

**School of Information Management  
MGMT 5012 Records Management  
Winter 2020**

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**Course website:** Brightspace

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## **COURSE DESCRIPTION**

A comprehensive introduction to the field of records and information management. Topics covered include: records creation, evaluation, maintenance and control; issues related to the maintenance, storage and disposition of records; and electronic records management.

## **COURSE PRE-REQUISITES**

MGMT 5002 Organization of Information

## **COURSE GOALS**

This course will provide an introduction to the basic theories, methodologies, and most significant problems relating to records management. The course will also introduce students to the ways records and information management professionals are responding to the challenges of managing and preserving electronic records, social media, and the cloud. The following topics will be covered:

- The history and current status of the records and information management profession
- The relationship between records and information managers and archivists

- Records inventory procedures
- Records retention policies
- File classification systems
- Management of electronic records
- Preservation and recovery of vital records
- Confidentiality and security of records
- eDiscovery
- Access to information and privacy regulations
- Managing social media records
- Managing records in the cloud
- Big Data
- Blockchain technology

## LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the [core competencies](#) of the MIM program:

Learning Outcome	Relevant MIM Core Competencies
An understanding of the importance of establishing a records and information management program	Information Management Leadership
The creation and management of file classification systems and retention schedules	Risk Management
The management of electronic records, including those in the cloud and social media	Enterprise Architecture Information Management Leadership Risk Management
An understanding of the role of enterprise content management systems	Enterprise Architecture
The management of vital records and establishment of disaster management programs	Information Management Leadership Risk Management
eDiscovery	Information Management Leadership Risk Management

## TECHNOLOGY USED

- Brightspace
- Panopto

## INSTRUCTIONAL METHODS

This course will be offered exclusively as an online course via Brightspace. Course materials will be offered asynchronously. Class discussion will be conducted asynchronously via the Brightspace discussion boards. Students are reminded that weekly topics are discussed over the spectrum of an entire week; as such, students should participate in the discussion boards on a regular basis throughout the entire span of a week's topics.

Instruction will combine instructor and student-led online discussions of posted lecture notes and readings. Students will prepare for, and follow up on, ideas presented in class through readings and exercises.

## LEARNING MATERIALS

There is a required textbook for this class. You are expected to supplement readings from the textbook with 2-3 of the recommended readings suggested for each class. All readings from the textbook are required.

### Required textbook

Franks, P. (2013). *Records and information management*. London: Facet.

Please check the Brightspace version of the course syllabus frequently, as I may update readings and general resources as I come across items of interest during the progression of the course.

### **General Resources**

Canada. Treasury Board of Canada Secretariat. (2017). *Directive on recordkeeping*. Retrieved from <http://bit.ly/2Q3Xwns>

Canada. Treasury Board of Canada Secretariat. (2015). *Guideline for employees of the Government of Canada: Information management (IM) basics*. Retrieved from <http://bit.ly/2QeLxn4>

Canada. Treasury Board of Canada Secretariat. (2019). *Policy on information management*. Retrieved from <http://bit.ly/2PZoZXI>

Iron Mountain. (2019). *Records management: Best practices guide*. Retrieved from <http://bit.ly/2QeLTKq>

Jisc. (2012). *Records management: An introduction to the key concepts of record creation and management in further and higher education*. Retrieved from <http://bit.ly/2Q6boOh>

National Archives of Australia. (2019). *Information management standard*. Retrieved from <http://bit.ly/2Q4WaJ9>

Spiteri, L. F. (2019). *Managing information*. NB: This is a daily online newspaper published via Paper.Li that gathers web-based articles related to information management. Retrieved from <https://paper.li/f-1406205114>

## Legislation and Regulations

Canada. Department of Justice. (n.d.). *Access to information and privacy*. Retrieved from <http://bit.ly/2Q5mO4U>

Personal Information Protection and Electronic Documents Act (S.C. 2000, c. 5). Retrieved from the Justice Laws website: <http://laws-lois.justice.gc.ca/eng/acts/P-8.6/>

Office of the Privacy Commissioner of Canada. (2017). *Privacy toolkit for businesses*. Retrieved from <http://bit.ly/2tMDeki>

Office of the Privacy Commissioner of Canada. (2015). *A guide for individuals: Protecting your privacy*. Retrieved from [https://www.priv.gc.ca/en/about-the-opc/publications/guide\\_ind/](https://www.priv.gc.ca/en/about-the-opc/publications/guide_ind/)

