgers for this course. Once you have registered, it takes between 24 and 48 hours for you to have access to Blackboard. <https://blackboard.newark.rutgers.edu> Second, you also need to sign in with your Rutgers Net ID. All assignments will be administered through Blackboard and submissions must be posted through Blackboard. Grades will also be available through Blackboard for each assignment. All readings such as articles that are outside of the two required textbooks are available through Blackboard and are organized by week.

Readings

All readings will be provided in digital form and available on the Blackboard course website. As always, read everything with a critical eye. Draw on your own experiences and other knowledge. I have chosen the course readings because they are meant to challenge what you think. You may even disagree with the author! If you do, you need to clarify the reasons and evidence on which you will base your disagreement. Take your time with the readings so you have time to reflect on the material.

Course Requirements

Participation 15%

Participation in the three face-to-face sessions. Class participation is both listening and speaking/writing. You participate by asking a question, responding to a question or making a comment or observation. Therefore, it is critical to be prepared for class by reading the assigned chapters or articles in advance and be familiar with their main points. The instructor is responsible for controlling and directing the in-person dialogue or moderating the online discussion.

Article Critique 15%:

You can critique any assigned reading. Your critique should include a summary of the article (research question, method, findings and conclusions) or chapter (major arguments made in chapter). You should then critique how well the author(s) made their points, and your reaction to their arguments. Feel free to express your opinion regarding the material based on your background and experiences. Your critique should be 3 to 5 pages in length and use APA style for any quotes etc. Also include a cover page with the course name, semester, your name and date. Number all pages of your assignment. We will discuss the article critique at our first class on June 27. Your critique must be uploaded under Assignments in Blackboard.

Online Discussion Board 30%

There will be three discussion board forums for Weeks 2, 6 and 7 (10% each). You are required to respond to the question posed and to the responses by your classmates. You will be graded for your responses in terms of their thoughtfulness, ability to draw from the readings and critical thinking.

Final Paper 40%

A paper will be due at the end of the semester that focuses on a particular aspect of e-government and transparency. This paper should be about 15 pages and the topic will be of your choosing. Your paper must conform to APA style. You must provide a summary of your topic (brief introduction to topic, research question) maximum 2 pages. Also include a cover page with the course name, semester, your name and date. Number all pages of your assignment. Your paper can either be a literature review or a small research study. I will go over requirements for each.

Elements of Grade	Due	Weight
Participation		15%
Article Critique	July 7, 2009	15%
Online Discussion Board Weeks 2, 6 and 7		30%
Final Paper	Topic proposal: July 14 Final copy: August 13, 2009	40%
Total		100%

Grading Criteria

All written assignments will be evaluated on content, English and format. Content means did you fully complete all required parts of the assignment? English refers to proper spelling and grammar, readability. Format refers to the proper page length, inclusion of cover page, overall organization of assignment, use of proper citation format (APA) and inclusion of reference list for every assignment where you cite references. Overall, I will use the following to assign grades to your assignments:

A Work is complete, original, insightful, of a level and quality that exceeds expectations for an undergraduate level of study. In-depth understanding of course issues and a high level of analytical skills. No grammar and citation errors. Referencing is done in APA style. References are extensive and of high quality. 90-100 points

B+ Work is complete, of a level that slightly exceeds expectations for this level. Solid understanding of course issues and excellent analysis. Very few grammar and citation errors. Citations are consistent with APA style format and are drawn from a broad range of current sources. 80-89 points

B Work is complete, of a level that meets expectations and an acceptable quality for an undergraduate course. The assignment demonstrates a solid understanding of course issues and good analysis. There are limited grammar and citation errors. Citations are consistent with APA style and drawn from a good range of sources. 70-79 points

C+ Work is mostly complete, and/or a level that only partially meets expectations or standards for an undergraduate course. Assignment demonstrates only a superficial understanding of the course issues with little analysis. Significant grammar and spelling errors. Problems with citation format. 60-69 points

F Assignment is not turned in or turned in significantly late. Lack of effort or lack of understanding of central course concepts. 59 or less points

W Withdrawal, note that the last day to withdraw from classes without an automatic grade of "W" is March 30, 2009.

