We acknowledge that we are on the traditional, ancestral and unceded territory of the hәn̓q̓әmin̓әm̓ speaking Musqueam people.

The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

Course Number and Name – Course Syllabus (3)

Program:	**Master of Library and Information Studies and Master of Archival Studies**
Year:	**2018-2019**
Course Schedule:	**Thursdays 8:00a.m. to 10:50a.m.**
Location:	**IKBLC 155**
Instructor:	**Laurie Prange (Prange-Martin)**
Preferred pronouns:	She/her
Preferred salutation:	Laurie
Office location:	iSchool Adjunct Office
Office phone:	
Office hours:	Immediately after class
E-mail address:	**lprange@mail.ubc.ca (laurieprangemartin@capilanou.ca)**
Learning Management Site:	canvas.ubc.ca

Course Goal: Information organizations are in a constant state of change due to budgetary constraints, changing technologies, emerging and shifting professional roles and best practices, and the service expectations of clients and communities. To effectively respond to these changes information organizations require highly-skilled managers who are well-versed in organizational theory and practice. This course will provide students with a foundation in the functions, principles, and theories of management and organizational behaviour to help prepare them to take on these important professional roles. All elements of effective management, including strategic planning, financial management, change management, and human resources are examined. This knowledge will help students understand how organizations function, the role of management in the effective and efficient running of organizations, and how information organizations relate to parent organizations and institutions. As management is often described as theory in practice, case studies and real world scenarios will provide students with the opportunity to develop and practice their management skills.

Course Objectives:

Upon completion of this course students will be able to:
1. Describe basic management functions in information organizations [1.0; 3.2]
2. Identify the larger institutional contexts in which information organizations function [1.3]
3. Obtain working knowledge of the tools and techniques of financial management and the financial process and systems found in information organizations [3.2]
4. Apply management theories and principles to organizational issues and decision-making using scenarios and case studies [3.2]
5. Create and deliver high quality reports, presentations and organizational documents that communicate to internal and external stakeholders organizational values, missions, and

priorities [2.1; 2.2]
6. Demonstrate leadership abilities through collaborative teamwork [3.1]
7. Connect how professional ethics and values and management and leadership practices influence organizational culture and decision making processes [5.1]
8. Enhance their reflection and understanding of themselves as leaders in their profession and organizations [5.1]
9. Support team members and classmates by developing skills in providing constructive feedback through peer- and self-evaluations [3.1]
10. Reflect in a critical and informed manner on the role managers play in the running of information organizations [1.4]

Course Topics:

- Organizational structures, traditional and emerging
- Organizational culture
- Working with boards and sponsors
- Strategic planning
- Human resources management in information organizations
- Employee development and training
- Financial management and resources
- Change management
- Managing physical structures
- Ethical issues and decision making
- Marketing and communications

Prerequisites:

MLIS and Dual MAS/MLIS: Completion of the MLIS core
MAS and Dual Students [who want the ARST credits]: Completion of the MAS core courses
MLIS students: Should take LIBR 504
MAS students: Should take ARST 570

Format of the course:

This course uses a flexible learning philosophy. This means that in class, your learning opportunities will primarily be active (engaging directly in learning) versus passive (taking notes and listening). This approach will help you develop skills and abilities vital to your future careers, such as the ability to work in team settings, strong interpersonal skills, and strong written and oral communication skills.

Part of flexible learning involves independent study. You will be required to prepare for in-person classes by completing the required readings and online Unit content, which may involve watching online lectures/screencasts, YouTube videos and interviews with professionals working as managers and leaders, and participating in online discussions (available via Canvas). You will be required to prepare pre-class activities, such as a reflection or a worksheet, to bring to class with you (which will be counted towards your professionalism mark). **All pre-class activities are required** and are available on Canvas.

By coming to class prepared, together we can use class time to work to develop a deeper understanding of the material. In class activities include guest lectures, small group discussion and activities, large class discussions and activities, peer- and self-assessment, student presentations, and time to work on your assignments.

