UTK SIS: INSC 553 Syllabus for Summer 2020

COURSE INFORMATION

INSC 553: Specialized Information Agencies and Services Summer 2020
University of Tennessee
Class meetings: Tuesday, 6:30pm-9:10pm EST on ZOOM
*ZOOM Course ID /Link
https://tennessee.zoom.us/j/96407120192
Meeting ID: 964 0712 0192
Password: 262546

Faculty Contact Information

- Rebecca B. Vargha
- vargha@email.unc.edu
- Office number 919.962.2455
- Mobile number 919.475.3591
- Office Hours: By appointment, EST

SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

Welcome Statement
Welcome to the INSC 553 Specialized Information Agencies and Services online class at the University of Tennessee. My name is Rebecca Vargha and I will be your instructor this summer.
The purpose of this correspondence is to prepare you for the upcoming Summer 2020, so please read the syllabus carefully. In our first class, we will discuss the syllabus and assignments in detail. All of the assignments are posted in our class site on Canvas under the Assignments Section.

I designed this course on the premise that information agencies and libraries have an increasingly significant management component. Therefore the course has been structured to equip you not only with theoretical knowledge and assignments to further develop skills in planning information services, but also aims to hone skills such as communication and management that are necessary to be effective as an information professional in specialized settings.

The course has a significant workload in a compressed time frame during summer school. The six assignments (two individual and four group) can be time consuming so allow enough time to do the research for Assignment 1 Career Journal and for the group work/database/Web searches for Assignments 2-5 plus the last assignment—Assignment 6 Issues Paper. Our class is a collaborative endeavor so please participate fully in class discussions. I trust that you will find our interactions rewarding and hope that the knowledge gained will serve you well in the long term.

COURSE INFORMATION

Catalog Description

**INSC 553 - Specialized Information Agencies and Services**

Development and present status, scope and objectives. Information resources external to organization.

Additional Information

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 forms 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 4,000 information professionals worldwide. Within the course, professional and personal competencies promulgated by SLA:

https://www.sla.org/about-sla/competencies/

**Student Learning Outcomes**

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

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

School of Information Sciences MSIS Program Outcomes
https://www.sis.utk.edu/program/outcomes

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.

MORAN, BARBARA B. AND CLAUDIA J. MORNER. LIBRARY AND INFORMATION CENTER MANAGEMENT 9TH ED.
WESTPORT, CT: LIBRARIES UNLIMITED, 2018.
ISBN 978-1-4408-5447-7 (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 EVERAGING KNOWLEDGE IS A STRATEGY FOR GAINING A COMPETITIVE ADVANTAGE IN THE MARKETPLACE.
Recommended Texts
Style handbook of your choice (APA or Chicago Manual of Style).

COMMUNICATION

Email
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 don’t wish to check both accounts.

Instructor Availability
- Rebecca B. Vargha
- vargha@email.unc.edu
- Office number 919.962.2455
- Mobile number 919.475.3591
- Office Hours: By appointment, EST usually on Thursday or Friday. We can communicate via email, phone or via a Zoom appointment. Note that my UTK email address is forwarded directly to my UNC email address so you can reach me at either email address. Please contact me directly to set up a time to talk that works for our respective schedules.

Computing Requirements and Resources

Requirements
You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using 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 to insure you’re made aware of course-related information. 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 Canvas.

Technical Support
Please review the SIS Technology Introduction website for help getting started with the tools you’ll need in the program: https://sis.utk.edu/techintro/
For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the Contact Form, or at the Walk-in HelpDesk.

Course Resources
https://utk.instructure.com/courses/99032
COURSE ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations

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 Canvas
- Check with classmates for notes, announcements, etc.

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade. That grade counts as 10% of your total class grade.

Instructor Expectations

Attendance and Participation
Contact me as soon as possible if you cannot attend class.
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)

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. 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 may Impede Learning
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

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.

Instructor Status as a Title IX Mandatory Reporter
University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.
ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity
Students should be familiar and maintain their Academic Integrity described in https://hilltopics.utk.edu/academics/, 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 (https://hilltopics.utk.edu/student-code-of-conduct/) (Section X. Honor Statement)
“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
Statement about plagiarism and penalties, e.g., 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 a style handbook of your choice (APA or Chicago Manual of Style).

- 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 in Word and include your name, date, and class number (IS553)

**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 Word 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Quality Points per Semester Hour</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93≤</td>
<td>4</td>
<td>superior performance</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td>3.7</td>
<td>intermediate grade performance</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.99</td>
<td>3.5</td>
<td>better than satisfactory performance</td>
</tr>
<tr>
<td>B</td>
<td>83-87.99</td>
<td>3</td>
<td>satisfactory performance</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>2.7</td>
<td>intermediate grade performance</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>2.5</td>
<td>less than satisfactory performance</td>
</tr>
<tr>
<td>C</td>
<td>70-77.99</td>
<td>2</td>
<td>performance well below the standard expected of graduate students.</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99</td>
<td>1</td>
<td>clearly unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>59.99≤</td>
<td>(no quality points)</td>
<td>extremely unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>I</td>
<td>(no quality points)</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>S/NC</td>
<td>(carries credit hours, but no quality points)</td>
<td>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 Graduate Catalog. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.</td>
<td></td>
</tr>
<tr>
<td>P/NP</td>
<td>(carries credit hours, but no quality points)</td>
<td>P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>(carries no credit hours or quality points)</td>
<td>indicates that the student officially withdrew from the course.</td>
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### 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.

