Part 1, Overview of Course Expectations

Character of Graduate Education

The graduate student experience encompasses more than fulfillment of assignments. As stated in the OU SLIS Graduate Student Handbook:

"Fundamentally, responsibility for education at the graduate level belongs to the individual student. Faculty provide the basic frame in which the study is undertaken, offer assistance in setting the parameters of study, and serve as facilitators and mentors. This approach to the learning environment is particularly necessary as a conceptual framework for the development of information professionals who must exercise critical thinking, analyze problems, and design solutions as a daily part of their
work life, who must be independent and lifelong learners who also function effectively as team members in a diverse and dynamic information environment."

**Codes and Policies of Behavior**

To protect its faculty and students, the School fully subscribes to the university's codes, policies, and procedures involving academic misconduct, grievances, sexual, racial and ethnic harassment, and discrimination based on disability. You are strongly encouraged to acquaint yourself with both your responsibilities and your protections. See "Student Code" on the OU Student Conduct Office site at:

[http://judicial.ou.edu/content/view/27/32/](http://judicial.ou.edu/content/view/27/32/)

**Course Description, Objectives & Prerequisites/Corequisites**

**Prerequisite/Corequisite**

LIS 5033 or permission of instructor

**Description**

Theories, processes, behaviors, and issues that allow knowledge based institutions to transform themselves into ones that organize and share knowledge in an effective, efficient manner; leadership, motivation and organizational communication; management of knowledge workers, ethical and legal aspects of managing information and knowledge organizations.

**Course Objectives**

1. To present the functions common to all managers (planning, organizing, staffing, directing, and controlling) in a framework that facilitates the student's understanding of the administrative/management processes and of library/information settings as organizations.

2. To nurture the student's ability to develop critical thinking skills, including problem-solving and decision-making.

3. To introduce the student to the literature of business/management.

**D2L & Required Orientation**

Desire2Learn (D2L) is the Web-based course management program used to deliver this course.
The OU College of Arts and Sciences (CAS) requires an online orientation to D2L of all students enrolled in Arts and Sciences (which includes LIS) online courses. If you have already completed an online course through the College of Arts and Sciences, you will need to complete a survey and a declaration. Information about getting self-registered for the orientation requirement can be found at:

http://cas-online.ou.edu/getting-started

On that Web page you will find information about accessing the orientation and about what to do if you have already taken the orientation for another online course. The orientation must be completed (or a declaration of previous completion filed) before the end of the first week of the course for you to remain in this course. The acknowledgement of your completion (the e-mail acknowledgement from the orientation will work) of the orientation should be submitted to the appropriate D2L dropbox: LINK

E-Mail and OUNet ID & Password

All SLIS students will need to maintain e-mail accounts, and each student admitted to the University of Oklahoma is assigned an OU e-mail account.

The OU College of Arts and Sciences (CAS) policy requires that online students use their OU e-mail accounts. All official university correspondence is sent to students' OU e-mail accounts, and it is each student's responsibility to activate her/his "official" OU e-mail account.

If the student prefers to maintain a personal e-mail account from a provider of choice, it is the student's responsibility to have OU e-mail forwarded to that personal account.

Also, a combination of your OUNet ID and your password allow you to access and control e-mail, browse the Internet, publish Web pages, and dial-in to the University from home.

Consult this Web site for information about your e-mail account and OUNET ID and password: https://webapps.ou.edu/support/

Evaluation of Class by Students

At the end of the term, each student in a Desire2Learn-delivered course will be asked by the OU College of Arts and Sciences (CAS) to complete an on-line CAS evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction.

The instructor will NOT see course evaluations until after grades have been turned in to the Registrar's Office.
This student input is used by the instructor for improvement of teaching and by the School for annual assessment and tenure and promotion decisions among its regular faculty, and for rehiring decisions among adjunct faculty. It is important that students be careful and accurate in completing the evaluation form.

**Incompletes (I) in the Course**

The University has strict conditions under which a student is given an incomplete in a regularly scheduled, letter-graded course. A grade of Incomplete (I) will be given only for a justifiable reason (due to unavoidable circumstances, not lack of planning on the student's part) and only if the student is passing the course. Incompletes are designed for students who cannot complete the LAST 10% to 30% of the required assignments, generally only the final exam or a last written assignment.