Canada Revenue Agency. (2010). *IC78-10R5. Books and records retention/destruction*. Retrieved from <http://www.cra-arc.gc.ca/E/pub/tp/ic78-10r5/ic78-10r5-10e.html>

Canada Revenue Agency. (2019). *Keeping records*. <http://www.cra-arc.gc.ca/tx/bsnss/tpcs/kprc/menu-eng.html>

Library and Archives Canada. (2017). *Generic valuation tools*. Retrieved from <http://bit.ly/2tlteZj>

## METHOD OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also the [SIM Grading Policy](#).

Assignment	Description	Weight	MI Competencies
<b>Class participation</b>	Will be assigned to the student by the instructor based upon these criteria: participation in online class discussions and exercises; completion of assigned readings; and adherence to stated deadlines. <b>Due: Ongoing</b>	20%	Workplace Skills & Attributes
<b>Government legislation</b>	An analysis of the strengths and weaknesses of a selection of federal or provincial laws or regulations pertaining to records management. Details to follow. <b>Due: January 26, 2020</b>	20%	Information Management Leadership Risk Management Research and Evaluation
<b>File plan and retention schedules</b>	File plans and retention schedules for selected organizations. Details to follow. <b>Due: March 1, 2020</b>	20%	Information Management Leadership Risk Management User-Centred Information Services Research and Evaluation
<b>Records management portfolio</b>	A records management portfolio for a collection of records shall be created that will address the following areas: <ul style="list-style-type: none"> <li>● Records inventory procedures</li> <li>● Records retention program</li> <li>● File classification system</li> <li>● Active and inactive records program</li> <li>● Electronic records program</li> <li>● Vital records protection and disaster recovery program</li> <li>● Records management policies and procedures</li> </ul> Details to follow. <b>Due: March 29, 2020</b>	40%	Management of Information Technology Information Management Leadership Risk Management User-Centred Information Services Research and Evaluation Workplace Skills & Attributes

## DISCUSSION FORUM PARTICIPATION GUIDELINES

The participation grade is based upon the content, depth and quality of your contributions to the forum discussions using the standards found within the grading rubric below. Contributions to weekly discussions makes up 20% of your final grade. Participating consistently, with thoughtful answers early in the week, and responding to, and engaging in discussion with your peers will have positive effects on your overall grade.

The online discussion groups are an essential part of the course. You are expected to participate regularly by reading the discussions and contributing to them. You should check in to the discussions at least three times per week and contribute at least two messages to each discussion. You should follow up any responses to your contributions. Keep in mind these are bare bones minimum participation requirements and will earn you a minimum grade. To achieve a better grade, you will need to actively participate in the discussion, responding to any questions or dialogue that is occurring on the board. You should cite your sources properly and use double quotations or italics for direct quotations. Most of your discussion should be your own words in order to receive credit.

### Guidelines for posting:

1. **Use a subject line that relates to your post;** this will help create interest and focus for the discussion.
2. **Write clearly and with expression.** Communicating online requires careful and concise writing, but also allows your personality to come through. Though humor is effective and at times relevant in discussion, be sure to avoid sarcasm, which does not translate well in the online environment.
3. **Be supportive, considerate and constructive when replying to your classmates.** Do not use jargon, slang or inappropriate language. If you disagree with a classmate, please respond in a respectful and tactful manner. Any posts deemed inappropriate by the professor will be removed from the discussion board.
4. **Avoid cursory, non-contributory posts,** such as "I agree" or "great idea." If you agree (or disagree) with a post, then say why--and support your statement with concepts from the online lecture or assigned readings, or by sharing a related example or experience
5. **Keep your post focused on the topic,** relating any class readings and materials from the current module in your post (as applicable).
6. **Proofread and review your response before hitting the submit button.** If you submit a post and then find an error, use the edit function to edit and resubmit your post. Do not create a new, duplicate post, or add a post correcting your mistake.
7. **Participate regularly.** Improve your learning by being an active and engaged student. Successful students follow and participate in the assigned discussion

throughout the module, logging on at least three times a week while reading and participating in forums as assigned in the module.

**Contribution Guidelines:**

Consider both the quantity and quality of your contributions. The quality of your contribution is more important than the length of each posting.

In terms of quality did you:

- help solve a problem?
- lend support?
- challenge an idea?
- offer some alternatives?
- come up with a creative solution?
- ask a good question?
- assist someone in clarifying their ideas?
- give examples from your personal experience?
- contribute solid evidence to support your opinion?
- show respect?
- acknowledge and affirm someone else's ideas?
- bring a derailing dialogue back on track?