Required and Recommended Reading

Required:
- Hatch, M. J., (2018). *Organization theory: Modern, symbolic, and postmodern perspectives* (4th ed.). Oxford, England: Oxford University Press.
- Moran, B.B. & Morner, C.J. (2017). *Library and information center management* (9th ed.). Libraries Unlimited: Santa Barbara, CA.
    - Publisher's Student Resource site: https://books.librariesunlimited.com/library-and-information-center-management
- Additional readings, which includes but is not limited to those sources listed in the Course Schedule below.

Recommended:
- Ray, L. & Hauton, M. (Eds.) (2017). *Management skills for archivists and records managers*. London, UK: Facet Publishing.

Course Assignments:

Assignment Name	Due Date	Weight
Assignment 1 - Management Portfolio	Unit 3 Unit 5 Unit 6 Unit 9 Unit 11	Total = 45% Group Terms of Reference (5%) Environmental Scan (10%) Vision and Mission Statements (10%) Strategic Plan (10%) Strategic Budget (10%)
Assignment 2 - Reflective Essay	Unit 4	10%
Assignment 3 – Board Presentation	In class – Unit 12-13	15%
Assignment 4 - Self and Team Assessments	Unit 13	15%
Professionalism - Self-Preparation Report - Instructor-evaluated	- Unit 2 - Throughout term	Total = 15% - Self-Preparation Report (5%) - Instructor-evaluated (10%)

- All written assignments must use APA style format (6th Edition).
- All submitted files should be labelled following professional practices
    - For example: Lastname(s)_Assignment1_TermsofReference_DateMonthYear
- For group work, only one student needs to submit the file.

Group Formation & Success

Information practitioners work exclusively in group-based working environments. Information practitioners with a graduate education also take on significant leadership responsibilities upon graduation. Therefore, the development of successful self- and group-management strategies at the professional level is a key focus of this course. It taking on a leadership role in academic group work is new or challenge for you, refer to the recommended resources provided below.

Unlike more subject-focused courses in these degree programs, this course is a strategy- and theory-focused course. This focus on fostering leadership skills within individuals to work successfully in groups is reflected in the way this course has been structured. As such, the emphasis on developing and practicing leadership skills takes higher precedence when placing the following limits on how groups will operate:

- Groups will contain no more than 4 students, no less than 3
- Students are required to remain in the same group throughout the entirety of the semester to demonstrate how they have met course Learning Outcomes.
- Each student is required to take on leadership responsibilities in group work, and this will contribute to their marks for Professionalism

Assignment 1 – Management Portfolio (Total = 45%)

Using portfolio-based pedagogy, the purpose of this assignment is to provide learning opportunities for students to grow their knowledge base of management theory and concepts through practical applications. Two additional benefits to the individual student for producing quality group work in these assignments come from two objectives I have in my teaching practice. Firstly, this work will serve as an excellent reference tool for you at least five years after graduation. Secondly, this work will be a useful tool for demonstrating your capabilities while seeking post-graduate school employment.

1. Group Terms of Reference = Approximately 2-3 pages in length, with clearly organized sections
2. Environmental Scan = Approximately 5-6 pages in length, with clearly organized sections clearly *discussing and critiquing the implications* of the trends identified
3. Vision and Mission Statements = 2 Statements (Vision and Mission) each approximately 3-5 sentences and a short memo (2-3 pages) explaining the connections between the statements and the organization's macro- and micro-environments
4. Strategic Plan = 8-10 pages in length (at least 1 page per goal with its associated objectives and performance indicators), effective use of graphical organizers, and other writing conventions (title page, executive summary, timeline, etc.)
5. Strategic Budget = Two deliverables: 1) Program budgets for each major goal identified in strategic plan (4-5 mini budgets); and 2) One summary line item budget explaining change (in $ and %) from this year to the next.

Assignment 2 – Reflective Essay (10%)

Those who chose to specialize in the Information fields are expected to be reflective practitioners by their peers, supervisors, and patrons. This assignment creates an opportunity to practice these reflective techniques with an opportunity for helpful feedback to grow as an information practitioner.