INC incomplete, used whenever a student with a valid reason has failed to complete the course requirements of the course. Students must request an incomplete and if given, must complete the course requirements within a certain time limit. This time limit cannot exceed 12 months after the end of the

semester. If students do not receive permission to receive an incomplete and agree to a timetable of completion, the student will be given an F.

Course Calendar (subject to change)

Look under “Weekly Schedule” on Blackboard

Course Policies

In-Class Ground Rules

- Turn off all cell phones and other electronic equipment before entering the classroom. If you must take/make a call, please leave the classroom before doing so.
- No eating in class although drinks are okay.
- All questions, perspectives and opinions are important and valuable, you are encouraged to share and discuss.
- You are responsible for learning how to use Blackboard to participate in the class (find readings, check grades, upload assignments etc.). There is an online tutorial or workshops available.
- You will be assigned to a learning group within the first few weeks of class and you will remain with that group all semester for the purpose of class group activities.

Late Assignment Policy Late assignments will be accepted up to four school days after the due date. **Ten percent will be deducted from the assignment each day it is late. Assignments not submitted within four days will receive a zero.**

Code of Student Conduct: It is expected that all students will abide the University’s Code of Conduct. All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful behavior that results in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. The full policy is available for review at <http://polcomp.rutgers.edu/judaff/ucsc.shtml>.

Policy on Academic Integrity: Students in this class and in all courses at Rutgers University are expected to uphold the highest standards of academic integrity. In its simplest form it means that you do not cheat on exams, do not do someone else's work, give credit to the originator of ideas and thoughts you incorporate into your own work, and do not falsify data or what someone else said or wrote. You are expected to be familiar with this policy. If you have questions about specific assignments, be sure to check with the instructor. Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words.

Note: A grade of zero will be given to anyone committing plagiarism in a paper or a project. Please be advised that online materials usually are also copyrighted. If you have any questions regarding plagiarism, please consult instructor.

The trust between the instructor and the class depends on your acceptance of this essential principle of behavior in the University. Finally, please don't jeopardize your opinion of yourself or your academic

career by either copying someone else's work or allowing someone to copy your work. This includes both homework and exams. Do your own work and do not provide unauthorized assistance to others and you will find this course more rewarding.

The Policy on Academic Integrity requires that all members of the community report suspected violations. Students should make reports to the instructor of the class while instructors should report suspected violations to the [Judicial Officer of the College](#) in which the student is enrolled. If students from several Colleges are involved in the possible violation, the report should be made to the University Director of Student Judicial Affairs who will assign the investigation to one of the College Judicial Officers. Adjudication of suspected violations falls under the procedural requirements of the [Code of Student Conduct](#).

SafeAssign™ is a plagiarism prevention service that has been integrated into Blackboard this semester. This service compares content in student papers against: web pages, the ProQuest ABI/Inform database of articles, an institutional document archives containing all papers submitted to SafeAssign by Rutgers users, and the Global Reference Database containing papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism.

Special Accommodations All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes in any way with your potential for success in this course, please inform me during the first week of class, so any special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities.

Attendance Policy Students are encouraged to attend every class period. Assignments and quizzes missed because of unexcused absences may not be made up. Students should e-mail the instructor in advance regarding excused absences so arrangements can be made to make up the missed work. Students are responsible for obtaining missed lecture notes and other information, such as announcements and assignment due dates, from their colleagues in the course.

Class Cancellations: In the event of the need for the instructor to cancel class, the instructor will post an announcement on Blackboard, which will also be emailed to your Rutgers email account at least 24 hours in advance of class. Please check your Rutgers email account for University closings.