It is the responsibility of the student to request a grade of Incomplete (I) and to meet with the instructor as early as possible to determine and document the requirements for completing the course. Prior to requesting an Incomplete (I), students are urged to consult with their academic advisors.

Any incomplete granted must be removed by the deadline specified by the instructor. The time limit set for removal of an incomplete will take into account the circumstances of the situation but cannot exceed one (1) calendar year.

Check the current *OU Academic Calendar*, at http://www.ou.edu/content/admissions/home/academic_calendar/spring_2013.html

**Learning Outcomes**

Upon successful completion of this course, the student will be able to …

- Trace the historical development of management as a discipline.
- Apply the planning process to management activities.
- Describe the concepts of organizational structure, using examples to illustrate the concepts of specialization and coordination.
- Identify the tasks of human resources management in an organization.
- Apply a variety of theory-based techniques to organizational problem solving.
- Summarize the controlling functions of an organization.
- Formulate appropriate responses to organizational change.

**Reasonable Accommodations and Disabilities**

Any student in this course who has a disability that may prevent her or him from fully
demonstrating her or his abilities should contact me personally as soon as possible, so that we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

Please advise me of such disability at some point before or as soon as possible after the first day of spring classes (Jan. 14). I will work with you and the OU Disability Resource Center (DRC) to provide reasonable accommodations.

Students with disabilities must be registered with the OU Disability Resource Center (DRC) prior to receiving accommodations in this course. The OU DRC Web site is: http://drc.ou.edu/

In Norman, the OU DRC is located in Goddard Health Center, 620 Elm Avenue, Suite 166 (Goddard Health Center), phone 405-325-3852 (voice), or TDD only 405-325-4173, or e-mail 405-325-4491 or FAX 405-325-4491, or e-mail at drc@ou.edu

For information regarding requests for accommodations and eligibility for services at the OU-Tulsa Schusterman Center, contact Joshua M. Davis, M. Ed., 4502 East 41st Street, Room 3B07, at phone 918-660-3107, or FAX 918-660-3101.

**Religious Holidays**

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays. Students who plan to observe a religious holiday that will occur on the date that an assignment is due or at a time or in a manner that would preclude participation in online class discussion should notify the instructor as soon as possible in order to make appropriate arrangements.

**Resources for Course**

For topics of the course, textbook readings, supplemental readings, slide shows, Web sites (and other Internet resources), etc. are listed in the module (D2L Content area) for which they are most relevant.

Resources are chosen:

- to complement and supplement class presentations, discussions, and assignments;
- to guide students to sources of current and retrospective literature; and
- to aid students in identifying the trends and issues related to the management of information and knowledge organizations.

Students are expected to select and utilize other resources according to individual interests and career foci. For instance, to supplement their understanding of the
textbook content students should use resources listed in the Notes at the ends of chapters.

**Skill Sets: Information Literacy**

It is assumed that students in this course already know how to access digital and other library resources through the OU Libraries (including use of e-journals, databases, and use of e-reserves).

If assistance is needed in these endeavors, both Norman and Tulsa OU library sites offer various options.


The OU Tulsa campus Schusterman Library also provides reference assistance via telephone (918-660-3220), e-mail and text (918-856-5733), face to face appointments, and virtual reference during regular library hours: [http://library.tulsa.ou.edu/assistance/askus](http://library.tulsa.ou.edu/assistance/askus)

and

[http://learn.ou.edu/d2l/lms/content/preview.d2l?tid=1900077&ou=1849223](http://learn.ou.edu/d2l/lms/content/preview.d2l?tid=1900077&ou=1849223)

**Skill Sets: Technical Competencies**

Students admitted to SLIS are provided with information about basic technology skills that are expected of all students undertaking SLIS coursework, including this course.

It is assumed that students in this class are able to

- access and use email, including sending and receiving email attachments, on a daily basis
- identify, access, and use Web sites and other Internet resources
- access documents in Adobe Acrobat Reader
- word process documents
- create PowerPoint slides
- access and use this OU course management system, Desire2Learn (D2L)

A list of tutorials is provided by SLIS to students for their convenience in reviewing these
technology skills. They can be accessed at: http://slis.ou.edu/tech-help

For more information on these technology skills, contact Maggie Ryan in the SLIS Office (mryan@ou.edu)

**Skill Sets: Writing & Writing Centers**

**Norman Campus**

If students would like some help documenting research materials or organizing thoughts for their writing, they can make appointments for FREE conference sessions with writing consultants at the OU Writing Center on the Norman campus, located in Wagner Hall (1005 Asp Avenue), Room 280. For more information, see: http://www.ou.edu/content/writingcenter.html

They also do consultation with walk-ins.

