

UTK SIS: Syllabus for INSC 553

Summer 2017

INSC 553: Specialized Information Agencies and Services

The School of Information Sciences

The University of Tennessee

Class meetings: Tuesday, 6:30pm-9:10pm EST on ZOOM

*ZOOM Course ID/Link

Instructor: Rebecca B. Vargha

Office Hours: By appointment

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COURSE DESCRIPTION

Specialized information agencies and services, with emphasis on client-centered systems in the profit and not-for-profit sectors. The course examines evolving role of special librarians with attention given to methodology for associating information services with the particular requirements of organizations. Virtual field visits are an integral part of the course.

People who perform information services in organizations have various titles. Two of the most traditional are special librarian and information resources manager; people with these titles usually have responsibility for a collection and a service facility. Other titles include market researcher, competitive intelligence analyst, digital asset manager, information analyst, knowledge manager or simply research associate; people with these titles gather and analyze external information, compare it to internal information and compile summary reports while often creating taxonomies.

People working in knowledge management help formalize information retrieval by using products like SharePoint to retrieve internal “tacit” knowledge of work practices. There are other information professionals working independently as consultants. Another area of specialty are librarians working in law firms in a variety of roles. Librarians also work in federal settings such as the Department of Transportation Libraries or in one of the specialized research libraries of the Smithsonian Museums.

“Whether termed ‘librarians’ or ‘information professionals,’ special librarians...have to be aware of management interests and to respond to these by providing a customized, tailor-made service; special librarians must be flexible, resourceful and knowledgeable about information resources. They must be both generalist and specialist in many fields: they must be pragmatic, and they must have the imagination to seek information from unlikely sources.” ---Peter Drucker

Although titles differ and the organizational context affects the nature of services delivered, a common knowledge base and theoretical framework undergirds all these positions. Additionally, they share a need for a common set of professional and personal competencies. The knowledge base and theoretical framework for the class comes from the knowledge management literature. Relevant applications are from the library/information science (LIS) literature in particular from the Special Libraries Association (SLA), the professional society for over 7,000 information professionals worldwide. Within the course, professional and personal competencies promulgated by SLA:

<http://www.sla.org/about-sla/competencies/>

STUDENT OUTCOMES:

The core of knowledge management is the organization of processes in which new knowledge is developed, knowledge is distributed to those who need it knowledge is made accessible for current and future use and use by the whole organization and knowledge areas are combined.”

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of...

- To define potential career paths in knowledge management, information and library science
- Analyze specific business markets using business databases, annual reports and other research tools for company information
- To investigate current trends in knowledge management, library science, information science and their manifestations in business and industry
- To design appropriate information services with accompanying performance measures for a specific organizational environment
- To examine and practice management competencies in the framework of knowledge organizations
- To achieve self-reliance and self-confidence in presenting the need for information services to upper level management and other members of the organization.
- To develop strategies for continual development of leadership skills

COURSE DESIGN

The course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All required readings are in the **Course Reading Schedule** section of this syllabus. If you see a timely article relating to our discussion topics then consider sharing the information with the class.

REQUIRED TEXTS:

“THE ULTIMATE CORPORATE RESOURCE HAS BECOME INFORMATION-THE ULTIMATE COMPETITIVE ADVANTAGE IS THE ABILITY TO USE IT-THE SUM OF THE TWO IS KNOWLEDGE MANAGEMENT.” – NIGEL OXBOW

TWO TEXTBOOKS HAVE BEEN SELECTED FOR THE CLASS:

CARLA O'DELL AND CINDY HUBERT. THE NEW EDGE IN KNOWLEDGE: HOW KNOWLEDGE MANAGEMENT IS CHANGING THE WAY WE DO BUSINESS. HOBOKEN, NJ : JOHN WILEY & SONS, 2011. ISBN 978-0-470-91739-8 (HARDBACK).

MORAN, BARBARA B. AND STUEART, ROBERT D. LIBRARY AND INFORMATION CENTER MANAGEMENT 8TH ED. WESTPORT, CT: LIBRARIES UNLIMITED, 2013. ISBN 978-1-59884-989-9 (PBK)

THESE TEXTS PROVIDE COMPLEMENTARY APPROACHES. THE MORAN BOOK WAS COMPLETELY UPDATED AND CHAPTERS WERE ADDED ON TOPICS SUCH AS ETHICS AND MARKETING WHICH WE WILL DISCUSS THROUGHOUT THE SEMESTER WITH A PARTICULAR FOCUS ON CORPORATE SETTINGS. THE O'DELL BOOK HAS A PRACTICAL FOCUS ON KNOWLEDGE MANAGEMENT (KM) TECHNIQUES INCLUDING SOCIAL MEDIA AND MOBILE TECHNOLOGIES WHILE SETTING THE CONTEXT OF LEARNING WHAT QUESTIONS TO ASK SO THE RIGHT DECISION CAN BE MADE AT THE RIGHT TIME. ESPECIALLY IN CORPORATE SETTINGS THE PROCESS OF LEVERAGING KNOWLEDGE IS A STRATEGY FOR GAINING A COMPETITIVE ADVANTAGE IN THE MARKETPLACE.

RECOMMENDED STYLE HANDBOOK:

Use a style handbook of your choice (APA or Chicago Manual of Style).

COMMUNICATION

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you do not wish to check both accounts.

COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Zoom, Blackboard, and Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Blackboard.

