INFO 5300 Management of Information Agencies

Instructor Contact

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COMMUNICATION EXPECTATIONS

NOTE: Electronic communication with me is available through email. Emails and course communications are read Monday-Friday 9:00 am - 5:00 pm. (CST) Response time for answering email is within 24 hours (with the exception of when I am traveling and without easy access to the Internet).

COURSE DESCRIPTION

Management principles and practices. Problem-solving, public relations, and program development. Libraries and information centers and their social and political context. Coping with change. Facilities and equipment. Representative research and data analysis.

COURSE STRUCTURE

Welcome to INFO 5300 Management of Information Agencies

- This course will be taught totally online. Therefore, no face-to-face meetings are required. Please take time to review the information below. Pay attention to all sections of the syllabus as they address important aspects of the course.
- The organizational complexity of libraries often comes as a surprise to new librarians who are thrust into positions that require the application of managerial skills as part of their first assignments in rural, small or specialized libraries. Likewise, professionals advancing in their careers to positions of greater responsibility or adjacent fields frequently are required to assume administrative and managerial roles on a variety of levels. INFO 5300 is designed for current and future information professionals who are interested in learning more about the theory and practice of management specific to the library and information environment. The course is a highly interactive course and requires in-depth exploration and discussion of topics presented in the course modules. It is important that you read this syllabus carefully. You will need to become very familiar with its content and refer to it for directions throughout the course.

COURSE OUTLINE

Module 1.   Welcome Module and Introductions
Module 2.   Management and Leadership
Module 3.   Emotional Intelligence and Management Competencies
Module 4.   Strategic Planning
Module 5.   Organization
Module 6.   Human Resources and Staffing
Module 7.   Directing and Motivating
Module 8.   Control
Module 9.   Budget
Module 10. Organizational Change

COURSE PREREQUISITES OR OTHER RESTRICTIONS

INFO 5300 (or consent of department)

COURSE GOALS AND OBJECTIVES

Course Goals:

To study and discuss historical approaches to management; to become knowledgeable about the application of management principles and functions as they relate to the management of library and information organizations; to explore and analyze real-world management issues in the professional literature; to encourage students to pursue independent study and research; and to encourage students to interact with local, regional and national public library leaders and practitioners.

Student Learning Objectives

Upon completion INFO 5300, students should be able to:

- Analyze the theory and application of planning, organizing, staffing, directing, and controlling within libraries and information centers.
- Appraise the changing role of the manager of libraries and information centers within the total institution and/or organization to which information and services are being provided.
- Identify current trends and issues in library management and administration.
- Explain organization culture and structure in information organizations, and how these environmental issues relate to and affect governance and management.
- Explain the dynamic of organizational change, and the manager's role in the process.
- Use assessment tools to evaluate staff members and information center resources

COURSE ACCESS

The course content for INFO 5300 is accessible only using Canvas. Students registered for the course with a valid UNT EUID AND PASSWORD will have access to the Canvas pages. At times, technical problems may result from uploads to the database. **For course access problems, please consult UNT CLEAR or UNT HELP DESK.**

Accessibility Statements
All accessibility statements for Canvas and other third-party course technologies are listed in the links below to support students. Any not listed may be located easily using a quick Google search.
https://community.canvaslms.com/t5/Accessibility/Accessibility-within-Canvas/ba-p/261501

https://clear.unt.edu/supported-technologies/canvas

https://www.instructure.com/policies/privacy

Please visit the CLEAR training video on the link below for more information on supported technologies.
https://clear.unt.edu/supported-technologies/canvas#

READING MATERIALS

Required Texts:

The Moran & Morner book is available at any major bookstore. The book may be also be purchased online. Consider the following sources:

Online bookstores-

https://unt.bncollege.com/shop/BNCBTBListView?catalogId=10001&langId=-1&storeId=71237 (Links to an external site.) (Links to an external site.)

https://voertmans.textbooktech.com/textbooks (Links to an external site.) (Links to an external site.)

http://www.amazon.com/ (Links to an external site.)

Required Reading

Lynch, Beverly. (Ed.) Management Strategies for Libraries: A Basic Reader. New York: Neal-Schuman, 1985. ** (READINGS FROM THIS BOOK WILL BE PROVIDED WITHIN MODULE CONTENT.)

Moran, B. B., & Morner, C. J. (2018). *Library and information center management* (9th ed., Library and Information Science Text). Santa Barbara, CA: Libraries Unlimited, an imprint of ABC-CLIO, LLC.

**Students are only required to read from ONE of the editions.

*** Students are not required to purchase the latest edition of this book, rather, match course lectures with appropriate topics in the edition of choice.

**** Students are expected to read and research material beyond the listed material and respond appropriately to the discussion activities in each module.

Teaching Philosophy

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

The course will be a combination of lectures, reading assignments, field-observation, written assignments, and individual research. Students will be expected to complete assignments and projects, participate in class discussions and exercises, and make class presentations. Students will be expected to complete assignments and projects, participate in module discussions and exercises.

Information in each module will be presented using a variety of formats, including PowerPoint, Microsoft Word, and HTML. Students must be prepared to devote a significant amount of uninterrupted time for reading through each module. Except for Module 1, it is expected that students will read through each module only after completing the assigned readings and supplemental readings of choice. This is an introductory course and as such is not intended to provide a definitive position on any topic. Students are expected to explore topics in greater depth on their own beyond what is presented in the course content. The outline of the content of the course will generally follow the text by Moran & Morner; however supplementary readings which will accompany each unit of the course. Lectures, discussions, and individual reports along with case studies will be used throughout the course.

Technical Requirements & Skills

Minimum Technology Requirements

Please familiarize yourself with the technical requirements to complete this online course:

- [Hardware and Software requirements for Canvas](#) (Links to external site.)
- [Canvas Browser Check (](#)Links to external site.)
- [Browser Maintenance](#) (Links to external site.)
- [Adobe Acrobat DC](#) (Links to external site) for opening and reading PDFs.

Skills

Minimum technology skills for successful completion of this course include:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing PDF files using free Adobe Acrobat Reader https://get.adobe.com/reader/otherversions/ (Links to external site.)

Computer Skills & Digital Literacy

- Using Canvas: If help is needed with Canvas such as how to submit an assignment, view grades or participate in a discussion, click on this Canvas Student Guide link. In this video learn how to access and use the Guides as a valuable help resource in Canvas. Student Guide (Links to an external site.)
- By searching the Canvas Guides, you can find answers to common questions about Canvas and see step-by-step instructions on how to use features and tools in Canvas. Student Help in Canvas (Links to an external site.)
- Check Your Grades Video (Links to an external site.)

Netiquette

Listed here are the core rules for communication with me and with each other for the duration of this course:

1. Remember there's a person behind every message. It is very easy to forget, because we only see a computer screen. We don't see facial expressions, gestures, or hear the intonation of the voice. We only have are words, and if words are not chosen well, they are easy to misinterpret. Words that ARE well-chosen are often easy to misinterpret, too. Remember, just as you have feelings, each person in cyberspace has feelings as well. Give people the benefit of the doubt if you are the person reading their writing, and if you are the person writing, remember the feelings of others and take the time to construct your comments as clearly as possible.

2. Sarcasm does not translate well in cyberspace. Cyberspace is more literal than a face-to-face conversation. For example, a phrase such as "Yeah, I really believe that is true," can have the exact opposite meaning if you hear the person's delivery, see their body language, and observe their facial expressions in a face to face conversation. Just words on a page, it can come across literally, not figuratively. Make sure you say what you mean, and provide as few possibilities for misinterpretation as possible.

3. Do not type in all caps all the time. This is the online equivalent of screaming or yelling at someone.

4. Do not type in all lower case or use text message-like abbreviations, such as btw (by the way), or b/cuz, or lol (laughing out loud). This is a college class and college-level writing (grammar, punctuation, vocabulary, etc.) is expected.

5. Avoid "flaming." Flaming is when someone expresses a bold point of view, sometimes overly bold or hyper-critical, and others follow up with equally overly critical commentary and/or personal attacks. It is not that we cannot disagree - it would be a boring world if everyone had the same opinion about everything. It is also in pointed discussions that I've been able to refine my already-held opinions or even change them completely. That's the purpose of college: to make you think, to get you to see different points of view, to make you question your beliefs or to cement them more firmly than before with facts, etc. Discussion is good, disagreement is fine, even welcome, but remember rule #1 above: there are humans with feelings involved.

6. Keep your comments and postings relevant. Camaraderie is good, but please limit conversation unrelated to the subject line or course material in the discussion board communiqué.

