HC 407: Open Access and Social Justice
Course Syllabus

Last updated: 03-31-2017

Description:
The rising costs of higher education including textbooks and other course materials creates financial, legal, and social barriers to essential educational materials. In this course, we will explore the philosophy behind the Open Access movement, the belief that educational and research materials should be freely available. We will locate and review open access and open education resources and investigate the different issues surrounding the use of open access materials including copyright. We will examine the Open Access movement within the larger framework of social justice and educational equality. We will have several projects, which may include creating a guide to open education resources on a specific topic. Activities will include creating a guide to help instructors select open access resources for their courses, faculty and student interviews, creating OA marketing tools, and reflections on reading and discussions.

Instructors:
  Maura Valentino, Assistant Professor   Stefanie Buck, Associate Professor

Course Goal:
Explore the Open Access movement and its educational, social, political, and cultural impacts; examine the many issues surrounding the use of Open Access materials in education and research; and formulate ideas regarding the future of open access materials; consider the role of the open access movement within the larger social justice movement.

Learning Outcomes:
- Explain the current textbook and journal-publishing climate and discuss the consequences of this climate on access to textbooks and other educational and research materials.
- Describe the issues surrounding the use of open educational resources (quality control, obsolescence, etc.).
- Describe laws that create barriers to open access and alternative licensing such as Creative Commons.
- Formulate ideas about the role of open access in social justice and equality of education
- Develop criteria for evaluating Open Educational Resources and Open Access materials.

Required Textbook:
None

Required Readings:
Additional readings and videos will be supplied by the instructors or available on Course Reserves in the Valley Library.

Schedule & Class meetings (subject to change):
The class meets twice a week on Monday and Wednesday from 1:00-1:50pm. Class meets in the Autzen Classroom in the Valley Library (Main floor) unless otherwise specified in the class syllabus.

Please see the **Canvas** for weekly reading and homework assignments.

Course Schedule (subject to change)

Week 1:	The Economics of Information	*Framing the problem*
	Monday, April 3	Course overview and Introductions What is "Social Justice"?
	Wednesday, April 5	The textbook publishing industry (textbooks)
Week 2:	**History of OA movement/Copyright**	*The Background*
	Monday, April 10	Intellectual property and copyright. **GUEST SPEAKER: Sue Kunda** Overview of final project
	Wednesday, April 12	History of OA/OER **GUEST SPEAKER: Michaela Willi Hooper**
Week 3:	**Production and Perception**	*Exploring OA materials*
	Monday, April 17	Get started on course project
	Wednesday, April 19	Licensed content: What does that mean? (Textbooks, ebooks, journals, other stuff) **GUEST SPEAKER: Andrew Millison**
Week 4:	**Open Education Movement**	*Education for everyone?*
	Monday, April 24	Open Education Movement **GUEST SPEAKER: Linda Bruslind**
	Wednesday, April 26	MOOCs (Massively Open Online Courses)
Week 5:	**Beyond Textbooks**	*Open Educational Resources*
	Monday, May 1	What are OERs? Where can you find them? Who produces them? **GUEST SPEAKER: Dianna Fischer**
	Wednesday, May 3	Evaluating OERs, using rubrics
Week 6:	**Scholarly Research**	*Access to research*

	Monday, May 8	Online journals/Elsevier controversy
	Monday, May 10	Rise of the OA journals (PeerJ)
Week 7:	**OER and Discovery**	*Impact of open access on research and discovery*
	Monday, May 15	Using OERs for new discoveries
	Wednesday, May 17	20 minute discussion Work Day-Time to work on LibGuides project
Week 8:	**Welcome to the Dark Side**	*What wrong with Open Access?*
	Monday, May 22	Issues with Open Access
	Wednesday, May 24	**ACTIVITY:** Debate the role of the university in the OA movement
Week 9:	**Getting the Word Out**	*Advocating for OA*
	Monday, May 29	NO CLASS
	Wednesday, May 31	Wrap-up
		Final OER guides are due Sunday, June 4 at 5:00pm
Week 10:	**Wrap-up**	*Final projects*
	Monday June 5	Presenting your OER guide
	Wednesday, June 7	Presenting your OER guide

Students with Disabilities:
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Rules on Civility and Honesty:
The Honors College follows the university rules on civility and honesty. Cheating or plagiarism by students is subject to the disciplinary process outlined in the Student Conduct Regulations. Students are

expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- cheating-use or attempted use of unauthorized materials, information or study aids
- fabrication-falsification or invention of any information
- assisting-helping another commit an act of academic dishonesty
- tampering-altering or interfering with evaluation instruments and documents
- plagiarism-representing the words or ideas of another person as one's own

Behaviors disruptive to the learning environment will not be tolerated and will be referred to the Office of Student Conduct for disciplinary action.

> *The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society. Our rules are formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action. Behaviors that create a hostile, offensive or intimidating environment based on gender, race, ethnicity, color, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office.*

Statement of Expectations for Student Conduct policies:
http://oregonstate.edu/admin/stucon/achon.htm

HC 407: The OER and Social Justice
Class Project: LibGuide

Creating a LibGuide

Your major project for this course is to create a guide (called a LibGuide) that will help students and instructors locate OA/OER materials for a specific subject or discipline. You will choose your discipline at the beginning of the quarter. This is a group project and everyone is expected to participate in the project.

For examples of LibGuides, go to http://guides.library.oregonstate.edu/.

You will have access to the LibGuide software where you will build your guide. We will have some time in class to go through LibGuides, how to use it, and give you some time to work on your guide in class.