In terms of quantity did you:

- dominate the discussion or remain too silent?
- explain yourself well?
- give good examples?
- respond to others as well as making your own comments?

**PARTICIPATION EVALUATION RUBRIC**

Criterion	Weighting	Indicators
Preparation	40%	<ul style="list-style-type: none"> <li>● The student demonstrates consistent preparation for class</li> <li>● Readings are always completed, and the student can relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)</li> </ul>
Quality of contributions	40%	<ul style="list-style-type: none"> <li>● The student's comments are relevant and reflect an understanding of readings and other course material.</li> <li>● The student's contributions add value to the discussion.</li> </ul>
Frequency of participation	10%	<ul style="list-style-type: none"> <li>● The student is actively engaged in the class and/or discussions at all times.</li> </ul>
Attendance/Punctuality	10%	<ul style="list-style-type: none"> <li>● The student is always punctual and there are no unexcused absences.</li> </ul>

Grades are assigned in accordance with the School of Information Management's grading [policy](#):

Letter value	Numeric value	Description
A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

Undergraduate students will be marked according to the University's undergraduate grading scale: <http://bit.ly/2qugcQx>

## CLASS POLICIES

### Civility

In this course, a strong emphasis is placed on civility, which comprises a conscious demonstration of mutual respect – for people, their roles, knowledge, and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It is expressed not only in the words we choose, but in our tone, demeanour, and actions. The instructor, students, and guests, are responsible for, and expected to, exemplify and promote civility. While it is understood that disagreement will, and should, occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption, and a climate of civility are important values that we embrace. Examples of civility include:

- Respect and courtesy in language, demeanour, and actions;
- Respectful acknowledgement of individual differences;
- Empathy and patience; and
- Refraining from insulting, disrespectful, dismissive, or humiliating language or actions.

### Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

### Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For



more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

### **Late penalties for assignments**

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

### **Missed or late academic requirements due to student absences**

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time AND by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate [Student Declaration of Absence forms](#) may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

### **Assignment Format**

Please ensure that all assignments adhere to the format requirements below. All assignments must:

- be double spaced
- use 12-point font in either Arial (preferred) or Times New Roman
- be in Word. Please do NOT use PDF.
- be submitted as attached files via Brightspace and labelled as follows:
  - Surname\_INFO6370Assig01
  - Surname\_INFO6370Assig02, etc.
- contain your name
- adhere to the **required** citation format for this course, which is the *Publication manual of the American Psychological Association*, which is available at <http://owl.english.purdue.edu/owl/resource/560/01/>. The readings in the syllabus are cited in APA format, so please use them as a guide.
- be submitted by no later than 11:59 on the Sunday of the week in which they are due.

## SIM grading policy (<http://bit.ly/2IntDKM>)

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

## ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca).

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage are able to fully participate in the class.

## ACADEMIC INTEGRITY

### In general

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

### **Finally**

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [ManagementIntegrity@dal.ca](mailto:ManagementIntegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

### **Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

## **UNIVERSITY STATEMENTS**

### **ACCESSIBILITY**

The Advising and Access Centre (<http://bit.ly/2IijSgf>) serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

### **STUDENT CODE OF CONDUCT**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct (<http://bit.ly/2IkIYfc>) allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

### **DIVERSITY AND INCLUSION**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality (<http://bit.ly/2rLdc0w>).

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported,

which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

### **RECOGNITION OF MI'KMAQ TERRITORY**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory (<http://bit.ly/2rNBVRN>).

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message)