7. Identify yourself fully. In the subject box of every email, please type your full name course and section number (e.g. Sue Jones. Phil 1306 sec.4221). Please include full identification of who you are when you generate or reply to an email to your instructor. This should include your full name (first and last) as well as the course you are enrolled in. It is a school policy that in order to preserve student confidentiality any email that I receive without proper identification will not be responded to.

8. Write with civility and respect. When asking questions or making comments, do so in a respectful manner. If you are frustrated or irritated when you write the email, wait a minute to reread it asking yourself if the tone is appropriate for a student-teacher interchange before clicking Send. If you're really upset, write the email in Word and copy and paste it in later when you are calm enough to give it reading with audience in mind. Practice patience. Emails will be answered within 24 hours of receipt Monday-Friday and often sooner. Usually, I read UNT email on the weekends, scanning only for emergencies.

9. Copy yourself. Send a copy of each email you write to yourself so you can be sure the email went through, and so you can resend it if there is any problem.

10. Brevity. Keep emails brief and to the point.

11. Do not forward unsolicited material. Do not forward the material that you send to your friends to your classmates or professor. (Note: If you send emails to everyone in your address book, they will automatically go to your professor and any student in the class who has emailed you.) Excerpted from: http://www.albion.com/netiquette/ (Links to an external site.)

Success in an Online Course

1. Treat an online course with the same seriousness as a face-to-face course.
2. Hold yourself accountable.
3. Practice time management.
4. Create a regular study space and stay organized.
5. Eliminate distractions.
6. Figure your preferred learning style.
7. Actively participate.
8. Leverage your network.

Excerpted from: https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/ (Links to an external site.)

Other Useful Sources: How To Succeed as an Online Student (Links to an external site.)

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technical issues.

UIT Help Desk (Links to an external site.) (http://www.unt.edu/helpdesk/index.htm)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In-Person: Sage Hall, Room 130

Walk-In Availability: 8 am-9 pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8 am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (Links to an external site.) https://community.canvaslms.com/docs/DOC-10554-4212710328

Student Support Services

- Registrar https://registrar.unt.edu/registration (Links to external site)
- Financial Aid https://financialaid.unt.edu/ (Links to external site)
- Student Legal Services https://studentaffairs.unt.edu/student-legal-services (Links to an external)
- Career Center https://studentaffairs.unt.edu/career-center (Links to an external site)
- Multicultural Center https://edo.unt.edu/multicultural-center (Links to an external site.)
- Counseling and Testing Services (Links to an external site.) https://studentaffairs.unt.edu/counseling-and-testing-services
- Student Affairs Care Team (Links to an external site.) https://studentaffairs.unt.edu/care
- Student Health and Wellness Center https://studentaffairs.unt.edu/student-health-and-wellness-center (Links to an external site.)
- Pride Alliance https://edo.unt.edu/pridealliance (Links to an external site.)

Academic Support Services

- Academic Resource Center https://clear.unt.edu/canvas/student-resources (Links to an external site.)
- Academic Success Center https://success.unt.edu/asc (Links to an external site.)
- UNT Libraries https://library.unt.edu/ (Links to an external site.)
- Writing Lab http://writingcenter.unt.edu/ (Links to an external site.)
- MathLab https://math.unt.edu/mathlab (Links to an external site.)

COURSE REQUIREMENTS

The course activities, including readings, discussions and assignments, have been designed to achieve specific learning outcomes. Students' participation in the process is requisite to accomplish intended goals.

Assignment	Points Possible
Module 1 Individual Activity	3.0
Module 2 Group Activity	3.0
Module 3 Group Activity	3.0
Module 4 Group Activity	3.0
Module 5 Group Activity	3.0
Module 6 Group Activity	3.0
Final Project Outline	4.0
Module 7 Group Activity	3.0
Module 8 Group Activity	3.0
Module 9 Group Activity	3.0
Module 10 Group Activity	3.0
Discussion Participation	6.0

Assignment	Points Possible
Midterm Project	25
Final Project	35
Total	**100**

Grading

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

"A" Excellent work that considerably exceeds the stated course requirements.
"B" Good to very good work that generally meets or exceeds the stated course requirements.
"C" Fair to poor work that minimally meets the stated course requirements.

Weekly Assignments & Active Participation	40%
Midterm Paper	25%
Final Outline and Research Paper	35%

Extensive comments on written assignments are provided upon request, general comments will be posted under the "My Grades" icon. Students are responsible for tracking their progress in the course.

Extra credit: As a general rule, extra credit is not offered.

Reminder: Mid-term or final projects submitted late will receive one letter grade reduction for each day the assignment is late.

Assignments and Course participation is weighted at 40% of the total grade.

****Check your email for the assigned group.

MID-TERM PROJECT

Identify a manager in any library or information organization. (Be sure this person has supervisory/managerial responsibility for at least one person.) Using the participant-observer methodology, spend up to 3-4 hours observing and systematically recording your observations. Prepare a paper describing your experience and compare your observations and conclusions about the nature of managerial work with Gulick's (1937) POSDCORB model and Mintzberg's (1973) managerial roles model. **Note: You will need to conduct your own research on participant-observer methodology and each of the models to find scholarly reference materials to use in this assignment**.

This is a formal research paper. It is a practical experience in analysis using models to give meaning to observed data. The paper should begin with an introduction and statement of purpose, and it should include all of the subheadings shown below:

- Introduction
- Origin and use of Gulick's POSDCORB model
- Origin and use of Mintzberg's roles
- Participant observation methodology
- Manager Selection Process
- Observations
- Analysis
- Conclusions and Recommendations

The body of the paper is expected to be no less than 10 pages in length, double-spaced, and no more than 15. Do not use a title page.

References must be included at the end of the paper. Use APA style. Any brochures or pamphlets used must be referenced, as well as any personal communications you may have

References and any appendices do not count towards the minimum total page count.

Late papers will receive one letter grade reduction for each day the assignment is late.

FINAL PROJECT

Each student will be required to identify an issue, problem, or a specialized topic related to library administration and management that they want to explore in greater depth. Each student will be required to gather resources and background readings and assemble information or points of view from the research in the professional literature (including journals, monographs, or other sources) and write an in-depth research paper on a topic of choice. The topic must be approved in advance by the instructor. The paper should begin with an introduction and statement of purpose, and it should include all of the subheadings shown below:

- Introduction

- Brief literature review
- Discussion and Analysis
- Recommendations
- Summary and Conclusion

The paper should be no less than 10 pages (double-spaced), and no more than 15 pages. Do not use a title page. References must be included at the end of the paper. References do not count towards the total page count.

For **INFO 4300** undergraduate students, the body of the Midterm should be no less than 5 pages and no more than 10 pages.)

Late final research papers will receive one letter grade reduction for each day the assignment is late.

** Late final research papers will receive one letter grade reduction for each day the assignment is late.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Assignment Rubrics

Module assignments and discussions:

- Quality of writing and level of discussion and exploration of topic (A style manual must be selected and used consistently, especially for references or endnotes): Spelling, Grammar, and Formatting
- Demonstrates familiarity with the topic: Content
- Indicates serious reflection: Teamwork and Creativity

Midterm and Final Research Papers:

- Quality of writing and level of discussion and exploration of the topic
- Completely meets each level of assignment as outlined in the syllabus

Class Assignment Resources

Graduate-level instruction mandates an advanced level of critical writing and thinking. Editing your work should be standard. Be sure to write all postings in a word processing format, then check for spelling, grammar, and logic prior to posting. No examples of former students' work will be provided.

Course Policies

Assignment Policy

Module assignments and discussion postings are due before the next module is scheduled to open.

See the semester schedule for the due dates for the mid-term and final projects.

Late papers will receive one letter grade reduction for each day the mid-term and/or final project assignment is late.

**Please check the Assignment Tab to determine due dates.

It is important that students preparing for professional careers are able to express themselves clearly. Class discussion, analysis, and the ability to synthesize information are key elements of the learning process whereby students are expected to demonstrate proficiency. While guidelines for writing are offered, **no written examples of work will be provided**. When you submit your assignments, please **do not ask for confirmation** that it has been received. You are strongly advised to retain copies of all assignments submitted. Students are required to include their name, course number, and assignment number at the top of each page submitted. Save files with a consistent and unique naming sequence, as in:

LASTNAMEassignmentnumber/nameCOURSENUMBER, i.e. JSmithModule2INFO5303

Style Manual

The APA Publication Manual is the approved style manual for the preparation and submission of assignments. Please assure that your work has been edited for spelling, grammar, and logic prior to posting any written assignments. Use the most recent APA update for all of your citations.