**Tulsa Campus**

Faculty, staff, and students can get writing assistance at OU-Tulsa Writing Services, located in the Schusterman Library in room 119. Writing Services encourages but does not require appointments. Come by the office in the afternoon, Monday through Friday from 2 pm to 5 pm. Writing Services evening hours are Monday through Thursday from 5:00 pm - 7:30 pm and Friday from 5:00 pm to 7 pm. You can also email anytime, or call 918-660-3221, or 918-669-2886.

**Teaching & Learning Methods for Course**

Methodologies used to provide learning opportunities in this Web-delivered class will include, but are not limited to, required readings, virtual class discussion, case study written reports, and implementation projects (learning activities), designed to foster critical thinking and synthesis of course concepts and current management literature.

Group activities will be used to facilitate understanding of the forces that influence individual behavior of organization members, and in turn, how individual behavior serves to influence others in an organization.

Activities and written reports provide opportunities to blend theory and general principles with practice. Learning activities require that the student complete assigned readings and other resource utilization (including the possible necessity of supplementing them with resources selected by the student), learn and practice new terms and concepts, and engage in, and demonstrate, a process of analysis, synthesis, and evaluation (principles of critical thinking).
Readings and resources are intended to transmit substantive content, to introduce and clarify terms and concepts, to raise the human, social, and policy issues related to the topics, and to guide student study and critical analysis of the course material. They supplement the required textbook.

Virtual class discussions provide opportunities for students to examine attitudes, test positions, explore ideas, and to develop a sharpened sense of inquiry as they interact with their peers.

**Part 2, Policies and Procedures for Assignments**

**Evaluation: Early Submission of Work**

Assignments may be submitted early. However, for the sake of objectivity, each set of submissions for a given assignment is graded as a group (that is, early submissions are not graded early).

Students are strongly urged to keep digital copies of all assignments submitted.

**Evaluation: Grade Points to Be Earned**

*Details about assignments are provided on Desire2Learn Content area.*

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>POSSIBLE POINTS</th>
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</thead>
<tbody>
<tr>
<td>Desire2Learn (D2L) Orientation REQUIRED by College</td>
<td>0</td>
</tr>
<tr>
<td>Orientation information available at:</td>
<td></td>
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<tr>
<td><a href="http://cas-online.ou.edu/getting-started">http://cas-online.ou.edu/getting-started</a></td>
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</tbody>
</table>

**Essays**

- About administration (one page) 5
- About CV or resume, submitted with CV or resume 12
- About Plan of Action, submitted with Plan of Action 12

**Group discussions, including case studies**

- Individual reports for group discussions (3) 28 (4 x 7 points)
Group discussions (5) 25 (5 x 5 points)

Journal Entries (4) 28 (4 x 7 points)

Paper (Management Topic) with abstract 30 + 5

Posting of abstract from paper 2

Proposal for paper (approval required for submission) 0

Peer Evaluation (Group) 2

Proposal for Professional Travel & Peer Feedback 10 + 5 points

Readiness Assessments (7) 49 (7 x 7 points)

Self-introduction to Class 2

TOTAL POSSIBLE POINTS 215

This course is letter graded.

Grading scale (based on a total of 200 points):

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>194-215</td>
<td>A</td>
</tr>
<tr>
<td>172-193</td>
<td>B</td>
</tr>
<tr>
<td>151-171</td>
<td>C</td>
</tr>
<tr>
<td>129-150</td>
<td>D</td>
</tr>
<tr>
<td>0-128</td>
<td>F</td>
</tr>
</tbody>
</table>

**Evaluation: Late Submission of Work**

It is essential that all assignments be submitted on schedule.

In an electronic environment, on-time submission also means that the correct file or
information has been delivered to the correct area on Desire2Learn. It is the responsibility of the student to double-check that the correct file or information has been posted and that files open.

Assignments not submitted by the date and time that they are due will be considered late. Late and/or incomplete assignments will receive HALF the number of points earned.