## COURSE SCHEDULE

Readings marked with an asterisk are required

Week	Topics	Readings
Jan. 6-12, 2020	<p>Introduction to records management (RM)</p> <p>Components of RM Programs</p> <p>Records and record life cycles</p>	<p>*Franks, Chapter 1</p> <p>*Jisc. (2012). <i>Records management: An introduction to the key concepts of record creation and management in further and higher education</i>. Retrieved from <a href="http://bit.ly/2Q6boOh">http://bit.ly/2Q6boOh</a></p> <ul style="list-style-type: none"> <li>• Introduction (first section)</li> <li>• Why is records management necessary?</li> <li>• Creation</li> </ul> <p>*The University of Adelaide. (2018). Life cycle of records. Retrieved from <a href="http://bit.ly/2Q4XThB">http://bit.ly/2Q4XThB</a></p>
Jan. 13-19, 2020	<p>Generally Accepted Recordkeeping Principles</p> <p>Information governance</p> <p>The RIM profession</p> <p>Legal requirements for keeping business records</p>	<p>*Franks, Chapter 2</p> <p>*ARMA International. (2019). <i>Generally Accepted Recordkeeping Principles</i>. Retrieved from <a href="http://bit.ly/2Q0J7se">http://bit.ly/2Q0J7se</a></p> <p>*Cruz, R. (2017). Best practices in information governance. <i>KM World</i>, 26 (8), S22-S23. Retrieved from <a href="http://bit.ly/2Q57Prp">http://bit.ly/2Q57Prp</a></p> <p>*Iron Mountain. (2019). <i>A practical guide to information governance</i>. Retrieved from <a href="http://bit.ly/2Q56PUm">http://bit.ly/2Q56PUm</a></p> <p>Ojala, M. (2017). Information governance gets respect. <i>KM World</i>, 26(8), S20-S21. Retrieved from <a href="http://bit.ly/2Q3iu5X">http://bit.ly/2Q3iu5X</a></p>
Jan. 20-26, 2020.	<p>Records Inventory</p> <p><b>Assignment 1 is due on January 26.</b></p>	<p>*Franks, Chapter 4</p> <p>*Government of Maine. (2015). <i>How to conduct a records inventory</i>. Retrieved from <a href="http://bit.ly/2tF6ycg">http://bit.ly/2tF6ycg</a></p> <p>* Jisc. (2012). <i>Undertaking a record survey</i>. Retrieved from <a href="http://bit.ly/2Q7FBwc">http://bit.ly/2Q7FBwc</a></p>
Jan. 27-Feb. 2, 2020	<p>Functional classification systems</p> <p>Automated Classification</p>	<p>*Franks, Chapter 3</p> <p>*Flett, A., &amp; Laurie, S. (2012). Applying taxonomies through auto-classification. <i>Business Information Review</i>, 29(2), 111-120. Retrieved from <a href="http://bit.ly/2Q6rGGS">http://bit.ly/2Q6rGGS</a></p> <p>*Gunnlaugsdottir, J. (2012). Functional classification scheme for records. <i>Records Management Journal</i>, 22(2), 116-129. Retrieved from <a href="http://bit.ly/2lzvn5l">http://bit.ly/2lzvn5l</a></p> <p>Open Text. (2019). <i>Open Text Auto Classification</i>. Retrieved from</p>

		<p><a href="http://bit.ly/2ZZE5kA">http://bit.ly/2ZZE5kA</a></p> <p>*Packalén, S. (2015). Functional classification. <i>Records Management Journal</i>, 25(2), 166-182. Retrieved from <a href="http://bit.ly/2IDZCZr">http://bit.ly/2IDZCZr</a></p> <p>University of Manitoba. (2017). <i>Functional classification</i>. Retrieved from <a href="http://bit.ly/2Q6PD0D">http://bit.ly/2Q6PD0D</a></p>
Feb.3-9, 2020.	Records appraisal, retention, and disposition	<p>*Franks, Chapter 4</p> <p>*Diamond, M. (2019). How to create a modern and compliant records retention schedule you can actually execute. <i>Journal of AHIMA</i>, 90(4), 28-29. Retrieved from <a href="http://bit.ly/2Q7rBCT">http://bit.ly/2Q7rBCT</a></p> <p>Government of Canada.</p> <p>*Montaña, J. C. (2016). What a records retention schedule is - and why you need one. <i>Information Management</i>, 50(2), B1-B6. Retrieved from <a href="http://bit.ly/2ICUC7I">http://bit.ly/2ICUC7I</a></p>
Feb. 10-16, 2020	Enterprise Content Management Systems	<p>*Franks, Chapters 5, 6</p> <p>*Atlassian. (2019). <i>The guide to enterprise content management (ECM)</i>. Retrieved from <a href="http://bit.ly/2Q3Ry6g">http://bit.ly/2Q3Ry6g</a></p> <p>G2 Crowd. (2019). <i>Best enterprise content management (ECM) software</i>. Retrieved from <a href="http://bit.ly/2Q5tgsC">http://bit.ly/2Q5tgsC</a></p> <p>*Hullavarad, S., O'Hare, R., &amp; Roy, A. (2015). Taming the information explosion with enterprise content management. <i>Information Management</i>, 49(3), 36-40,47. Retrieved from <a href="http://bit.ly/2IHte8I">http://bit.ly/2IHte8I</a></p> <p>*Nicastro, D. (2018). 11 rules for selecting the right content management system (CMS). <i>CMSWire</i>. Retrieved from <a href="http://bit.ly/2IE1dhT">http://bit.ly/2IE1dhT</a></p>
<b>February 17-23. Winter study break: No classes</b>		
Feb. 24-March 1, 2020	<p>Managing email</p> <p>Managing social media records</p> <p>Managing mobile and smart devices</p> <p><b>Assignment 2 is due on March 1.</b></p>	<p>*Franks, Chapter 7</p> <p>Haynes, D. (2016). Social media, risk and information governance. <i>Business Information Review</i>, 33(2), 90-93. Retrieved from <a href="http://bit.ly/2tIWZct">http://bit.ly/2tIWZct</a></p> <p>*National Archives of Australia. (2019). <i>Managing social media</i>. Retrieved from <a href="http://bit.ly/2tJiE42">http://bit.ly/2tJiE42</a></p> <p>*Queensland Government. (2019). <i>Mobile and smart devices</i>. Retrieved from <a href="http://bit.ly/2yMw1pX">http://bit.ly/2yMw1pX</a></p> <p>*Vellino, A., &amp; Alberts, I. (2016). Assisting the appraisal of e-mail records with automatic classification. <i>Records Management Journal</i>, 26(3), 293-313. Retrieved from <a href="http://bit.ly/2ZSrHCJ">http://bit.ly/2ZSrHCJ</a></p>