Examination Policy

Exams: There will be no mid-term exam or final exam.

Instructor Feedback:
Comments on written assignments will be posted in the course under the "Grades" icon. Extensive comments on the midterm and final assignments will be provided upon request. Students are responsible for tracking their own progress in the course.

Extra credit: As a general rule, extra credit is not offered.

Late Work: Check the semester schedule for the exact due dates. Each written assignment should be submitted by the due date, but with prior approval from the instructor may be submitted after the due date.

Course Participation

Course participation takes place in assigned groups and in the course-wide discussion forums. Group discussions related to module assignments take place in the private assigned group discussion. Students participate in assigned groups (i.e. Group 1, Group 2, Group 3) in order to respond to a question or complete an assignment related to the topic for the current module. Evaluation is based upon the level and quality of each student's participation. Group participation is mandatory. All group assignments will be submitted to the Canvas for grading.

Assigned Group Discussions:

Students will be divided into smaller groups and are expected to work together as a team to complete weekly assignments (i.e. Group 1, Group 2, Group 3). Students will be assigned to specific discussions groups during the first week of the course. Please check email for group assignment. If you don't have an email indicating your group assignment, send an email to the TA immediately so you don't get behind.

Group discussions will be guided by the assignments found at the end of each online module. A learning outcome of this course is for students to develop skills for managing group interactions and projects in online environments. Students are encouraged to assist each other in the assigned groups as appropriate. The instructor will only participate in individual assigned group discussions when necessary to clarify or resolve major issues.

Group discussions will be informal and they are aimed at answering specific questions. As such, groups may consider selecting a facilitator or leader, or they may rotate that role for each assignment. It is up to each group to determine how to divide the tasks associated with completing the assignments. Each group will only have access to its own discussion postings (other than the class-wide forums). Only one person from the group should submit each assignment.

Course-wide discussions:

The course-wide discussion forums include three (3) discussion boards: **Introductions**, **and Professional Issues/Course Topics, and Technical Issues.**

The Introductions forum should be used for students to introduce themselves to their colleagues during the first week of the course. The Professional Issues/Course Topics forum is for informal and unstructured discussions about the assigned readings, as well as other topics of broad, professional interest.

Students are required to participate in the "Professional Issues" discussion forum. This forum is intended for informal and unstructured. It is the place for comments and questions to classmates related to professional issues (for example, items discovered in the news, or questions from the course material).

Although students are expected to participate in this forum, the quantity of participation in the forum will not be factored in the grading process. However, failure to participate in this forum will result in a loss of grade points.

For all questions related to technical or structural problems (for example, if a link is not working properly), send messages using the "Technical Questions" forum. The course TA monitors and responds to these questions.

For all questions or email concerning completion of course assignments, send an email directly to the instructor and the TA using the Canvas message system. Both the instructor and the TA respond messages sent through the system. Always send both the instructor and TA a copy of emails to assure prompt response time. For urgent matters, and in case of emergencies, please notify the instructor using the Outlook email system at maurice.wheeler@unt.edu.

For all questions concerning course content and completion of assignments, send an email directly to the instructor and TA. **Do not embed questions to the instructor within discussion postings.**

Syllabus Change Policy
If there is any significant change in the syllabus or course requirements students will be notified at least two weeks in advance or in a manner that will allow sufficient time for students to make the necessary adjustments.

UNT Policies

Attendance Policy

COVID-19 Impact on Attendance
While attendance and participation are expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to participate in class because you are ill, or unable to participate due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or

COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to the faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website (Links to an external site.) (Links to an external site.)](https://disability.unt.edu/) (https://disability.unt.edu/).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual records; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the course and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic courses, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (Links to an external site.) (Links to an external site.) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at my.unt.edu (Links to an external site.) (Links to an external site.). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (Links to an external site.) (Links to an external site.) (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14, and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (Links to an external site.) (Links to an external site.) (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting

students to other resources available both on and off-campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website (Links to an external site.) (Links to an external site.)](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or course hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to the completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to receive clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (Links to an external site.) (Links to an external site.) (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission, unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- The use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on the video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.
4. No notification is needed if only audio and slide capture is used or if the video only records the instructor's image.

This course currently does not employ lecture capture technology to record class sessions. Students' participation in the course will not appear on any video. The lecture recordings will be available for study purposes and may also be reused in future course offerings.

Course Summary:

INFO 5303 Financial and Human Resource Management in Information Agencies

Instructor Contact

Name: Dr. Maurice B. Wheeler

Office Location: Discovery Park, E298L

Office Hours: By Appointment via Zoom

Email: **maurice.wheeler@unt.edu**

COMMUNICATION EXPECTATIONS

NOTE: Electronic communication with me is available through email. Emails and course communications are read Monday-Friday 9:00 am - 5:00 pm. (CST) Response time for answering email is within 24 hours (with the exception of when I am traveling and without easy access to the Internet).

COURSE DESCRIPTION

Problems and topics in personnel and financial management. recruitment, training and supervision. Work environments; position and staff evaluation; wage and salary management; collective bargaining; funding; budgeting and accounting systems; expenditure and income control; audits; inventory control; insurance. Current trends and case studies of common problems.

COURSE STRUCTURE

Welcome to INFO 5303

This course will be taught totally online. Therefore, no face-to-face meetings are required. Please take time to review the information below. Pay attention to all sections of the syllabus as they address important aspects of the course. You will need to become very familiar with its content and refer to it for directions throughout the course.

- The organizational complexity of libraries often comes as a surprise to new librarians who are thrust into positions that require the application of managerial skills as part of their first assignments in rural, small or specialized libraries. Likewise, professionals advancing in their careers to positions of greater responsibility or adjacent fields frequently are required to assume administrative and managerial roles on a variety of levels. INFO 5330 is designed for current and future information professionals who are interested in learning more about the theory and practice of management specific to libraries and information organizations. The

course is a highly interactive course and requires in-depth exploration and discussion of topics presented in the course modules.

- The first half of this course will introduce the student to human resources management in the library and information center environment. Topics range from organizational culture and institutional processes to labor relations and working conditions. The second half of the course will introduce the student to financial management as applied to the library and information center environment. Topics range from the history and current state of library funding to innovative funding sources.

- Activities consist of module assignments and discussions. A mid-term project and a final project will be used to evaluate learning during the course.

COURSE OUTLINE

Module 1. Welcome and Introductions
Module 2. Human Resource Management in its Societal, Professional and Organization Context
Module 3. The Nature of and Foundations of HRM
Module 4. Employment Law and Regulations
Module 5. Workforce Planning, Recruitment, Hiring and Integration
Module 6. Staff Development and Performance Management
Module 7. Labor Relations and Quality of Work Life
Module 8. Compensation and Associated HR Services
Module 9. History and Current State of Academic and Public Library Funding
Module 10. Politics of Library Funding - Federal, State, and Local
Module 11. Budget Design and Process
Module 12. Collection Development Budgeting
Module 13. Vendor Contracts and Outsourcing
Module 14. Financial Stewardship, Grants Management, and Public Accountability

COURSE PREREQUISITES OR OTHER RESTRICTIONS

INFO 5300 (or consent of department)

COURSE GOALS AND OBJECTIVES

Course Goals

To investigate, examine and analyze the historical development, legal issues, current status, and future of human resources and library budgetary issues and processes; investigate organizational and political cultures' effects on library processes; study assessment and implementation strategies to propose viable solutions to financial and resource management problems; encourage students in pursuing independent study and research; and provide students with opportunities to interact with local, regional and national public library leaders and practitioners.

Student Learning Objectives

Upon completing INFO 5303, students should be able to:

- Demonstrate comprehension of human resource management and financial management as fundamental management functions in libraries and information organizations
- Demonstrate knowledge of the implications of political and governmental activities on the functions and effectiveness of human resource and financial management
- Demonstrate capacity to work theoretically and practically in the processes of human resources and financial management
- Explain the fiscal aspects of managing a library facility and identify public and private sources of funding, resource allocation and budgeting, and the political environment in which libraries exist
- Describe, analyze and evaluate the environmental, social, cultural, economic and organizational factors that influence human resource and financial management in libraries and information organizations
- Identify current trends and issues in library human resources and financial management; and have the ability to remain current as professionals and life-long learners
- Identify the benefits and processes of working individually and in teams to deliver effective group outcomes

COURSE ACCESS

The course content for INFO 5303 is accessible only using Canvas. Students registered for the course with a valid UNT EUID AND PASSWORD will have access to the Canvas pages. At times, technical problems may result from uploads to the database. **If you are registered for the course and are experiencing access problems, please consult the UNT CLEAR HELP DESK.**

Accessibility Statements

All accessibility statements for Canvas and other third-party course technologies are listed in the links below to support students. Any not listed may be located easily using a quick Google search.

https://community.canvaslms.com/t5/Accessibility/Accessibility-within-Canvas/ba-p/261501

https://clear.unt.edu/supported-technologies/canvas

https://www.instructure.com/policies/privacy

Please visit the CLEAR training video on the link below for more information on supported technologies.
https://clear.unt.edu/supported-technologies/canvas#

READNG MATERIALS

Required Text:

Armstrong, M. (2020). A Handbook of Human Resource Management Practice. 15th Edition. Dover, N.H.: Kogan Page.