Late assignments should be submitted as soon as possible after the due date, and the instructor should be notified by e-mail (rtaylor@ou.edu) that they have been submitted. No late assignments will be accepted after midnight, Monday, May 6. Students are strongly urged to keep digital copies of all assignments submitted.

**Evaluation: Professionalism in Electronic Communication**

1. **Expected Tenor of Discussions**

Electronic venues (such as e-mail, discussion boards, chat rooms, etc.) are used regularly as part of professional practice. Thus, it is expected that the tenor of discussion in electronic communication for this class will be that of colleagues.

One important purpose of discussion board transactions is to practice HEARING (not just listening to) the various opinions, stances, and ideas of one's colleagues. **Thus, thou shalt not indulge in flaming.**

It is important to remember that virtual communication lends itself quite easily to an artificial sense of "private conversation"—it is always wise to think twice before you post.

2. **Expectations of Participation in Assigned Discussions**

For ASSIGNED virtual discussions in this class, points are earned for participation.

However, the QUALITY of participation is not assessed by the instructor, unless so indicated in criteria for an assignment. It should be noted that high quality discussions exhibit these characteristics:

- evidence critical thinking,
- demonstrate understanding of the problems (able to focus on an issue, rather than being led astray by symptoms of the issue),
- reflect completion of assigned reading and viewing related to the topic,
- offer evidence of incremental progress in meeting course objectives through critical comments offered, questions asked, synthesis and understanding of issues demonstrated,
- demonstrate ability to propose and evaluate solutions, and
- provide clarity of identification of the issues.
Finally, as with all professional interactions, quality of contribution, whether electronic or in person, is ultimately assessed by one's colleagues, whether they articulate their evaluations or not.

**Evaluation: Quality Expectations for Student Work**

Each assignment provides criteria to be used in evaluating that assignment.

However, it is expected that ALL completed assignments will meet quality expectations:

1) will be submitted on time,

2) will provide substantive content, and

3) will reflect quality writing at a graduate school level.

**Substantive content includes:**

--adherence to the assignment criteria

--as required, well-supported arguments from appropriate sources

--reasonable conclusions or solutions

--appropriate critical analysis.

**Quality of writing includes:**

--clarity of expression

--organization

--appropriate use of references

--standard spelling, punctuation, and grammar expected in professional writing.

It is expected that all regular assignment submissions will represent the student's utilization of the spelling and grammar check functions of her/his word processing software.

Discussion postings should be readable, but they do not have to adhere to the same
level of grammar/spelling as the regular submitted assignments.

**Submissions: Collaboration, Plagiarism**

Students are encouraged to network with classmates, and the class will require interactions as groups. However, it is expected that all individually graded assignments will reflect the individual student's work. Each assignment provides a foundation for the next one, with the end goal being the student's understanding of the whole process.

Collaboration on a student's individual graded assignments will be considered academic misconduct.

This Web page on "Student Academic Integrity" provides OU's expectations of academic honesty, defines misconduct, provides examples of prohibited conduct (including plagiarism, improper collaboration, and Internet cheating), and explains sanctions for misconduct: [http://integrity.ou.edu/students_guide.html](http://integrity.ou.edu/students_guide.html)

Available on that Web site is a list of "Nine Things You Should Already Know About Plagiarism", including “Six Excuses That Don’t Work”, and “Three Things You Don’t Need to Worry About”: [http://integrity.ou.edu/files/nine_things_you_should_know.pdf](http://integrity.ou.edu/files/nine_things_you_should_know.pdf)

**Submissions: Format Requirements for Written Work**

For all assignments, written work should follow these requirements, in addition to criteria that might be provided for each assignment:

- Use a standard 12-point font.
- Double-space submissions.
- Paginate submissions, on each page.
- Do NOT use a cover page unless directed to do so.
- Use your word processing software to check the style and spelling of your assignment BEFORE submitting it.

Unless other instructions are provided, use the following header (which may include the pagination) on EACH page of your submissions:

**LIS 5023**

**Journal 1** [name of assignment]

**Your First (given) and Last (surname) Names**

**Submissions: Naming Conventions for Files**
For this course, all files that a student posts to the Desire2Learn Dropbox should use the following naming convention—that is, here is how you will name your file when saving it on YOUR computer prior to submission: **LastNameAssignment**

**Example:**

The file containing a resume for Joan Smith would be named:

SmithResume

**DO NOT** use special characters such as # in the name file. D2L will reject the file when I try to download it.

**Submissions: Style Manual Usage**

The appropriate choice and use of sources is critical in the information professions.