<p>March 2-8, 2020</p>	<p>Cloud computing</p> <p>Blockchain technology</p>	<p>Ionescu, A. (2015). Resource management in mobile cloud computing. <i>Informatica Economica</i>, 19(1), 55-66. Retrieved from <a href="http://bit.ly/2yPTx5y">http://bit.ly/2yPTx5y</a></p> <p>*Law Society of British Columbia. (2017). <i>Cloud computing checklist</i>. Retrieved from <a href="http://bit.ly/2yKhYRW">http://bit.ly/2yKhYRW</a></p> <p>*Lemieux, V. L. (2016). <i>Blockchain for recordkeeping; Help or hype?</i> Retrieved from <a href="http://bit.ly/2Q8PQk7">http://bit.ly/2Q8PQk7</a></p> <p>Lemieux, V. L. (2016). Trusting records: Is blockchain technology the answer? <i>Records Management Journal</i>, 26(2), 110-139. <a href="http://bit.ly/2Q39NbS">http://bit.ly/2Q39NbS</a></p> <p>National Archives of Australia. (2019). Cloud computing and information management. Retrieved from <a href="http://bit.ly/2Q6tWom">http://bit.ly/2Q6tWom</a></p>
<p>March 9-15, 2020</p>	<p>Big Data</p> <p>Data analytics</p>	<p>*Lamont, J. (2016). Evolving data issues challenge RM approaches. <i>KM World</i>, 25, 18-20. Retrieved from <a href="http://bit.ly/2tKiedT">http://bit.ly/2tKiedT</a></p> <p>McDonald, J., &amp; Léveillé, V. (2014). Whither the retention schedule in the era of big data and open data? <i>Records Management Journal</i>, 24(2), 99-121. Retrieved from <a href="http://bit.ly/2yPWF1c">http://bit.ly/2yPWF1c</a></p> <p>*Morabito, V. (2015). <i>Big Data and analytics: Strategic and organizational impacts</i>. Springer International Publishing.</p> <ul style="list-style-type: none"> <li>• *Chapter: Big Data governance. Retrieved from <a href="http://bit.ly/2Q2VHal">http://bit.ly/2Q2VHal</a></li> <li>• *Chapter: Big Data and digital business evaluation. Retrieved from <a href="http://bit.ly/2Q6oniX">http://bit.ly/2Q6oniX</a></li> </ul> <p>Oracle. (2014). <i>Information management and Big Data</i>. Retrieved from <a href="http://bit.ly/2tFogwg">http://bit.ly/2tFogwg</a></p>
<p>March 16-22, 2020</p>	<p>Access to information &amp; Privacy</p> <p>Data privacy</p> <p>Managing data breaches</p> <p>GDPR</p>	<p>*AICPA/CICA. (n.d.). <i>Records management: Integrating privacy using Generally Accepted Privacy Principles</i>. Retrieved from <a href="http://bit.ly/2tJYxTg">http://bit.ly/2tJYxTg</a></p> <p>European Commission. (n.d.). <i>EU data protection rules</i>. Retrieved from <a href="http://bit.ly/2Q320uH">http://bit.ly/2Q320uH</a></p> <p>*Hodge, N. (2018). Getting ready for GDPR. <i>Risk Management</i>, 65(1), 26-29. Retrieved from <a href="http://bit.ly/2Q6wVGn">http://bit.ly/2Q6wVGn</a></p> <p>Government of Canada. (2019). <i>Access to information in the federal government</i>. Retrieved from <a href="http://bit.ly/2tCLKIE">http://bit.ly/2tCLKIE</a></p> <p>Greengard, S. (2018). Weighing the impact of GDPR. <i>Communications of the ACM</i>, 61(11), 16-18. Retrieved from <a href="http://bit.ly/2Q6xhgb">http://bit.ly/2Q6xhgb</a></p>