There are multiple reading assignments for each module. Students are not required to purchase the books below. Many of the assigned readings are made available in PDF files accessed within the course content. However, there are some reading assignments for which you may need to borrow materials from your local library or obtain them electronically by accessing netLibrary through UNT's Library Resources.

In addition to Armstrong, course readings will be taken from the following sources used to develop module content. Many are considered to be foundational reading in the subject. Supplemental readings may be added within the modules.

Brewer, E. W., Achilles, C. M., Fuhriman, J. R., & Hollingsworth, C. (2001). Finding funding: Grantwriting from start to finish, including project management and Internet use (4th ed.). Thousand Oaks, CA: Corwin Press.

Dessler, G. (2016) Fundamentals of Human Resource Management, 4th Edition. Pearson: London.

Flippo, E.B. (1984). Personnel management. New York: McGraw-Hill.

Quick, J. A., & Carter, C. (2001). Grant seeker's budget toolkit. New York: John Wiley and Sons. (available through NetLibrary.)

Rubin, R.E. (1991). Human resources management in libraries: theory and practice. New York: Neal-Schuman.

Warner, A. S. (1998). Budgeting: a how-to-do-it manual for librarians. New York: Neal Schuman.

- UNT bookstore-
- https://unt.bncollege.com/shop/unt/page/find-textbooks?gclid=Cj0KCQiA2uH-BRCCARIsAEeef3mWNrVpIFl7M5_I2DOj2CLv7BchkiV3zMRYumH-N972K5Ztx3zVcbQaAlEPEALw_wcB&gclsrc=aw.ds
- https://voertmans.textbooktech.com/textbooks
- https://www.amazon.com (Links to an external site.)

Additional Required Reading

Supplemental readings have been suggested for each module and can be found in the Modules section of Canvas listed as Module Bibliographies. You may choose from the supplemental readings suggested, however, you are encouraged to research the topic and find articles on your own to discuss. Beginning with Module 2, each student is required to read 1-2 supplemental

articles related to the module topic and post your thoughts in the Professional Issues discussion forum.

As librarians in training, you are expected to search and locate relevant reading material outside of class requirements in order to participate in thought-provoking discussions on course topics with your colleagues.

Teaching Philosophy

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

The course will be a combination of lectures, reading assignments, field-observation, written assignments, and individual research. Students will be expected to complete assignments and projects, participate in class discussions and exercises, and make class presentations. Students will be expected to complete assignments and projects, participate in module discussions and exercises.

Information in each module will be presented using a variety of formats, including PowerPoint, Microsoft Word, and HTML. Students must be prepared to devote a significant amount of uninterrupted time for reading through each module. Except for Module 1, it is expected that students will read through lecture notes of each module only after completing the assigned readings and supplemental readings of your choice. This is an introductory course and, as such, is not intended to provide a definitive position on any topic. Students are expected to explore topics in greater depth on their own beyond what is presented in the course content. The outline of the content of the course will generally follow the text by Armstrong; however supplementary readings which will accompany each unit of the course. Lectures, discussions, and individual reports along with case studies will be used throughout the course.

TECHNICAL REQUIREMENTS AND SKILLS

Minimum Technology Requirements

Please familiarize yourself with the technical requirements to complete this online course:

- [Hardware and Software requirements for Canvas](#) (Links to external site.)
- [Canvas Browser Check](#) (Links to external site.)
- [Browser Maintenance](#) (Links to external site.)
- [Adobe Acrobat DC](#) (Links to external site) for opening and reading PDFs.

Skills

Minimum technology skills for successful completion of this course include:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents

- Posting to discussion boards
- Printing Word documents OR opening and printing PDF files using free Adobe Acrobat Reader https://get.adobe.com/reader/otherversions/ (Links to external site.)

Computer Skills & Digital Literacy

- Using Canvas: If help is needed with Canvas such as how to submit an assignment, view grades or participate in a discussion, click on this Canvas Student Guide link. In this video learn how to access and use the Guides as a valuable help resource in Canvas. Student Guide (Links to an external site.)
- By searching the Canvas Guides, you can find answers to common questions about Canvas and see step-by-step instructions on how to use features and tools in Canvas. Student Help in Canvas (Links to an external site.)
- Check Your Grades Video (Links to an external site.)

Netiquette

Listed here are the core rules for communication with me and with each other for the duration of this course:

1. Remember there's a person behind every message. It is very easy to forget, because we only see a computer screen. We don't see facial expressions, gestures, or hear the intonation of the voice. We only have are words, and if words are not chosen well, they are easy to misinterpret. Words that ARE well-chosen are often easy to misinterpret, too. Remember, just as you have feelings, each person in cyberspace has feelings as well. Give people the benefit of the doubt if you are the person reading their writing, and if you are the person writing, remember the feelings of others and take the time to construct your comments as clearly as possible.

2. Sarcasm does not translate well in cyberspace. Cyberspace is more literal than a face-to-face conversation. For example, a phrase such as "Yeah, I really believe that is true," can have the exact opposite meaning if you hear the person's delivery, see their body language, and observe their facial expressions in a face to face conversation. Just words on a page, it can come across literally, not figuratively. Make sure you say what you mean, and provide as few possibilities for misinterpretation as possible.

3. Do not type in all caps all the time. This is the online equivalent of screaming or yelling at someone.

4. Do not type in all lower case or use text message-like abbreviations, such as btw (by the way), or b/cuz, or lol (laughing out loud). This is a college class and college-level writing (grammar, punctuation, vocabulary, etc.) is expected.

5. Avoid "flaming." Flaming is when someone expresses a bold point of view, sometimes overly bold or hyper-critical, and others follow up with equally overly critical commentary and/or personal attacks. It is not that we cannot disagree - it would be a boring world if

everyone had the same opinion about everything. It is also in pointed discussions that I've been able to refine my already-held opinions or even change them completely. That's the purpose of college: to make you think, to get you to see different points of view, to make you question your beliefs or to cement them more firmly than before with facts, etc. Discussion is good, disagreement is fine, even welcome, but remember rule #1 above: there are humans with feelings involved.

6. Keep your comments and postings relevant. Camaraderie is good, but please limit conversation unrelated to the subject line or course material in the discussion board communiqué.

7. Identify yourself fully. In the subject box of every email, please type your full name course and section number (e.g. Sue Jones. Phil 1306 sec.4221). Please include full identification of who you are when you generate or reply to an email to your instructor. This should include your full name (first and last) as well as the course you are enrolled in. It is a school policy that in order to preserve student confidentiality any email that I receive without proper identification will not be responded to.

8. Write with civility and respect. When asking questions or making comments, do so in a respectful manner. If you are frustrated or irritated when you write the email, wait a minute to reread it asking yourself if the tone is appropriate for a student-teacher interchange before clicking Send. If you're really upset, write the email in Word and copy and paste it in later when you are calm enough to give it reading with audience in mind. 8. Practice patience. Emails will be answered within 24 hours of receipt Monday-Friday and often sooner. Usually, I read UNT email on the weekends, scanning only for emergencies.

9. Copy yourself. Send a copy of each email you write to yourself so you can be sure the email went through, and so you can resend it if there is any problem.

10. Brevity. Keep emails brief and to the point.

11. Do not forward unsolicited material. Do not forward the material that you send to your friends to your classmates or professor. (Note: If you send emails to everyone in your address book, they will automatically go to your professor and any student in the class who has emailed you.) Excerpted from**: http://www.albion.com/netiquette/** (Links to an external site.)

Success in an Online Course

1. Treat an online course with the same seriousness as a face-to-face course.
2. Hold yourself accountable.
3. Practice time management.
4. Create a regular study space and stay organized.
5. Eliminate distractions.

6. Figure your preferred learning style.
7. Actively participate.
8. Leverage your network.

Excerpted from: https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/ (Links to an external site.)

Other Useful Sources: How To Succeed as an Online Student (Links to an external site.)