The OU School of Library and Information Studies (SLIS) has officially adopted the *Chicago Manual of Style* as the preferred style manual for SLIS (including for the comprehensive examination).

Internal organization of papers, including special style needs, notes, and references (for this class, the author-date system or parenthetical option) must be according to:


Since *Chicago* is the adopted style manual for the OU School of Library and Information Studies, you might want to obtain your own copy for efficiency's sake. Also, this manual is available full-text as a digital resource through the OU Libraries portal ([http://libraries.ou.edu](http://libraries.ou.edu))—access through Resources, and then Databases & E-Reference Materials (then key in Chicago Manual of Style).

The University of Chicago also provides what is titled *The Chicago Manual of Style Online* at: [http://www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html)

**NOTE:** This Web resource incorporates a Q&A resource as well as a Citation Quick Guide. It does NOT offer the entire manual online for free.

*Chicago* uses two options: the humanities style (notes and bibliography) and the author-date system (with a reference list).

**THIS COURSE WILL USE THE AUTHOR-DATE SYSTEM.**
Chapters 16 and 17 of *Chicago* provide examples of the author-date system.

Internal organization of the work, special style needs, notes, and references (for this class, the author-date system) must be according to the *Chicago* style manual.

Citations for all quotations and other use of the ideas taken from your sources should be at the individual page level (individual page level citation might not always be possible for electronic sources--check the *Chicago* style manual for guidance).

For Web sites and other digital resources, consult sections 17.234 through 17.237 in the 16th edition of the *Chicago Manual of Style* AND *The Chicago Manual of Style Online*’s "Citation Quick Guide" (above).

**Additional Resources for Chicago Style Guidance**

The Syllabus section of the D2L Content area contains a list of FAQs about *Chicago* style, highlighting areas that frequently need attention.


[http://library.osu.edu/help/research-strategies/cite-references/chicago-author-date/](http://library.osu.edu/help/research-strategies/cite-references/chicago-author-date/)

**Submissions: Style Manual Usage—Chicago FAQs:** {See D2L Content Area}

**Textbook and Its Web Site**

**TEXTBOOK**


[ALERT: Do NOT use an older edition--it will not be sufficient to successfully support your participation in the class.]

**WEB SITE FOR TEXTBOOK**

Web site that accompanies textbook (you will utilize some of its resources):