- Approximately 2-3 pages in length (12-point font, double spaced, APA 6th edition style)
- In this paper, you are asked to reflect on and consider what you believe are the most important knowledge, skills, and/or attitudes that will enable you to take on management and leadership roles in your future career.

Assignment 3 – Board Presentation (15%)
This assignment uses the same pedagogical approach of every university-level management course in the Western world to develop and refine business presentation skills in students. Moreover, like with other university-level courses in management, outside individuals may be invited to class to enrich the experience and evaluation of Presentations. In a business-style presentations, in this case to a decision-making Board, students should note that it is not enough to present facts as an information practitioner, one needs to present the meanings and significance too to make evidence-based decisions. Thus, making effective business presentations using the rhetorical approaches of persuasion and argumentation are a regular requirement in the field.

- 15 minutes in length
  - 10 minutes for executive-level presentation
  - 5 minutes for questions and answers
- The presentation style should be persuasive and argumentative, *making the case* for your group's budget request.
- The audience is the governing board (i.e. Board of Governors, City Council, Library Board, Heritage Society Executive, etc.) for the library or archives
- Groups need to have two handouts prepared: Summary of what the information is not doing and what it can be doing better; and an at-a-glance description of the information organization

Assignment 4 – Self and Team Assessments (15%)
As future supervisors, leaders, and managers, students in iSchools require an opportunity to practice the performance evaluation and feedback communication skills that will need to perform well throughout their career. These two assignments provide this opportunity for students to practice and develop this critically important skillset.

1. Self-Assessment = 1 page in length using the prepared template available in the LMS, answering 5 questions and giving oneself a mark out of 5.
2. Team Assessment = 1-2 pages in length using the prepared template available in the LMS, answering 5 questions and giving Peers a mark out of 10.

Professionalism (5% and 10%)
As described in further detail below, the demonstration of professionalism is one of the key requirements of students in information programs as stated by the degree-accrediting organization ALA.

1. Self-Preparation Report = 1 page in length using the prepared template available in the LMS, answering 5 questions and giving oneself a mark out of 5.
2. Instructor-evaluated = Following the policy available in the LMS

Weighting of Course Evaluation
The various weighting given to each assignment closely aligns to what work supervisors will focus on during probationary and yearly reviews. Different supervisors and organizations will weight these percentages differently, of course, but the relative importance of each area is still significant. Furthermore, that the group-produced portfolio is worth 45% and an evaluation of your leadership and working style is worth a cumulative 40% is highlighted for students. This nearly equal weighting of grades evaluating the ability to work well with others and produce quality work is representative of how one will be evaluated in a professional environment.

Course Schedule:

Unit	Topic	In-Person Class	Items Due	Readings
1	Introduction to the course, core management functions & professionalism	Sept. 6		Hatch. Chapter 1. Organization theory and its multiple perspectives (p. 3-22). Moran & Morner. Ch. 1. Managing today's libraries. (pg. 5-24); Ch. 16. Organizational communication. (pg. 385-412).
2	Introduction to organization theory	Sept. 13	Professionalism – Self-Preparation Report (5%)	Hatch. Chapter 2. A brief history of organization theory (p. 23-66). Moran & Morner. Ch. 2. The evolution of management thought. (pg. 25-56); Ch. 13. Motivation in the workplace. (pg. 305-332).
3	Introduction to organizational structure	Sept. 20	Assignment 1 – Group Terms of Reference (5%)	Hatch. Chapter 4. Organizational social structure (p. 106-153). Moran & Morner. Ch. 9. Designing adaptive organizational structures. (pg. 193-220); Ch. 14. Organizational leadership. (pg. 333-360); Ch. 21. Managers: The next generation. (pg. 511-528).
4	Organizational environments and planning	Sept. 27	Assignment 2 - Reflective Essay (10%)	Hatch. Chapter 3. Organization-environment relations (p. 67-105) Moran & Morner. Ch. 7. Organizations and organizational culture. (pg. 141-164). How to Videos. (2014, Sept. 26). Environmental scanning: What it is and how to do it [video]. https://www.youtube.com/watch?v=q8hrsYHEXJo (37:03)