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technical issues.
UIT Help Desk (Links to an external site.) (http://www.unt.edu/helpdesk/index.htm)

Email: **helpdesk@unt.edu**

Phone: 940-565-2324

In-Person: Sage Hall, Room 130

Walk-In Availability: 8 am-9 pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8 am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (Links to an external site.) **https://community.canvaslms.com/docs/DOC-10554-4212710328**

Student Support Services

- Registrar **https://registrar.unt.edu/registration** (Links to external site)
- Financial Aid **https://financialaid.unt.edu/** (Links to external site)
- Student Legal Services **https://studentaffairs.unt.edu/student-legal-services** (Links to an external)
- Career Center **https://studentaffairs.unt.edu/career-center** (Links to an external site)
- Multicultural Center **https://edo.unt.edu/multicultural-center** (Links to an external site.)
- Counseling and Testing Services (Links to an external site.) **https://studentaffairs.unt.edu/counseling-and-testing-services**

- Student Affairs Care Team (Links to an external site.) https://studentaffairs.unt.edu/care
- Student Health and Wellness Center **https://studentaffairs.unt.edu/student-health-and-wellness-center** (Links to an external site.)
- Pride Alliance **https://edo.unt.edu/pridealliance** (Links to an external site.)

Academic Support Services

- Academic Resource Center **https://clear.unt.edu/canvas/student-resources** (Links to an external site.)
- Academic Success Center **https://success.unt.edu/asc** (Links to an external site.)
- UNT Libraries **https://library.unt.edu/** (Links to an external site.)
- Writing Lab **http://writingcenter.unt.edu/** (Links to an external site.)
- MathLab **https://math.unt.edu/mathlab** (Links to an external site.)

COURSE REQUIREMENTS

The course activities, including readings, discussions and assignments, have been designed to achieve specific learning outcomes. Students' participation in the process is requisite to accomplish intended goals.

Assignment	Points Possible
Module 2 Individual Activity	3
Module 3 Group Activity	2
Module 4 Group Activity	2
Module 5 Group Activity	2
Module 6 Group Activity	2
Module 7 Group Activity	2
Module 8 Group Activity	2
Module 9 Group Activity Final Project Outline	2
Module 10 Group Activity	2
Module 11 Group Activity	2
Module 12 Group Activity	2
Module 13 Group Activity	2
Module 14 Group Activity	2
Discussion Participation	13
Midterm Project	30
Final Project	30
Total	**100**

Grading

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

"A" Excellent work that considerably exceeds the stated course requirements.

"B" Good to very good work that generally exceeds the stated course requirements.

"C" Fair to poor work that minimally meets the stated course requirements.

Course participation/Assignments 40%

Midterm Paper 30%

Final Group Project 30%

Reminder: Mid-term or final projects submitted late will receive one letter grade reduction for each day the assignment is late.

Assignments and Course participation is weighted at 40% of the total grade.

****Check your email for assigned group.

MID-TERM PROJECT

(Because of the COVID19 pandemic, the requirements of this project have been modified so that no physical visit to a library is required).

The midterm is a GROUP project. The number of students enrolled in the class will determine the number of groups and the size of each group. Each student will be assigned to a group within the first couple of days of class so that groups may begin their projects early in the term. Each group will be responsible for creating a formal written document.

Library Director Vacancy Announcement (30 points)

Imagine yourself as a consultant of your target organization. Your client organization is in search of a new director and you have been hired to create the announcement for the position. You may choose an actual library or create a fictional scenario. If you choose an actual library, you may not use any materials related to the hiring of any current or previous administrators. You are to create these recruitment materials based on what you have learned in the course and research of the topics that you have conducted beyond the course requirements. You may use any format you wish, such as a plain document, a letter to the community, a news release, a brochure, or even a video. Include some of the key elements and issues that have been discussed in the first half of the course. Written documents may not exceed a maximum length of 10 pages. Regardless of length, the document should demonstrate a thorough knowledge and awareness of HR and recruitment related issues.

Task 1: Organizational and Community Profile

Provide a brief description of your organization and the community it serves. It will be important for you to demonstrate the connection between what kind of leader is being sought and the current or future needs of the library and community.

Task 2: Management Philosophy Statement

Assemble a statement describing the kind of leadership your organization needs. This may be based on an existing and articulated vision for the organization and values represented. Describe the kinds of experiences and approaches expected in the person and, most importantly, the expected elements of the person's management philosophy that would most connect with the history, present, and expected future of the organization.

Task 3: Job Description

The document is not expected to contain a full and official job description required by an HR process, but instead the kind of description included in job postings that highlight duties, expectations, and any legally required information.

The mid-term project is weighted at 30% of the total grade.

** Late mid-term papers will receive one letter grade reduction for each day the assignment is late for all group members.

FINAL PROJECT

The number of students enrolled in the class will determine the number of groups and the size of each group. Each student will be assigned to a group within the first couple of days of class so that groups may begin their projects early in the term. Each group will be responsible for creating a formal written document.

- **Analysis of library budgets.** Obtain two budgets from two similar libraries, i.e. an academic library with 4 campus libraries, a public library without any branch, etc. The selected libraries should be comparable in size and community demographics. Prepare a report to discuss the overall budgets, including a comparison of the budgets.
- The paper should include a profile of each library and the primary communities it serves. Include also any budgetary and associated political history that affects its current funding. Indicate why each library was selected for this project and what factors make the two comparable to each other.
- Although it may be too soon for the publicly available budget to indicate revisions resulting from the COVID19 pandemic, discuss how each library's reported responses to the pandemic has already or has the potential to affect the library budget and financial circumstances.

- Identify similar budget line/funding. Identify those items that show the libraries on a divergent path. Analyze the strengths and weaknesses of each budget in terms of service to the public and the specifics of each community. For example, if there is little money for collection development, how is the library serving the needs of the public by not buying new materials? Discuss which library could be affected most by a budget cut and why.

COURSE EVALUATION

Self Evaluations

- Each member of the group will be required to submit one page, single-spaced, self-evaluation assessing their participation in the group throughout the course.
- The self-evaluation should include a discussion of the individual special personal learning that was experienced, and the identification and resolution of both personal and group challenges.

Evaluation of Assignments

Module assignments and discussions**:**

- Quality of writing and level of discussion and exploration of topic (A style manual must be selected and used consistently, especially for references or endnotes): This criterion is linked to a Learning Outcome, Spelling, Grammar, Citations, Formatting
- Demonstrates familiarity with the topic: Content
- Indicates serious reflection: This criterion is linked to a Learning Outcome, Spelling, Grammar, Citations; Formatting

Midterm and Final Research Papers:

- Quality of writing and level of discussion and exploration of the topic
- Completely meets each level of assignment as outlined in the syllabus

CLASS ASSIGNMENTS RESOURCES

Graduate-level instruction mandates an advanced level of critical writing and thinking. Editing your work should be standard. Be sure to write all postings in a word processing format, then check for spelling, grammar, and logic prior to posting.

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Course Policies

Assignment Policy

Module assignments and discussion postings are due before the next module is scheduled to open.

See the semester schedule for the due dates for the mid-term and final projects.

Late papers will receive one letter grade reduction for each day the mid-term and/or final project assignment is late.

**Please check the Assignment Tab to determine due dates.

It is important that students preparing for professional careers are able to express themselves clearly. Class discussion, analysis, and the ability to synthesize information are key elements of the learning process whereby students are expected to demonstrate proficiency. While guidelines for writing are offered, **no written examples of work will be provided**. When you submit your assignments, please **DO NOT ask for confirmation** that it has been received. However, you are strongly advised to retain copies of all assignments submitted. Students are required to include their name, course number, and assignment number at the top of each page submitted. Save files with a consistent and unique naming sequence, as in:

LASTNAMEmodulenumber/COURSENUMBER, i.e. JSmithModule2INFO5303

Written Assignments

Each module has specific activities or assignments. Please review each assignment for instructions. No examples will be given unless stated in the module.

Group Discussions: For each module, students will discuss the topic in their assigned group. Those discussions must be compiled and submitted for grading, when instructed.

The University is committed to providing a reliable online course system for all users. However, in the event of an unexpected server outage or any unusual technical difficulty which prevents students from completing a time-sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

Exams: There will be no mid-term exam or final exam.
Instructor Responsibilities and Feedback
Comments on written assignments are provided and may be sent directly through the message system or posted in the course under the "Grades" icon. Students are responsible for tracking their own progress in the course. Extensive comments on the midterm and final assignments will be provided upon request.

Extra credit: As a general rule, extra credit is not offered.

Late Work
Each written assignment should be submitted by the due date but may be submitted at any point after the module covering that topic opens only after prior approval from the instructor. Check the semester schedule for the exact due dates.