### MSIS Program Outcomes
It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

Assignments: Descriptions, Due Dates, and Program Outcomes for SLC

Six assignments are planned for you to develop appropriate knowledge, skills and awareness of the subject matter that we will cover in class together. You may propose an alternative assignment for any of the six assignments. If you have particular needs and interest; the chances are high that we can work out an accommodation. The assignments are described in details and individually posted to the Canvas class site under the Assignments Section.

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>MSIS Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 1</strong> Career Journal, Chapter One Consider this individual assignment, as the beginning of your career exploration and job search. Begin by examining articles, books and job-postings, some of these resources are listed below. Others may be found in a book by G. Kim Dority, Rethinking Information work; A Career guide for Librarians and other Information Professionals (Libraries Unlimited, 2006). The Dority book is the inspiration and resource for this assignment.</td>
<td>4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society</td>
</tr>
<tr>
<td><strong>Assignment 2</strong> Profile of an Industry The starting point for this assignment is to form teams and select an industry to research. The specific industry is a group decision. You may wish to narrow the choices so your profile will have specific parameters</td>
<td>1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and</td>
</tr>
<tr>
<td><strong>Assignment</strong></td>
<td><strong>MSIS Program Outcome</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------</td>
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</tbody>
</table>
| **Assignment 2** Profile of an Industry  
For example, choosing an industry as broad as publishing is a vast profile. Instead if the industry is narrowed to a more specific segment such as book publishers specifically for children then the size of the industry segment analysis will be reasonable. Other starting points are consulting, green buildings (construction), biotechnology, consumer electronics, and any other industry which interests your group. | preservation of information. |
| **Assignment 3** Environmental Analysis of an Organization This assignment and the two that follow it – “Designing Services” and “Developing a Marketing Plan” may all be done on one organization; you will probably get the most out of it if you think of the three assignments as linked. However, you may do all three on separate organizations if you wish. Your task in this first assignment is to do some research on a particular company, perhaps one within the industry that you examined. A small company rather than a large one will be easier for you to deal with; a publically traded company is a good choice as well as you will find a lot more information about it than for a privately-held one. | 1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information. |
| **Assignment 4** Designing Service Offerings Using the environmental analysis of an organization that you have just completed and your own background and interest, design three or four information service offerings that you believe will assist the organization in making better and more informed decisions. You will want to indicate where the service offerings would be located within the organization and how services would be requested/offered and delivered. Develop at least one performance measure for each service offering to answer the question, “Is this service worthwhile and should it be continued in its present form?” | 8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently. |
| Assignment 5 Developing a Marketing Plan Diagnose information needs of the organization and design information services to address those needs. What kind of organizational unit will house the services that you design. Will it be a special library, a knowledge management agency, an IT unit or ... other? Describe the unit and then consider how you want to position it within the organization. Which populations are you reaching? | 3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. |
**Assignment 6** Individual Paper You may present your topic as a “state-of-the-art” review defining a topic, selecting five or six representative articles from refereed sources and summarizing what current thinking about the topic is. A state-of-the-art review typically provides the reader with background on the subject, a summary of current information issues, opinions of experts especially when they differ, current research findings and open questions. It would be good to end the review with your own thoughts and opinions on the topic. Or you can write a more issue-oriented paper. The information issues paper would be more politically focused than the state-of-the-art paper. The topic would be an issue that demands attention from special librarians or those working in the knowledge management field, or it might be an issue that is currently engaging the primary customers of a particular industry or company.

This second table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment is in the first table. The most detailed information for each assignment is listed in the Canvas Assignments Section on the class web site.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Entire summer session</td>
</tr>
<tr>
<td>Assignment 1: Career Journal, Chapter One</td>
<td>15%</td>
<td>June 9</td>
</tr>
<tr>
<td>Assignment 2: Profile of an Industry</td>
<td>15%</td>
<td>June 23</td>
</tr>
<tr>
<td>Assignment 3: Environmental Analysis of an Organization</td>
<td>15%</td>
<td>July 7</td>
</tr>
<tr>
<td>Assignment 4: Designing Service Offerings with Performance Measures</td>
<td>15%</td>
<td>July 14</td>
</tr>
<tr>
<td>Assignment 5: Developing a Marketing Plan</td>
<td>15%</td>
<td>July 28</td>
</tr>
<tr>
<td>Assignment 6: Issue Paper on a topic of your choice</td>
<td>15%</td>
<td>Aug.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
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 2020

**Tuesday, June 9:**


- American Libraries article March 2016: https://americanlibrariesmagazine.org/2016/03/01/library-trend-thinking/
Tuesday, June 16:


Tuesday, June 23:

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

Tuesday, June 30:


Tuesday, July 7:


Tuesday, July 14:


Tuesday, July 21:

Tuesday, July 28:

- Exploring the concept of embedded librarianship:

- [https://americanlibrariesmagazine.org/2018/05/01/embedded-librarians-get-out-library/](https://americanlibrariesmagazine.org/2018/05/01/embedded-librarians-get-out-library/)

- [https://www.lib.umd.edu/binaries/content/assets/public/architecturelibrary/embedded-librarian.pdf](https://www.lib.umd.edu/binaries/content/assets/public/architecturelibrary/embedded-librarian.pdf)

Tuesday, August 4:

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