Unit	Topic	In-Person Class	Items Due	Readings
5	Introduction to organizational culture and Library Workshop with Erin Fields, iSchool Liaison Librarian	Oct. 4	Assignment 1 – Environmental Scan (10%)	Hatch. Chapter 6. Organizational Culture. (p. 192-238). Moran & Morner. Ch. 4. Strategic planning, decision making, and policy. (pg. 79-109). Recommend Resources for Course Assignments listed below
6	Financial management	Oct. 11	Assignment 1 – Vision and Mission Statements (10%)	Moran & Morner. Ch. 19. Library finance and budgets. (pg. 467-490); Ch. 20. Library fund-raising (development) and grant writing. (pg. 491-510). American Library Association. (n.d.). Making budget presentations. Retrieved from http://www.ala.org/advocacy/advleg/advocacyuniversity/budgetpresentation Schachter, D. (2005). How to create a realistic budget. *Information Outlook, 9*(9), 10-11.
7	Human resources: Hiring and termination Diversity in the workplace	Oct. 18		Moran & Morner. Ch. 10. Staffing the library. (pg. 221-246).; and Ch. 12. Other issues in human resource management. (pg. 279-304). Alabi, J. (2015). "This actually happened": An analysis of librarians' responses to a survey about racial microaggressions. *Journal of Library Administration, 55*, 179-191. Barnhart, A. C., Cook, J. M., Critten, J., Pashia, A., Stanfiled, A. G., & Sullivan, D. (2014). The fit test: Interview techniques to build a strong team. *Advances in Librarianship, 38*, 155-175.

Unit	Topic	In-Person Class	Items Due	Readings
8	Human resources: Performance appraisal, training and development	Oct. 25		Moran & Morner. Ch. 11. The human resources function in the library. (pg. 247-278). Matteson, M. L., & Miller, S. S. (2014). What library managers should know about emotional labor. *Public Library Quarterly, 33*, 95-107. McKay. R. (2015). Understanding and managing the anxiety surrounding performance evaluations: Considerations for the supervising librarian. *Library Leadership & Management, 29*(3).
9	Organizational decision making and management ethics	Nov. 1	Assignment 1 – Strategic Plan (10%)	Moran & Morner. Ch. 15. Professional Ethics. (pg. 361-383); Ch. 18. Evaluating organizational performance. (pg. 441-46). Ferguson, S., Thornley, C., & Gibb, F. (2015). How do libraries manage the ethical and privacy issues of RFID implementation? A qualitative investigation into the decision-making processes of ten libraries. *Journal of Librarianship and Information Science, 47*, 117-130. Novak, D. D, Paulos, A., & St. Clair, G. (2011). Data-driven budget reductions: A case study. *Bottom Line: Managing Library Finances, 24*(1): 24-34.
10	Change Management and Managing physical structures	Nov. 8		Hatch. Chapter 7. The physical structure of built space in organizations (pg. 239-279). Moran & Morner. Ch. 3. Change: The innovative process. (pg. 57-76); Ch. 5. Planning and maintaining library facilities. (pg. 111-124); Ch. 9. Designing adaptive organizational structures. (pg. 193-218).