Course Participation

Course participation takes place in assigned groups and in the discussion forums. Students participate in assigned discussion groups (i.e. Group 1, Group 2, Group 3) to respond to a question or complete an assignment related to the topic for the current module. Evaluation is based upon the level and quality of each student's participation. Group participation is mandatory. Some group assignments may be required to be submitted for grading.

Discussions: The Discussion forums include three (3) discussion boards that are class-wide: **Introductions**, **Technical Issues, and Professional Issues/Course Topics.** The **Introductions** forum should be used to introduce yourself to the class. The **Technical Issues forum** should be used to report broken links or other technical issues experienced when working in the class. Only the TA reads this forum. The **Professional Issues/Course Topics** forum is for informal and unstructured discussions about the assigned readings, as well as other topics of broad, professional interest. All students are required to regular and consistently participate in this forum.

For all questions concerning course content and completion of assignments, send an email directly to the instructor and Teaching Assistant. **Do not embed questions to the instructor within discussion postings.**

Please follow the guidelines for Group Discussion Submissions as provided in the Welcome module. Course participation is weighted at 30% of the total grade.

Syllabus Change Policy
If there is any change in the syllabus and due dates the students will be notified at least two weeks before or in a way that there will sufficient time for the students to work on the modules and assignments.

UNT Policies

Attendance Policy

COVID-19 Impact on Attendance
While attendance and participation are expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to participate in class because you are ill, or unable to participate due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health

and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to the faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (Links to an external site.) (https://disability.unt.edu/).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual records; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the

University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the course and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic courses, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (Links to an external site.) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at my.unt.edu (Links to an external site.). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (Links to an external site.) (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14, and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (Links to an external site.) (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off-campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students

Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (Links to an external site.) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:
(G) For F-1 students enrolled in classes for credit or course hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to the completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.
See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (Links to an external site.) (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- The use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via video conference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on the video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on the video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

INFO 5320 Public Libraries

Instructor Contact

Name: Dr. Maurice B. Wheeler

Office Location: Discovery Park, E298L

Phone Number: (940) 369-8191

Office Hours: By Appointment via Zoom

Email: maurice.wheeler@unt.edu

COMMUNICATION EXPECTATIONS

NOTE: Electronic communication with me is available through email. Emails and course communications are read Monday-Friday 9:00 am - 5:00 pm. (CST) Response time for answering email is within 24 hours (with the exception of when I am traveling and without easy access to the Internet).

COURSE DESCRIPTION

Problems of organization and management of public libraries and urban/rural library systems; their resources, functions and services. Related municipal, regional, and state information agencies and services. Federal and state programs; development and trends. Individual investigation of major issues and topics.

COURSE STRUCTURE

Welcome to INFO 5320 Public Libraries!

- This course will be taught totally online. Therefore, no face-to-face meetings are required. Please take time to review the information below. Pay attention to all sections of the syllabus as they address important aspects of the course.
- The organizational complexity of libraries often comes as a surprise to new librarians who are thrust into positions that require the application of managerial skills as part of their first assignments in rural, small or specialized libraries. Likewise, professionals advancing in their careers to positions of greater responsibility or adjacent fields frequently are required to assume administrative and managerial roles on a variety of levels. INFO 5320 Public Libraries is designed for current and future information professionals who are interested in learning more about the theory and practice of management specific to the public library environment. The course is a highly interactive course and requires in-depth exploration and discussion of topics presented in the course modules. It is

important that you read this syllabus carefully. You will need to become very familiar with its content and refer to it for directions throughout the course.

COURSE OUTLINE

Module 1. Welcome Module and Introductions
Module 2. Contemporary Roles of Public Libraries
Module 3. Historical Development of the Public Library
Module 4. Governance of the Public Library
Module 5. Public Awareness
Module 6. Support Services and Operations
Module 7. Public Services
Module 8. Technology
Module 9. Planning and Evaluation
Module 10. Financing and Budgeting
Module 11. Client-Centered Service
Module 12. Professional and Community Partnerships and Collaborations
Module 13. Current Issues in Public Libraries

COURSE PREREQUISITES OR OTHER RESTRICTIONS

INFO 5300 (or consent of department)

COURSE GOALS AND OBJECTIVES

Course Goals:

To survey the historical development, current status, and future of the public library; to examine the legal basis, financing, organization, and administration of public libraries; to study assessment and implementation strategies; to encourage students in pursuing independent study and research; and to provide students with opportunities to interact with local, regional and national public library leaders and practitioners.

Student Learning Objectives

Upon completing INFO 5320, students should be able to:

- Explain both the history and objectives of early libraries and draw lessons for current practice in information centers.
- Conduct an information audit and assessment of library programs, and resources.
- Put together a short-term plan, long term plan, and update an existing technology plan, or business plan.
- Explain how organizational culture impacts governance of an information center.
- Identify sources of funding for the public library and utilize communication skills in budget preparation and presentation.
- Explain the impact of technology on library planning, and library programs.

- Connect to professional publications and listservs to stay current of trends and issues affecting the profession.
- Participate effectively in group in group activities to complete work and submit projects on time.
- Identify trends in library management and administration.
- Properly cite resources and conduct research on a given topic.

COURSE ACCESS

The course content for INFO 5320 is accessible only using Canvas. Students registered for the course with a valid UNT EUID AND PASSWORD will have access to the Canvas pages. At times, technical problems may result from uploads to the database. **If you are registered for the course and are experiencing access problems, please consult the UNT CLEAR HELP DESK.**

Accessibility Statements
All accessibility statements for Canvas and other third-party course technologies are listed in the links below to support students. Any not listed may be located easily using a quick Google search.
https://community.canvaslms.com/t5/Accessibility/Accessibility-within-Canvas/ba-p/261501

https://clear.unt.edu/supported-technologies/canvas

https://www.instructure.com/policies/privacy

Please visit the CLEAR training video on the link below for more information on supported technologies.
https://clear.unt.edu/supported-technologies/canvas#

READING MATERIALS

Required Texts:

Students may be required to purchase texts for this course if they cannot be found electronically or borrowed from a library. *The de la Peña McCook* and the Van Slyk books are the only required texts. For ease of access, purchasing or otherwise gaining access to these two books is highly recommended because they are used early in the term.

- de la Peña Mc Cook & S. Bossaller., 2017. Introduction to public librarianship. 3rd Edition, New York: Neal-Schuman Publishers, Inc.
- Van Slyck, Abigail A. Free to all. Chicago, Illinois: University of Chicago Press.

Whitesides is available online through the UNT library. The Block book is available online and also available through Interlibrary Loan. Woodford's book is out of print, but

the excerpt needed for this course will be provided to you via the course module. For all texts check with your library or purchase them (if you wish) from the following sources:

- UNT bookstore- https://unt.bncollege.com/shop/unt/page/find-textbooks?gclid=Cj0KCQiA2uH-BRCCARIsAEeef3mWNrVpIFl7M5_I2DOj2CLv7BchkiV3zMRYumH-N972K5Ztx3zVcbQaAlEPEALw_wcB&gclsrc=aw.ds (Links to an external site.)
- https://voertmans.textbooktech.com/textbooks Links to an external site.)
- https://www.amazon.com (Links to an external site.)

Required Reading

Course readings will be taken from the following:

- Block, Marylaine. 2007. *The thriving library: Successful strategies for challenging times*. Medford, New Jersey: Information Today, Inc.
- de la Peña Mc Cook & S. Bossaller., 2017. *Introduction to public librarianship. 3rd Edition*, New York: Neal-Schuman Publishers, Inc.
- 2008. *From awareness to funding*. Dublin, Ohio: OCLC. http://www.oclc.org/reports/funding/fullreport.pdf (Links to an external site.)
- Van Slyck, Abigail A. *Free to all*. Chicago, Illinois: University of Chicago Press.
- Woodford, Frank B. *Parnassus on Main Street: a history of the Detroit public library*. Detroit, Michigan: Wayne State University Press.
- Whitesides, Sr., William L. 1998. *Reinvention of the public library for the 21st century*. Englewood, Colorado: Libraries Unlimited, Inc.

Beginning with Module 2, for each module all students in the course are required to read at least 1 supplemental article related to the module topic and post your thoughts in the Professional Issues discussion forum. Supplemental readings have been suggested for each module and can be found in the Modules section of Canvas listed as Module Bibliographies. You may choose from the supplemental readings suggested, however, you are encouraged to research the topic and find articles on your own to discuss.

As librarians in training, you are expected to search and locate relevant reading material outside of class requirements in order to participate in thought-provoking discussions on course topics with your colleagues.