Assignments & Grading:
This is a pass/no pass course based on three main criteria:

1. **Participation**:
   a. You are permitted **one absence** during the course.
        i. If you are ill, you must supply a doctor's note by the following week and you must contact the instructors' before class to let them know of your intended absence.
   b. There are activities in and out of class such as conducting interviews, visiting sites, etc. You must **actively participate in all in-class discussions and out of class activities to pass the course** with one excused absence possible.

2. **Activities:**
   a. At the end of each week, you will respond to a specific question OR do a brief reflection on what you learned during the week. Post your thoughts on the discussion board for the week in Canvas. Discussion board postings are due at on Sunday at 5:00pm. See below for specific criteria.
   b. You must have **at least a 70/100** on your reflections/discussion board responses to pass the course.

3. **Final Project**:
   a. Your final project will be a group project. With a small group, you will build a LibGuide to OA/OER materials on a topic you select at the beginning of the term. The criteria for a passing guide are listed separately. You must complete and submit your LibGuide on time in order to pass. See below for the specific criteria.
        i. You must have **all the required parts** to your LibGuide to pass the course.
        ii. You must participate fully in the project with your group members.
   b. You must have **at least a 65/75** on your LibGuide to pass the course

LibGuide Project
Total points possible: **75**
Total point required to pass course: **65**

Required Parts of the LibGuide (for final project)
*In order to receive full credit for your LibGuide, you must include the following parts. You must have a complete on **all the parts** to pass the course.*

Part	Description	Scoring
☐ Abstract/Summary	Describes the scope of the subject covered	Complete/Incomplete (5 pts)
☐ Copyright license	Appropriate Creative Commons license	Complete/Incomplete (5 pts)
☐ 1 Textbook	With a brief description	Complete/Incomplete (5 pts)
☐ 6 additional OERs	(video, tutorial, learning activity, learning object, subject guide, etc.) With evaluations	Complete/Incomplete (5 pts each=30 pts)
☐ Marketing tool	A handout, flyer, or PPT slide to help promote OER materials. Must have a CC license.	Complete/Incomplete (10 pts)
		TOTAL 55 points

Rubric for scoring LibGuides content

LibGuide Grading	Excellent (5)	Competent/Acceptable (3)	Not Competent/Needs Work (1)
Aesthetic	LibGuide is visually attracts attention and invites use. LibGuide includes relevant images that are well organized within the LibGuide. Boxes and tabs are well designed and balance text and non-text items.	LibGuide is visually attracts attention and invites use. LibGuide includes at least one relevant image. LibGuide demonstrates some consideration of design and balance of text and non-text items.	LibGuide is poorly designed and does not invite use. No use of images. No apparent design scheme of boxes or tabs.
Organization	Layout of the LibGuide has a logical flow. Content is logically grouped within relevant tabs.	Layout of the LibGuide has a navigable flow. At least some use of relevant tabs.	Layout of the LibGuide has no easily navigable flow. Little to no use of relevant tabs.
Content	Content is highly relevant to LibGuide topic. Scope is well considered. Students demonstrate a knowledge of the topic by choice of content. Resources are varied in format and well-chosen.	Content is relevant to LibGuide topic. Some scope is considered. Resources are well-chosen but lack variety of format.	Content is sparse and of limited scope. Resources are irrelevant or poorly chosen. Little to no variety of format.
Research	LibGuide demonstrates sound research in following the LibGuide topic and selecting	LibGuide demonstrates sound research in following the LibGuide topic and	LibGuide does not demonstrate an acceptable level of research within the topic. No citation of

	resources. All resources are properly cited.	selecting resources. Most resources are properly cited.	resources or citations are incorrect.
			Total: 20 points max

Week Discussion Posts
Total points possible: **100**
Total points needed to pass: **70**

Week Discussion Posts	Scoring Rubric		
	2	**1**	**0**
We will provide questions for you to reflect on/respond to.	Reflection is on topic.	Reflection does not specifically address questions.	There is no entry.
	Reflection is of sufficient length (1-2 paragraphs).	Reflection is brief (less than a paragraph).	There is no entry.
	There are less than 3 grammatical errors.	There are 3-5 grammatical errors.	There are more than 5 grammatical errors.
	All outside sources used are cited.	Only some outside sources used are cited.	Outside sources used are not cited.
	Sources are formatted in the APA style and have fewer than 3 errors.	Sources are formatted in the APA style and have 4-8 errors.	Sources are not formatted in APA style or there are more than 8 errors.
Total points	10		
Total points possible	**100**		

Entry	Discussion topics	Due
Week 1	Summarize your finding from the student interviews. What has been the impact on the students' ability to succeed academically? Do you think the high cost of textbooks interferes with fairness and equity in education?	Sunday at 5pm
Week 2	Summarize your faculty interviews. How do faculty feel about OA and why? How have the current rules of copyright impacted our ability to access information?	
Week 3	Post your LibGuide topic. Explore a MOOC that is offered on your topic. Who created it? How popular is it? What resources are available to the students (textbooks, readings, OERs)?	
Week 4	Is it possible to provide open education for everyone? What are the positives and negatives?	
Week 5	Find an OER that would have helped you with a concept you struggled with or post one that you think might help with an advanced class you plan on taking. Why is this tool helpful? What do you think is good or bad about this tool? Using the OER scoring rubric, give this OER a score.	

Week 6	What are the social/economic repercussions-who misses out of the academic publishing model? Why? What is the impact on access to research?	
Week 7	What aspects of OA abroad should the U.S. emulate? Describe a few thigs you found interesting or unusual in the class presentations.	
Week 8	Summarize the major points for both sides of the debate. Did you learn anything new? Have you changed your stance about OA?	
Week 9	Where do you see OA heading? Is this something that will continue to grow? What are some of the implications?	
Week 10	What are the connections between OA, OER and Social Justice? Can the OA movement have an impact on people's access to information?	