LIS 603: MANAGEMENT IN LIBRARY AND INFORMATION SCIENCE

UNIVERSITY OF KENTUCKY SCHOOL OF LIBRARY AND INFORMATION SCIENCE

INSTRUCTOR

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Office Hours by Appointment

COURSE DESCRIPTION

LIS603 is one of four core, or required, courses in the School of Library and Information Science master’s-degree program. The course description reads:

An introduction to the basic elements of management and how these are applied to the effective administration of information systems. Focus will be placed on two major roles in a system, the person who is supervised as well as the manager or supervisor. Examination of the functions of planning, organization, staffing and controlling as well as the theories of management and the effective use of these in an information system.

COURSE OVERVIEW

The course description is general, as course descriptions usually are, which gives the instructor discretion. However, even though the description is general, it refers to certain things that are to be covered in the course, e.g., “the functions of planning, organization, staffing and controlling as well as the theories of management....” Today, it is generally accepted there is a fifth function of management, leading, and it, too, will be covered in the course. We will make use of a textbook, readings, and discussion. The textbook is organized around the five functions of management and includes theories of management, and that organization will determine how we proceed through the course.

CONTENT OBJECTIVE:

The Bulletin of the School of Library and Information Science includes the instructional objectives of the master’s program, a list introduced with the statement, “Upon completion of the master’s program in library and information science, graduates will:” Two on the list are: “Be able to develop, manage and effectively use information systems, sources and services to serve
clients.” and “Be familiar with the functions of management in organizations, and be able to apply management concepts and methods in effective problem solving and decision-making.” Stated broadly, the objective for LIS 603 is realization of those instructional objectives.

**STUDENT LEARNING OUTCOME:**

The functions of management are the core of LIS603, and at the conclusion of the course the student will understand and be able to discuss them and will appreciate their place in organizations, whether for-profit or not-for-profit.

**TEXT:**

Stueart, Robert E, and Barbara B Moran. *Library and Information Center Management, 7th ed.* Westport, CT: Libraries Unlimited, 2007. The book is arranged in seven sections, the first and last of which are Introduction and Managing in the Twenty-First Century. The five sections between the first and last are the functions of management. Each section comprises two or more chapters. The table of contents in the textbook constitutes an accurate outline of the content to be covered in the course, and the content described conforms to the course description published in the University *Bulletin*.

**ADDITIONAL READINGS:**

There will be readings in addition to the textbook, principally from journals but also several from major newspapers.

**COURSE GRADING:**

The student’s grade in the course will be determined by three equal-weight essays, each of which will have a value of 100 points. The date that each essay is due appears in the course schedule. At the end of the semester a student’s total points on the three essays will be converted to a percentage scale, in which, obviously, 300 points (total value of the three essays) = 100 percent. The three exams will weigh equally in course grade. I will grade the essay exams comparatively. At the end of the course I will convert the points earned on the three exams to course grade on the basis of:

- 90% and above = A
- 80% to 90% = B
- 70% to 80% = C
- below 70% = E
I will grade the essays comparatively, i.e., in comparison with one another, on the basis of these criteria:

- number and appropriateness of sources consulted;
- insights into the literature of the subject;
- depth of coverage of topic;
- level of analysis;
- insights on subject;
- clarity/focus/organization of writing.

The length of an essay is not to exceed 3,000 words; references and bibliography will not be included in the 3,000-word limit. For each essay, all students will write on the same topic, which will have to do, generally, with the course material covered since the start of the course (first essay) or since the immediately prior essay. Essay due-dates are in the course schedule, and I will make each essay assignment available a month before it is due.
POLICIES

ACADEMIC INTEGRITY

According to Senate Regulation 6.3.1: “All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:

http://www.uky.edu/StudentAffairs/Code/

http://www.uky.edu/StudentAffairs/Code/part2.html


EXCUSED ABSENCES

Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.

- The death of a member of the student's household (permanent or campus) or immediate family.

- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.

- Major religious holidays. Prior notification is required.

- Any other circumstances which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.
Excused absences’ effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

ACADEMIC ACCOMMODATIONS DUE TO DISABILITY

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

INTEGRATION OF SYLLABUS WITH UK EDUCATOR PREPARATION UNIT THEMES

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

INTEGRATION OF THE SYLLABUS WITH THE THEMES OF DIVERSITY, ASSESSMENT, AND TECHNOLOGY
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.