Teaching Philosophy

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

The course will be a combination of lectures, reading assignments, field-observation, written assignments, and individual research. Students will be expected to complete assignments and projects, participate in class discussions and exercises, and make class presentations. Students will be expected to complete assignments and projects, participate in module discussions and exercises.

Information in each module will be presented using a variety of formats, including PowerPoint, Microsoft Word, and HTML. Students must be prepared to devote a significant amount of uninterrupted time for reading through each module. Except for Module 1, it is expected that students will read through lecture notes of each module only after completing the assigned readings and supplemental readings of your choice. This is an introductory course and, as such, is not intended to provide a definitive position on any topic. Students are expected to explore topics in greater depth on their own beyond what is presented in the course content. The outline of the content of the course will generally follow the text by de la Pena McCook; however supplementary readings which will accompany each unit of the course. Lectures, discussions, and individual reports along with case studies will be used throughout the course.

Technical Requirements & Skills

Minimum Technology Requirements

Please familiarize yourself with the technical requirements to complete this online course:

- [Hardware and Software requirements for Canvas](#) (Links to external site.)
- [Canvas Browser Check](#) (Links to external site.)
- [Browser Maintenance](#) (Links to external site.)
- [Adobe Acrobat DC](#) (Links to external site) for opening and reading PDFs.

Skills

Minimum technology skills for successful completion of this course include:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing PDF files using free Adobe Acrobat Reader https://get.adobe.com/reader/otherversions/ (Links to external site.)

Computer Skills & Digital Literacy

- Using Canvas: If help is needed with Canvas such as how to submit an assignment, view grades or participate in a discussion, click on this Canvas

Student Guide link. In this video learn how to access and use the Guides as a valuable help resource in Canvas. Student Guide (Links to an external site.)
- By searching the Canvas Guides, you can find answers to common questions about Canvas and see step-by-step instructions on how to use features and tools in Canvas. Student Help in Canvas (Links to an external site.)
- Check Your Grades Video (Links to an external site.)

Netiquette

Listed here are the core rules for communication with me and with each other for the duration of this course:

1. Remember there's a person behind every message. It is very easy to forget, because we only see a computer screen. We don't see facial expressions, gestures, or hear the intonation of the voice. We only have are words, and if words are not chosen well, they are easy to misinterpret. Words that ARE well-chosen are often easy to misinterpret, too. Remember, just as you have feelings, each person in cyberspace has feelings as well. Give people the benefit of the doubt if you are the person reading their writing, and if you are the person writing, remember the feelings of others and take the time to construct your comments as clearly as possible.

2. Sarcasm does not translate well in cyberspace. Cyberspace is more literal than a face-to-face conversation. For example, a phrase such as "Yeah, I really believe that is true," can have the exact opposite meaning if you hear the person's delivery, see their body language, and observe their facial expressions in a face to face conversation. Just words on a page, it can come across literally, not figuratively. Make sure you say what you mean, and provide as few possibilities for misinterpretation as possible.

3. Do not type in all caps all the time. This is the online equivalent of screaming or yelling at someone.

4. Do not type in all lower case or use text message-like abbreviations, such as btw (by the way), or b/cuz, or lol (laughing out loud). This is a college class and college-level writing (grammar, punctuation, vocabulary, etc.) is expected.

5. Avoid "flaming." Flaming is when someone expresses a bold point of view, sometimes overly bold or hyper-critical, and others follow up with equally overly critical commentary and/or personal attacks. It is not that we cannot disagree - it would be a boring world if everyone had the same opinion about everything. It is also in pointed discussions that I've been able to refine my already-held opinions or even change them completely. That's the purpose of college: to make you think, to get you to see different points of view, to make you question your beliefs or to cement them more firmly than before with facts, etc. Discussion is good, disagreement is fine, even welcome, but remember rule #1 above: there are humans with feelings involved.

6. Keep your comments and postings relevant. Camaraderie is good, but please limit

conversation unrelated to the subject line or course material in the discussion board communiqué.

7. Identify yourself fully. In the subject box of every email, please type your full name course and section number (e.g. Sue Jones. Phil 1306 sec.4221). Please include full identification of who you are when you generate or reply to an email to your instructor. This should include your full name (first and last) as well as the course you are enrolled in. It is a school policy that in order to preserve student confidentiality any email that I receive without proper identification will not be responded to.

8. Write with civility and respect. When asking questions or making comments, do so in a respectful manner. If you are frustrated or irritated when you write the email, wait a minute to reread it asking yourself if the tone is appropriate for a student-teacher interchange before clicking Send. If you're really upset, write the email in Word and copy and paste it in later when you are calm enough to give it reading with audience in mind. 8. Practice patience. Emails will be answered within 24 hours of receipt Monday-Friday and often sooner. Usually, I read UNT email on the weekends, scanning only for emergencies.

9. Copy yourself. Send a copy of each email you write to yourself so you can be sure the email went through, and so you can resend it if there is any problem.

10. Brevity. Keep emails brief and to the point.

11. Do not forward unsolicited material. Do not forward the material that you send to your friends to your classmates or professor. (Note: If you send emails to everyone in your address book, they will automatically go to your professor and any student in the class who has emailed you.) Excerpted from: http://www.albion.com/netiquette/ (Links to an external site.)

Success in an Online Course

1. Treat an online course with the same seriousness as a face-to-face course.
2. Hold yourself accountable.
3. Practice time management.
4. Create a regular study space and stay organized.
5. Eliminate distractions.
6. Figure your preferred learning style.
7. Actively participate.
8. Leverage your network.

Excerpted from: https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/ (Links to an external site.)

Other Useful Sources: How To Succeed as an Online Student (Links to an external site.)

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technical issues.

UIT Help Desk (Links to an external site.) (http://www.unt.edu/helpdesk/index.htm)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In-Person: Sage Hall, Room 130

Walk-In Availability: 8 am-9 pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8 am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (Links to an external site.) https://community.canvaslms.com/docs/DOC-10554-4212710328

Student Support Services

- Registrar https://registrar.unt.edu/registration (Links to external site)
- Financial Aid https://financialaid.unt.edu/ (Links to external site)
- Student Legal Services https://studentaffairs.unt.edu/student-legal-services (Links to an external)
- Career Center https://studentaffairs.unt.edu/career-center (Links to an external site)
- Multicultural Center https://edo.unt.edu/multicultural-center (Links to an external site.)
- Counseling and Testing Services (Links to an external site.) https://studentaffairs.unt.edu/counseling-and-testing-services
- Student Affairs Care Team (Links to an external site.) https://studentaffairs.unt.edu/care
- Student Health and Wellness Center https://studentaffairs.unt.edu/student-health-and-wellness-center (Links to an external site.)

- Pride Alliance https://edo.unt.edu/pridealliance (Links to an external site.)

Academic Support Services

- Academic Resource Center https://clear.unt.edu/canvas/student-resources (Links to an external site.)
- Academic Success Center https://success.unt.edu/asc (Links to an external site.)
- UNT Libraries https://library.unt.edu/ (Links to an external site.)
- Writing Lab http://writingcenter.unt.edu/ (Links to an external site.)
- MathLab https://math.unt.edu/mathlab (Links to an external site.)

COURSE REQUIREMENTS

The course activities, including readings, discussions and assignments, have been designed to achieve specific learning outcomes. Students' participation in the process is requisite to accomplish intended goals.

Assignment	Points Possible
Module 1 Individual Activity	1.0
Module 2 Group Activity	1.5
Module 3 Group Activity	1.5
Module 4 Group Activity	1.5
Module 5 Group Activity	1.5
Module 6 Group Activity	1.5
Final Project Outline	4.0
Module 7 Group Activity	1.5
Module 8 Group Activity	1.5
Module 9 Group Activity	1.5
Module 10 Group Activity	1.5
Module 11 Group Activity	1.5
Module 12 Group Activity	1.5
Module 13 Group Activity	1.5
Discussion Participation	7
Midterm Project	40
Final Project	30
Total	**100**

Grading

A = 90-100
B = 80-89
C = 70-79

D = 60-69
F = 59 and below
"A" Excellent work that considerably exceeds the stated course requirements.
"B" Good to very good work that generally exceeds the stated course requirements.
"C" Fair to poor work that minimally meets the stated course requirements.

Course participation/Assignments 30%
Midterm Paper 40%
Final Group Project 30%

Reminder: Mid-term or final projects submitted late will receive one letter grade reduction for each day the assignment is late.

Assignments and Course participation is weighted at 30% of the total grade.