**Part 3, Due Date Chart**
**Chart of Due Dates for Deliverables**

*SPRING 2013*

*Abbreviations:*  n/a = not applicable;  D2L = Desire2Learn

*Modifications to this chart have the date of change in bold italics*

<table>
<thead>
<tr>
<th>MODULE, TOPICS &amp; TASKS</th>
<th>DUE DATE &amp; TIME of TASK/DELIVERABLE; LINK TO INFORMATION</th>
<th>POINT VALUE OF DELIVERABLE</th>
<th>DELIVERY MODE for DELIVERABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 21 Martin Luther King OU Holiday</td>
<td></td>
<td></td>
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<tr>
<td>TOPICS:</td>
<td></td>
<td></td>
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<tr>
<td>--Introduction.</td>
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<tr>
<td>--Management overview, including history.</td>
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<tr>
<td>Read/view textbook selections and other resources—see Module A on D2L</td>
<td>End of Module A (Monday, Jan. 28)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Completion of OU College of Arts &amp; Sciences D2L Online Orientation and/or Certification of Completion;</td>
<td>Sunday, Jan. 20, midnight</td>
<td>0 (REQUIRED to remain in course)</td>
<td>The link to access the D2L Orientation is on this Web page: <a href="http://cas-online.ou.edu/getting-started">http://cas-online.ou.edu/getting-started</a> (scroll down to that area for orientation information).</td>
</tr>
<tr>
<td>1-15 CHANGE FROM: forward to instructor the e-mail confirming completion</td>
<td>Inform Link</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-15 CHANGE FROM: Placing in Dropbox: <a href="#">LINK</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-introduction to class</td>
<td>Tuesday, Jan. 22, midnight</td>
<td>2</td>
<td>D2L discussion: <a href="#">LINK</a></td>
</tr>
<tr>
<td>Essay: Thoughts on</td>
<td>Tuesday, Jan. 22,</td>
<td>5</td>
<td>D2L dropbox: <a href="#">LINK</a></td>
</tr>
<tr>
<td>Administration</td>
<td>midnight Inform Link</td>
<td></td>
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<tr>
<td><strong>Readiness Assessment 1:</strong> <em>Chicago Manual of Style</em></td>
<td>End of Module B (Monday, Feb. 11, midnight) Inform Link</td>
<td>7</td>
<td>D2L quiz: <a href="#">LINK</a></td>
</tr>
<tr>
<td><strong>TOPIC:</strong></td>
<td>--Participative Management and Teams.</td>
<td></td>
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<tr>
<td>Read/view textbook selections and other resources—see Module B on D2L</td>
<td>End of Module B (Monday, Feb. 11)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Readiness Assessment 2:</strong> Textbook readings from Modules A &amp; B</td>
<td>End of Module C (Monday, February 25, midnight) Inform Link</td>
<td>7</td>
<td>D2L quiz: <a href="#">LINK</a></td>
</tr>
<tr>
<td><strong>Report of Observation of Efficiency and Service</strong></td>
<td>Monday, Feb. 4, midnight Inform Link</td>
<td>7</td>
<td>D2L discussion: <a href="#">LINK</a></td>
</tr>
<tr>
<td><strong>Proposal for Management Topic Paper</strong></td>
<td>Monday, Feb. 4, midnight Inform Link</td>
<td></td>
<td>D2L dropbox: <a href="#">LINK</a></td>
</tr>
<tr>
<td>Group discussion of Report of Observation of Efficiency and Service</td>
<td>Monday, Feb. 11, midnight Inform Link</td>
<td>5</td>
<td>D2L discussion: <a href="#">LINK</a></td>
</tr>
<tr>
<td><strong>Module C (Weeks 5-6, Tues. Feb. 12-Mon. Feb. 25)</strong></td>
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<tr>
<td>TOPICS:</td>
<td>Read/view textbook selections and other resources—see Module C on D2L</td>
<td>End of Module C (Monday, Feb. 25)</td>
<td>n/a</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>--Decision making.</td>
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<tr>
<td>--Change.</td>
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<td></td>
<td></td>
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<tr>
<td>--Planning and evaluation.</td>
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<tr>
<td>Readiness Assessment 3: Textbook readings from Modules C</td>
<td>End of Module D (Monday, March 11, midnight)</td>
<td>7</td>
<td>D2L quiz: <a href="#">LINK</a></td>
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<tr>
<td>Report of job seeking resources</td>
<td>Monday, Feb. 18, midnight</td>
<td>7</td>
<td>D2L discussion: <a href="#">LINK</a></td>
</tr>
<tr>
<td>Group discussion of job seeking resources</td>
<td>Monday, Feb. 25, midnight</td>
<td>5</td>
<td>D2L discussion: <a href="#">LINK</a></td>
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<tr>
<td>Module D (Weeks 7-8, Tues. Feb. 26-Mon. Mar. 11)</td>
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<td>TOPIC:</td>
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<tr>
<td>--Organizational design.</td>
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<tr>
<td>Readiness Assessment 4: Textbook readings from Module D</td>
<td>End of Module D (Monday, March 11)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Journal #1: Planning &amp; Decision Making</td>
<td>Monday, March 4, midnight</td>
<td>7</td>
<td>D2L dropbox: <a href="#">LINK</a></td>
</tr>
<tr>
<td>Group Discussion: Case Study on Planning</td>
<td>Monday, March 11, midnight</td>
<td>5</td>
<td>D2L discussion: <a href="#">LINK</a></td>
</tr>
</tbody>
</table>
### Module E (Weeks 9-11, Tues. Mar. 12-Mon. Apr. 1)

*Official OU Holiday in Week 10: Spring Break, March 16-24*

**TOPICS:**

--Motivation.

--Leadership.

--Ethics.

--Communication.