		<p>*Merrick, R., &amp; Ryan, S. (2019). Data privacy governance in the age of GDPR. <i>Risk Management</i>, 66(3), 38-43. Retrieved from <a href="http://bit.ly/2Q6qqDE">http://bit.ly/2Q6qqDE</a></p> <p>Office of the Privacy Commissioner of Canada. (n.d.). <i>Privacy topics</i>. Retrieved from <a href="http://bit.ly/2yU9NTc">http://bit.ly/2yU9NTc</a></p> <p>The Personal Information Protection and Electronic Documents Act (S.C. 2000, c. 5). Retrieved from the Justice Laws website <a href="http://bit.ly/2Q8gARD">http://bit.ly/2Q8gARD</a></p>
March 23-29, 2020	<p>eDiscovery, admissible information, and litigation</p> <p><b>Assignment 3 is due on March 29, 2020</b></p>	<p>Capterra. (2019). <i>eDiscovery software</i>. Retrieved from <a href="http://bit.ly/2ZUZQII">http://bit.ly/2ZUZQII</a></p> <p>*Exterro. (n.d.). <i>The basics of eDiscovery</i> (2<sup>nd</sup> ed.). Retrieved from <a href="http://bit.ly/2ZToK4Y">http://bit.ly/2ZToK4Y</a></p> <p>Favro, P. J., &amp; Call, K. A. (2018). A new frontier in eDiscovery ethics: Self-destructing messaging applications. <i>Utah Bar Journal</i>, 31(2), 40-41. Retrieved from <a href="http://bit.ly/2Q8oYk3">http://bit.ly/2Q8oYk3</a></p> <p>*Kim, E. (2019, August 7). RM 101: e-Discovery in 7 Steps. <i>Collabware</i>. Retrieved from <a href="http://bit.ly/2Q4Qwqt">http://bit.ly/2Q4Qwqt</a></p> <p>Ontario Bar Association (n.d.) <i>Guidelines for the discovery of electronic documents in Ontario</i>. Retrieved from <a href="http://bit.ly/2tJLUHZ">http://bit.ly/2tJLUHZ</a></p> <p>*Thompson, K., &amp; Hurlburt, N. (2016, February 29). New edition of the Sedona Canada Principles for E-Discovery. <i>Cyberlex</i>. Retrieved from <a href="http://bit.ly/2tJQ6rd">http://bit.ly/2tJQ6rd</a></p>
March 30-April 5, 2020	<p>Vital records, business continuity planning, and disaster recovery</p> <p>ISO standards</p>	<p>*Franks, Chapters 8, 10,11</p> <p>*ARMA International. (2017). Identifying and classifying vital records. <i>Information Management</i>, 51(3), 49-52. Retrieved from <a href="http://bit.ly/2yNOKS7">http://bit.ly/2yNOKS7</a></p> <p>Government Records Office, Archives of Manitoba. (2019). <i>Recordkeeping standards</i>. Retrieved from <a href="http://bit.ly/2ZV7jAU">http://bit.ly/2ZV7jAU</a> (This document lists and describes all the pertinent ISO RIM standards),</p> <p>*Public Safety Canada. (2018). <i>A guide to business continuity planning</i>. Retrieved from <a href="http://bit.ly/2yMnm6R">http://bit.ly/2yMnm6R</a></p> <p>University of Washington. (2019). <i>Introduction to vital records</i>. Retrieved from <a href="http://bit.ly/2ZUJn0F">http://bit.ly/2ZUJn0F</a></p>