****Check your email for assigned group.

MID-TERM PROJECT

(Because of the COVID19 pandemic, the requirements of this project have been modified so that no physical visit to a library is required).

This research paper will result from research conducted regarding the online presence of a public library of your choice. It can be a library where you have previously or currently work. THIS IS AN INDIVIDUAL PROJECT.

• Through a review of various online resources, discuss and assess the level of activity and availability of information on the topics discussed in course during the first half of the term. For example: To what degree is information of the history of the library available online? What is the quality and usefulness of the information provided?
• Discussions of your findings should demonstrate both theoretical and practical knowledge of the topics gained from course readings and discussions, and your own investigation of the topics.
• All major topics discussed in the course up to the date of the assignment must be covered in the paper, which includes Module 2: Contemporary Roles of Public Libraries through Module 8: Technology.
• Publicly accessible documents will need to be reviewed as part of the assignment, including online versions of brochures, pamphlets, websites, media coverage, etc, and these materials will need to be included in your references at the end of the paper. However, **no online or phone interviews** of the staff or members of the public are to be conducted for this assignment. Only information gathered through personal observation available electronically may be used for your review and analysis. Media coverage of the library and its services may be reviewed, as well as its website and social media presence.

A general overview of the library and community should be provided. Focus should be placed on the sources of information rather than giving very detailed information about the information found. As an example, the paper should <u>not</u> tell the full history of the library. Instead, it should tell where information regarding the history may be found and identify any highlights about the history that may illuminate important points raised to understand the library's historical development. Electronic versions of information or documents not visible or not normally distributed to the public en masse may be requested, such as board meeting proceedings and annual reports. Interactions with staff should be kept to a minimum and documented. Make an assessment of the website's usefulness in providing and locating the necessary information.

- The research paper is expected to be 10 -15 pages in length, double-spaced. Do not include a title page, and references listed at the end of the paper are not included in the page count. Section headings must be used in the paper. For example - Roles, History, Governance, Technology, and so on. **References must be included at the end of the paper and must include both printed and online resources**. Any brochures etc. used must also be referenced.
- Because of the COVID19 pandemic there may be a significant amount of information available regarding the pandemic's effect on library services and the library's response to the circumstances. That information may also be included in the paper.
- **Late papers will receive one letter grade reduction for each day the assignment is late.**

FINAL PROJECT

The final project will be completed as a <u>GROUP</u> activity. The number of students enrolled in the class will determine the number of groups and the size of each group. Each student will be assigned to a group within the first couple of weeks of class so that groups may begin their projects early in the term.

- Each group will be responsible for creating a formal written document as well as preparing a PowerPoint Presentation.
- Groups will be assigned to write a grant proposal for a project of their choice. It might be helpful for your group to search for a real grant to use as your topic. Project topics are due for approval by the date shown in the course calendar.
- Groups will be required to identify the specific project and submit an outline in advance. Groups will need to brainstorm and determine a topic early in the term. The outline does not need to be extremely detailed; however, it should be thorough enough to provide the general direction of your final paper. Please check the course calendar for the outline due date.
- The PowerPoint presentation should be prepared as a 5-10 minute synopsis of the proposal. Generally speaking, if you were actually giving the presentation, you would spend approximately 30-45 seconds speaking to each slide. Use this timing as a guide in determining the number of slides to create for the presentation.

- The written proposal should not exceed 10 pages and double-spaced. No title page is required and references do not count as part of the total number of pages. In addition, each member of the group will be required to submit a one page, single-spaced, self-evaluation assessing their participation in the group. See the course calendar for the due date.
- **** Late final research papers will receive one letter grade reduction for each day the assignment is late.**

COURSE EVALUATION

Self Evaluations

- Each member of the group will be required to submit one page, single-spaced, self-evaluation assessing their participation in the group throughout the course.
- The self-evaluation should include a discussion of the individual special personal learning that was experienced, and the identification and resolution of both personal and group challenges.

Evaluation of Assignments

Module assignments and discussions:

- Quality of writing and level of discussion and exploration of topic (A style manual must be selected and used consistently, especially for references or endnotes): This criterion is linked to a Learning Outcome, Spelling, Grammar, Citations, Formatting
- Demonstrates familiarity with the topic: Content
- Indicates serious reflection: This criterion is linked to a Learning Outcome, Spelling, Grammar, Citations; Formatting

Midterm and Final Research Papers:

- Quality of writing and level of discussion and exploration of the topic
- Completely meets each level of assignment as outlined in the syllabus

CLASS ASSIGNMENTS RESOURCES

Graduate-level instruction mandates an advanced level of critical writing and thinking. Editing your work should be standard. Be sure to write all postings in a word processing format, then check for spelling, grammar, and logic prior to posting.

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Course Policies

Assignment Policy

Module assignments and discussion postings are due before the next module is scheduled to open.

See the semester schedule for the due dates for the mid-term and final projects.

Late papers will receive one letter grade reduction for each day the mid-term and/or final project assignment is late.

**Please check the Assignment Tab to determine due dates.

It is important that students preparing for professional careers are able to express themselves clearly. Class discussion, analysis, and the ability to synthesize information are key elements of the learning process whereby students are expected to demonstrate proficiency. While guidelines for writing are offered, **no written examples of work will be provided**. When you submit your assignments, please **DO NOT ask for confirmation** that it has been received. However, you are strongly advised to retain copies of all assignments submitted. Students are required to include their name, course number, and assignment number at the top of each page submitted. Save files with a consistent and unique naming sequence, as in:

LASTNAMEassignmentnumber/nameCOURSENUMBER, i.e.
JSmithModule2INFO5320

Written Assignments

Each module has specific activities or assignments. Please review each assignment for instructions. No examples will be given unless stated in the module.

Group Discussions: For each module, students will discuss the topic in their assigned group. Those discussions must be compiled and submitted for grading, when instructed. Not all assignments will be submitted.

The University is committed to providing a reliable online course system for all users. However, in the event of an unexpected server outage or any unusual technical difficulty which prevents students from completing a time-sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

Exams: There will be no mid-term exam or final exam.

Instructor Responsibilities and Feedback
Comments on written assignments are provided and may be sent directly through the message system or posted in the course under the "Grades" icon. Students are responsible for tracking their own progress in the course. Extensive comments on the midterm and final assignments will be provided upon request.

Extra credit: As a general rule, extra credit is not offered.

Late Work
Each written assignment should be submitted by the due date but may be submitted at any point after the module covering that topic opens only after prior approval from the instructor. Check the semester schedule for the exact due dates.

Course Participation

Course participation takes place in assigned groups and in the discussion forums. Students participate in assigned discussion groups (i.e. Group 1, Group 2, Group 3) to respond to a question or complete an assignment related to the topic for the current module. Evaluation is based upon the level and quality of each student's participation. Group participation is mandatory. Some group assignments may be required to be submitted for grading.

Discussions: The Discussion forums include three (3) discussion boards that are class-wide: **Introductions**, **Technical Issues, and Professional Issues/Course Topics.**

The **Introductions** forum should be used to introduce yourself to the class.
The **Technical Issues forum** should be used to report broken links or other technical issues experienced when working in the class. Only the TA reads this forum.
The **Professional Issues/Course Topics** forum is for informal and unstructured discussions about the assigned readings, as well as other topics of broad, professional interest. All students are required to regular and consistently participate in this forum.

For all questions concerning course content and completion of assignments, send an email directly to the instructor and Teaching Assistant. **Do not embed questions to the instructor within discussion postings.**

Please follow the guidelines for Group Discussion Submissions as provided in the Welcome module. Course participation is weighted at 3% of the total grade.

Syllabus Change Policy
If there is any change in the syllabus and due dates the students will be notified at least two weeks before or in a way that there will sufficient time for the students to work on the modules and assignments.

UNT Policies

Attendance Policy

COVID-19 Impact on Attendance
While attendance and participation are expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to participate in class because you are ill, or unable to participate due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health and those of others in the community, is more important.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to the faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the ODA website (Links to an external site.) (https://disability.unt.edu/).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual records; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management, and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the course, and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic courses, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (Links to an external site.) https://deanofstudents.unt.edu/conduct to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at my.unt.edu (Links to an external site.) All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (Links to an external site.) https://it.unt.edu/eagleconnect.

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14, and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-

reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the http://spot.unt.edu/ (Links to an external site.) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off-campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website http://www.ecfr.gov/ (Links to an external site.) The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or course hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to the completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission, including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place, and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses https://policy.unt.edu/policy/07-002 (Links to an external site.)

Use of Student Work

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) he or she creates within a class, and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- The use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver, and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via video conference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on the video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on the video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.