Unit	Topic	In-Person Class	Items Due	Readings
11	Advocacy	Nov. 15	Assignment 1 – Strategic Budget (10%) – **Non-negotiable deadline**	Moran & Morner. Ch. 6. Marketing information services. (pg. 125-140). Stenstrom, C. & Haycock, K. (2015 July/August). Public library advocacy. *Public Libraries, 54*(4), 38-41. http://publiclibrariesonline.org/2015/09/public-library-advocacy-an-evidence-based-perspective-on-sustainable-funding/ Gibbons, J. (2012, March/April). Interview with marketing masters: Tina Thomas' marketing philosophy. http://www.infotoday.com/mls/mar12/Gibbons-Tina-Thomas-Marketing-Philosophy-Focus.shtml Thomas, T. (2016). We share great stuff: Marketing content at the Edmonton Public Library. *Reference & User Services Quarterly, 55*, 210-214. https://journals.ala.org/index.php/rusq/article/viewFile/5931/7520
12	Board presentations	Nov. 22	Assignment 3 – Board Presentation (15%) – **Non-negotiable deadline**	Hatch. Chapter 8. Power in and around organizations: Organizational politics, conflict, and control. (pg. 284-330). McKinsey, D. (2014). *Strategic storytelling: How to create persuasive business presentations*. North Charleston, SC: CreateSpace.
13	Board presentations and Course wrap up	Nov. 29	Board Presentations continued – **Non-negotiable deadline** Assignment 4 - Self and Team Assessments (15%)	No readings

Attendance: Attendance is required in all class meetings. If you know you are going to be absent, you must inform me beforehand if possible as per professional practice. One (1) excused absence is allowed with prior notification, but further absences could result in a lower mark due to the nature of the course. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark. Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site.

SLAIS Grading Policy	
A+ 9/10 - 10/10	Unusually high achievement demonstrating exceptional analytical ability, creativity, and clarity of expression; a grade rarely given.
A 8.5/10 - 8.9/10	Consistently excellent work demonstrating high degree of analytical ability, creativity, and clarity of expression.
A- 8.0/10 – 8.4/10	Excellence noted in many aspects of the work, which demonstrates analytical ability, creativity, and clarity of expression.
B+ 7.6/10 – 7.9/10	Work demonstrating diligence and effort above basic requirements.
B 7.2/10 – 7.5/10	Solid work meeting the basic course requirements.
B- 6.8/10 – 7.1/10	Acceptable work meeting the minimum of expectations but demonstrating limited performance.

Due Dates: Due dates for class assignments reflects three goals of my teaching practice:
1. Students receive at least 10% of their marks within the first two weeks of the course, preferably before the Add/Drop Date.
2. Students receive at least 20% of their marks before the Withdrawal date.
3. Students receive approximately half of their marks back by the halfway point in the semester.

Deadlines:
Each semester, I designate one day per week for Marking & Grading student work. For September-December 2018, my designated marking day will be Tuesdays. Thus, all assignments are due in the Learning Management System (LMS) by 9:00a.m. on the Tuesday of the associated week (aka Unit) in the semester. I aim to return marked assignments to students within seven (7) business days of the original due date.

With prior discussions with me, extensions for assignments that are **not marked "non-negotiable deadline"** are automatically granted for all students in a way that follows the norms of professional practice. However, assignments that are still outstanding two weeks after the due date will not be accepted without documentation from Access and Diversity. Students should note that late assignments might not receive the same level of feedback as those submitted on time, and I cannot guarantee that marked assignments will be returned within seven business days.

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity
Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

Group work Success: To meet the Learning Outcomes of this course, all students are required to work on their group work skills. Most significantly, every student is required to demonstrate leadership skills and write reflectively about themselves as leaders. Therefore, it is useful for student learning to note that the two main sources of conflict within academic working groups are 1) differing time management strategies and 2) uneven quality of work produced. The following are some of the many resources available online to assist students with these learning opportunities:
- How to navigate group projects from UBC https://students.ubc.ca/ubclife/navigate-group-projects
- Group Writing by University of North Carolina at Chapel Hill https://writingcenter.unc.edu/tips-and-tools/group-writing/
- Working Effectively in Groups from University of Waterloo https://uwaterloo.ca/student-success/sites/ca.student-success/files/uploads/files/TipSheet_GroupWork_0.pdf
- Successful Group Projects from University of Leicester https://www2.le.ac.uk/offices/ld/resources/study/group-projects

Recommended Online Resources for Course Assignments

Researching like a Manager
- Business Research Assignment LibGuide from Capilano University Library https://libguides.capilanou.ca/business
- Company Research from David Lam Library http://guides.library.ubc.ca/company
- Vancouver and Local Area Information from David Lam Library http://guides.library.ubc.ca/vancouver_area