CLASS ATTENDANCE POLICY

It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Bb
- Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies,
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

INCLEMENT WEATHER

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. (Hilltopics, p. 55)(<http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

DISABILITIES THAT CONSTRAIN LEARNING

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

CIVILITY

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>, p. 15 as: "*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*"

Students should abide by the *Honor Statement* described in the same Hilltopics, p. 73:

"An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

ASSIGNMENTS AND GRADING

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

PREPARATION OF WRITTEN WORK

- Please use either APA or CMS documentation styles guides..
- All sources must be cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.
- Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).
- All assignments must be word-processed and **include your name**, date, and class number (553

DUE DATES AND LATE ASSIGNMENTS

Assignments are emailed to the instructor and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. In the case of an unfortunate event, You must send me an email informing me that your assignment will be late. **Not doing so will result in a one-point deduction for each day that I do not hear from you.**

- When it's ready, you must submit it to me via email, as an attachment
- One point will be deducted for each 24-hour hour period the assignment is not turned in.

INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

ASSIGNING GRADES

Please note that I do not assign letter grades for individual assignments, but will email you with my comments and provide a point score based on the possible points earned for that assignment. If you wish like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale on pp. 5-6 of the syllabus for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92/100=B+. Your final grade will be based on total points earned/100 possible points over the course of the semester.

EVALUATION

+Semester grades will be assigned according to the following scale:

A	90s	(4 quality points per semester hour) superior performance.
B+	88- 89.73	(3.5 quality points per semester hour) better than satisfactory performance.
B	80- 87.75	(3 quality points per semester hour) satisfactory performance.
C+	78- 79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70- 77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60- 69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.

F	59.75≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

***ASSIGNMENTS: DESCRIPTION**

SIX ASSIGNMENTS ARE PLANNED FOR YOU TO DEVELOP APPROPRIATE KNOWLEDGE, SKILLS AND AWARENESS. YOU MAY PROPOSE AN ALTERNATIVE ASSIGNMENT FOR ANY OF THE ASSIGNMENTS. IF YOU HAVE PARTICULAR NEEDS AND INTERESTS; THE CHANCES ARE HIGH THAT WE CAN WORK OUT AN ACCOMMODATION.

THE ASSIGNMENTS WILL BE DESCRIBED IN DETAIL AND INDIVIDUALLY POSTED TO THE CANVAS CLASS SITE.

BELOW ARE THE GRADING WEIGHTS FOR THE ASSIGNMENTS AND YOUR CLASS PARTICIPATION:

+This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table. The first and last assignments are individual. The second assignment is to be done as a team. Assignments 3, 4, and 5 may be done individually or as a team. If the latter option is chosen, all members of the team will receive the same grade unless there is overwhelming evidence why it should be otherwise.

Assignment	Points	Due Date
Class Participation	10%	Entire summer session
Assignment 1: Career Journal, Chapter One	15%	June 13
Assignment 2: Profile of an Industry	15%	June 27
Assignment 3: Environmental Analysis of an Organization	15%	July 11
Assignment 4: Designing Service Offerings with Performance Measures	15%	July 18
Assignment 5: Developing a Marketing Plan	15%	August 1
Assignment 6: Issue Paper on a topic of your choice	15%	August 8
Total points possible	100	

+DISCLAIMER

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.

"The people who get on in the world are the people who get up and look for the circumstances they want, and, if they can't find them, make them." –

George Bernard Shaw

****Course Reading Schedule****

Reading Schedule for IS553, Summer 2017

Tuesday, June 13:

- Pages 43-61 in Library and Information Center Management by Robert D. Stueart and Barbara B. Moran. (8th edition, 2013) ISBN 978-1-59884-988-2

- American Libraries article March 2016:

<https://americanlibrariesmagazine.org/2016/03/01/library-trend-thinking/>

Tuesday, June 20:

- Pages 141-185 in Library and Information Center Management by Robert D. Stueart and Barbara B. Moran. (8th edition, 2013) ISBN 978-1-59884-988-2

Tuesday, June 27:

- Pages 107-116 and 335-355 in Library and Information Center Management by Robert D. Stueart and Barbara B. Moran. (8th edition, 2013) ISBN 978-1-59884-988-2

- Report out from groups Assignment 2 (second half of class)

****No class on Tuesday, July 4th****

Tuesday, July 11:

- Pages 65-95 in Library and Information Center Management by Robert D. Stueart and Barbara B. Moran. (8th edition, 2013) ISBN 978-1-59884-988-2

- Pages 315-333 in Library and Information Center Management by Robert D. Stueart and Barbara B. Moran. (8th edition, 2013) ISBN 978-1-59884-988-2

Tuesday, July 18:

Pages 1-33 and 35-60 in Carla O'Dell and Cindy Hubert. THE NEW EDGE IN KNOWLEDGE: How Knowledge Management Is Changing the Way We Do Business. Hoboken, NJ : John Wiley & Sons, 2011. ISBN 978-0-470-91739-8 (hardback).

Tuesday, July 24:

Pages 61-79 and 210-225 in Carla O'Dell and Cindy Hubert. THE NEW EDGE IN KNOWLEDGE: How Knowledge Management Is Changing the Way We Do Business. Hoboken, NJ : John Wiley & Sons, 2011. ISBN 978-0-470-91739-8 (hardback).

Tuesday, August 1:

Pages 109-116 and 143-155 in Carla O'Dell and Cindy Hubert. THE NEW EDGE IN KNOWLEDGE: How Knowledge Management Is Changing the Way We Do Business. Hoboken, NJ : John Wiley & Sons, 2011. ISBN 978-0-470-91739-8 (hardback).

Tuesday, August 8:

Exploring the concept of embedded librarianship:

<http://embeddedlibrarian.com/>

Verbal synopsis of issue papers (five minute limit for each report out)