<table>
<thead>
<tr>
<th>Read/view textbook selections and other resources—see Module E on D2L</th>
<th>End of Module E (Monday, April 1)</th>
<th>n/a</th>
<th>n/a</th>
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</table>

**Readiness Assessment 5:** Textbook readings from Module E

<table>
<thead>
<tr>
<th>Monday, March 25, midnight</th>
<th>Inform Link</th>
<th>7</th>
<th>D2L quiz: <a href="#">LINK</a></th>
</tr>
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</table>

**Journal #2: Scalar principle & delegation**

<table>
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<tr>
<th>Monday, March 25, midnight</th>
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<th>7</th>
<th>D2L dropbox: <a href="#">LINK</a></th>
</tr>
</thead>
</table>

**Report of leadership articles**

<table>
<thead>
<tr>
<th>Monday, March 25, midnight</th>
<th>Inform Link</th>
<th>7</th>
<th>D2L discussion: <a href="#">LINK</a></th>
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</table>

**Group discussion of leadership articles**

<table>
<thead>
<tr>
<th>Monday, April 1, midnight</th>
<th>Inform Link</th>
<th>5</th>
<th>D2L discussion: <a href="#">LINK</a></th>
</tr>
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</table>

**Proposal for Professional Travel**

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<tr>
<th>Monday, April 1, midnight</th>
<th>Inform Link</th>
<th>10</th>
<th>D2L dropbox: <a href="#">LINK</a></th>
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</table>

### Module F (Weeks 12-13, Tues. Apr. 2-Mon. Apr. 15)

**TOPICS:**

--Marketing.

--Human Resources
| Management. | Read/view textbook selections and other resources—see Module F on D2L | End of Module F (Monday, April 15) | n/a | n/a |
| Readiness Assessment 6: Textbook readings from Module F | End of Module G (Monday, April 29, midnight) | 7 | D2L quiz: [LINK](#) |
| **Journal #3:** Communication, Emotional Intelligence, & Managerial Skills | Monday, April 8, midnight | 7 | D2L dropbox: [LINK](#) |
| Essay on CV or resume, with CV or resume | Monday, April 8, midnight | 12 | D2L dropbox: [LINK](#) |
| **Proposal for Professional Travel Peer Evaluation** | Monday, April 15, midnight | 5 | E-mail to individual student, with cc to Instructor (rtaylor@ou.edu) |
| **MODULE G (Weeks 14-15, Tues. Apr. 16-Mon. Apr. 29)** | End of Module G (Monday, April 29) | n/a | n/a |
| **Readiness Assessment 7:** Textbook readings from Module G | End of Module H (Monday, May 6, midnight) | 7 | D2L quiz: [LINK](#) |
| **Journal #4:** Mentoring | Monday, April 22, midnight | 7 | D2L dropbox: [LINK](#) |
| Essay on professional plan of action, with plan | Monday, April 22, midnight | 12 | D2L dropbox: [LINK](#) |
| **Budget Case Study:** individual budgets posted | Monday, April 29, midnight (Group Discussion of Budgets) | 7 | D2L discussion: [LINK](#) |
**MODULE H**  
(Week 16-Tues. Apr. 30-Mon. May 6)

**TOPIC:**  
--Evaluation.

<table>
<thead>
<tr>
<th>Management Topic Paper with Abstract</th>
<th>Friday, May 3, midnight Inform Link</th>
<th>30 + 5</th>
<th>D2L dropbox: [LINK](<a href="http://D2L">http://D2L</a> dropbox: <a href="http://">LINK</a></th>
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<tbody>
<tr>
<td>Management Topic Paper ABSTRACT Posting</td>
<td>Monday, May 6, midnight Inform Link</td>
<td>2</td>
<td>D2L discussion: [LINK](<a href="http://D2L">http://D2L</a> discussion: <a href="http://">LINK</a></td>
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<tr>
<td>Group discussion of case study: Budget Individual budgets were posted on Monday, April 29, midnight</td>
<td></td>
<td>5</td>
<td>D2L discussion: [LINK](<a href="http://D2L">http://D2L</a> discussion: <a href="http://">LINK</a></td>
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<td>Peer evaluation</td>
<td>Monday, May 6, midnight Inform Link</td>
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<td>D2L dropbox: [LINK](<a href="http://D2L">http://D2L</a> dropbox: <a href="http://">LINK</a></td>
</tr>
<tr>
<td>All late work</td>
<td>Monday, May 6, midnight Inform Link</td>
<td>Receives ½ credit of original points</td>
<td>Original venue (check assignment instructions); notify instructor by e-mail (<a href="mailto:rtaylor@ou.edu">rtaylor@ou.edu</a>) when late work has been submitted</td>
</tr>
</tbody>
</table>

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