Writing like a Manager
- Writing in Business from Colorado State University https://writing.colostate.edu/guides/index.cfm?categoryid=13&title=3
- Business Writing guide from SFU Library https://www.lib.sfu.ca/help/research-assistance/subject/business/writing
- Professional & Technical Writing from Purdue OWL https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/professional_technical_writing_introduction.html

Strategic Planning like a Manager
- Introduction to Strategic Planning Resource Manual from the Ontario Government http://www.omafra.gov.on.ca/english/nfporgs/strat_plan.htm
- Strategic Planning Toolkit for Local Economic Development from Government of British Columbia https://www2.gov.bc.ca/gov/content/employment-business/economic-development/plan-and-measure/strategic-planning-toolkit
- (An exemplar) Designing a Strategic Plan for a New Canadian Non-Profit: The Rwanda Survivors' Foundation (RSF) https://dspace.library.uvic.ca/bitstream/handle/1828/7716/Purba-Singh_Preeti_MPA_2016.pdf?sequence=1&isAllowed=y

Presenting like a Manager
- Oral Presentations for Business from Monash University https://www.monash.edu/rlo/assignment-samples/business-and-economics/oral-presentation
- Structure of a Presentation from UTS University https://www.uts.edu.au/current-students/support/helps/self-help-resources/presentation-skills/structure-presentation
- (Videos) Student Evaluation Case Competitions from previous years with documentation and videos from Student Evaluation Case Competition http://competition.evaluationcanada.ca/cgi/db.cgi?info=submission&lang=en

Analyzing Case Studies like a Manager
- Case Studies from RMIT University https://emedia.rmit.edu.au/learninglab/content/case-studies
- Guidelines for Writing a Case Study Analysis from Ashford University https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html
- Writing a Case Study from Monash University https://www.monash.edu/rlo/quick-study-guides/writing-a-case-study

Truth & Reconciliation: As part of our shared responsibility for Truth and Reconciliation, I reserve the right to add assigned readings and other curriculum materials as items become available by and about Indigenous peoples of Canada.

- **TRC Call to Action 10** calls for the development of "culturally appropriate curricula."
- **TRC Call to Action 63** calls for the "sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history; Building student capacity for intercultural understanding, empathy, and mutual respect; Identifying teacher-training needs relating to the above."

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. Winnipeg, MB: Government of Canada
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Giving Feedback on this Course Outline
Do you have constructive feedback to improve this Course Outline? Or, something still does not make sense to you and you require further clarification? Or, you want to suggest a way to improve the course for future deliveries? Or, do you have an idea on how to communicate something using a graphical organizer? Your constructive feedback is invaluable to improving my teaching practice and the learning success of future students. Consequently, this semester I am piloting a systematic way to capture your work. Throughout the semester and at the end of the course, students are requested to annotate a shadow version of this Course Outline through the Hypothesis website.

- Quick Start Guide for Students using Hypothesis: https://web.hypothes.is/quick-start-guide-for-students/
- Research on this pedagogical approach: http://remikalir.com/featured-research-annotation/

Electronic Devices in the Classroom:
Electronic devices including laptops, tablets, and smartphones have their use in some in-class activities, when completing homework, and when using the LMS; however, used incorrectly these tools can be a detriment to learning.

Some studies indicate that students learn better when notes are handwritten instead of typed. While other studies show how the concentration of the neighbours of device-users is disrupted significantly enough to measurably lower the grades of these students. Yet, an outright ban on devices in the classroom could harm those students who need these devices as part of an accommodation for learning. A ban would also limit the flexible learning pedagogy intended for use in this course.

Thus, I ask that students be judicious in their use of electronic devices in the classroom. If these devices become too much of a distraction, areas will be designated in the classroom for non-electronic users to sit and focus more effectively.