Syllabus Content and Schedule Changes The syllabus schedule and content may change at the discretion of the instructor. Such changes will be clearly announced in class and posted to Blackboard.

Course Tools for Study and Learning

- The course website on Blackboard has a link called “Learning Resources”. I have posted articles and other printed documents that I think might be useful to you.
- **Rutgers University Libraries** <http://www.libraries.rutgers.edu/> Log in from anywhere for complete access with your Net ID and password. Need a library PIN number to request articles or books, check account, renew books online etc.
- **Rutgers-Newark Writing Center** <http://andromeda.rutgers.edu/~nwc/> The Writing Center offers [tutoring](#) and [workshops](#) to Undergraduate and Graduate students currently enrolled at the Rutgers-Newark campus. Located in Room 126 in Conklin Hall 175 University Avenue. TutorTrac is a web application <http://andromeda.rutgers.edu/~nwc/TutorTrac.html> that provides a convenient way for you to: book and cancel appointments from any computer, reserve material from our lending library, download Writing Center and Learning Center documents that have been uploaded to your account.
- **Learning Center** <http://lc.newark.rutgers.edu/index.html> is located at 110 Warren Street, Bradley Hall Room 140, Newark, (973) 353-5608

E-Gov Resources

- Garson, G. David. (2006). *Public Information Technology and E-Governance: Managing the Virtual State*. Sudbury, MA: Jones and Bartlett Publishers.
- Cortes, Michael and Rafter, Kevin. 2007. *Nonprofits & Technology: Emerging Research for Usable Knowledge*. Chicago, IL: Lyceum Books Inc.
- West, Darrell. (2005). *Digital Government: Technology and Public Sector Performance*. Princeton: Princeton University Press.
- Borins, Sandford et al (2007). *Digital State at the Leading Edge*. Toronto: University of Toronto Press.
- Kamarck, Elaine Ciulla and Nye, Joseph Jr., eds. (2002). *Governance .com: Democracy in the Information Age*. Washington, DC: Brookings Institution Press.
- Hernon, Peter; Cullen, Rowena; and Relyea, Harold. (2006). *Comparative Perspectives on E-government: Serving Today and Building for Tomorrow*. Oxford: Scarecrow Press Inc.
- *International Journal of Electronic Government Research*. Idea Group Publishing.
- *The Tools of Government in the Digital Age: Second Edition* by Christopher C. Hood and Helen Z. Margetts. Palgrave Macmillan; 2nd edition (July 24, 2007) \$35.00 Paperback

Student Resources at Rutgers

- School of Public Affairs and Administration <http://spaa.newark.rutgers.edu/>
- Career Development Center, Newark <http://cdc.newark.rutgers.edu/> Assist Rutgers-Newark students and alumni in matters pertaining to their career and life planning including identification of their competitive skills, investigation and exploration of academic and/or professional area interests, and attaining a greater understanding of the world of work.
- Health Services <http://health.newark.rutgers.edu/>
- Student Instructional Rating Survey Results <http://sirs.rutgers.edu/> When you type in an instructor's last name, links to all SIRS results for that last name will be generated, listed by term, with options to select results by school and department. You must login with your Net ID and password to access results.
- Rutgers the State University "Safety Matters" Annual Security Report: Safety Matters, the annual security report for RU, is available for review as required under the Jeanne Clery Act of 1998. Safety Matters includes: 3 years of on/off campus crime statistics; procedures for the reporting of criminal actions & emergencies on campus; policies regarding security of & access to campus facilities; information on law enforcement on campus; description of campus security, crime prevention, & alcohol drug educational programs; policies regarding the possession, use, & sale of alcoholic beverages & illegal drugs; information on campus sexual assault prevention programs & procedures to follow in the event of a sexual assault. Safety Matters is available at <http://nwkpolicerutgers.edu/smatters.html> or a paper copy can be provided upon request by calling 973-353-5547.