Digital Divide
Not every student can afford the tools and internet access at home to complete schoolwork. In addition, not every student can access the main campus during CapU Library open hours. Hence, I highlight to students the extensive public library network in Canada where free computers and free Wi-Fi are available to everyone. To find a public library branch nearest your home, refer to this tool:
http://newtobc.ca/bc-libraries/metro-vancouver/

International Student Success

A significant challenge for many international students coming from outside North America is moving from a classroom environment that is shaped by rote-based learning to one where students demonstrate learning through assignments, group work, and long answer questions on tests. On a theoretical level, the geographical differences is in teaching approaches informed by the Socratic method versus the Dewey method. The emphasis of marks in Canadian university classes is on the application and demonstration of critical and creative thinking skills, and little to no emphasis on memorization skills.

Three significant steps you can immediately take to be more successful in your North American classes are as follows:

1. Start with the English Language Support library guide for International Students at UBC: https://guides.library.ubc.ca/internationalstudents/englishsupport
2. Next, read this introductory guide to Critical Thinking for international students from University of New South Wales in Australia: https://student.unsw.edu.au/critical-thinking
3. Then, build your critical thinking and North American learning skills by actively reading and regularly referring to the following 60-page book and associated resources online from the publisher:
   - Paul, R. & Elder, L. (2016). *How to study & learn a discipline.* Tomales, CA: Foundation for Critical Thinking.
   - Online resources on Critical Thinking for University Students from publisher: http://www.criticalthinking.org/pages/college-and-university-students/799

Name & Gender: Class rosters are provided to the instructor with the student's legal name. I will gladly honour your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. I am currently in the process of making my teaching materials gender-neutral; for example, I use "they" instead of "he or she." I encourage students to make inclusive language part of their professional practice, too.

Basic Needs Security: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Dr. Kopak, Associate Director & Graduate Advisor for the iSchool at UBC. Furthermore, please notify me as your instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Another important resource for students is the Graduate Student Society of UBC, Vancouver campus. The iSchool has several student representatives for the GSS who as peers will understand your situation and will help you navigate the support system. If you require more confidential support, contact Advocacy Services to apply for Emergency Funding.
For more information, access the GSS website: http://gss.ubc.ca/advocacy/

Assisting a Student in Distress: Mental Health is a serious concern for all of us at UBC. If you are concerned about one of your classmates, you are encouraged to speak to your instructor and Dr. Kopak as the Graduate Advisor for the iSchool at UBC.

The following is a key resource for assisting others in distress:
https://facultystaff.students.ubc.ca/assisting-students-distress

Professionalism:
A key feature of programs in librarianship and archival studies is the fostering of professionalism in pre-professionals (See ALA Policy Manual B.7.1). Being a student in the iSchool is not like in other departments in the Faculty of Arts because we are preparing you for professional practice, and some of the evaluation in this course reflects this distinctiveness. Professionalism includes appropriate attitudes, behaviours, communications, and presentations of self.

For students unsure how to dress professionally, I recommend consulting the following book and similar resources:
- Rothman, L.A. (2013). *Style Bible: What to wear to work*. New York, NY: Routledge.
  https://www.routledge.com/Style-Bible-What-to-Wear-to-Work/Rothman/p/book/9781937134709

Professionalism Grading Rubric
Students will automatically earn the full 10% if they meet all of the expectations of a professional workplace. However, for those students who need guidance on behaviours that would harm them in the workplace, the School has developed the following rubric.

NOTE: This grading rubric is a guideline and does not cover all expectations for professional behaviour. Depending on the kind or amount of unprofessional behaviour, the instructor may choose to remove less or more points.

Behaviour	Points Removed
Lateness	Half a point
Class disruptions	Half a point
Submitting assignment late without prior communications with instructor	Half a point
Whispering, texting, messaging, note-passing	1 point
Not dressing in a professional manner for a class presentation	1 point
Failure to notify instructor before missing class	1 point
Unprepared for class	1 point
Failure to pull their weight during in-class activities	1 point
Not participating in the Learning Management System	1 point
Not following proper email etiquette	1 point
Disrespect or rudeness to the instructor or fellow classmates	2 points