COURSE SYLLABUS -- SPRING 2014
Long Island University – CW Post
College of Education, Information, and Technology
Palmer School of Library and Information Science
Course LIS 727: Corporate Informatics and Knowledge Portals
CRN: 6470 - 3 Credits

Instructor: Dr. David Jank
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Schwartz Library Building

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(516) 299-4168 (Fax)

Office Hrs: ● Available online every Friday afternoon (2:00 p.m. to 5:00 p.m.)
● Available at Post or Manhattan campuses by appointment
● I will also regularly be “checking in” and available via Blackboard email

Class Mtgs: Online Course (all activities asynchronous)

Course Description:

This course examines the structure and operation of business knowledge portals and knowledge management systems in the support of competitive business informatics. Strategic information sharing and collaborative social networks are examined in terms of their roles in corporate development. Learning and development systems are examined in terms of value added collaborative networks. Students are also introduced to the organizational and management aspects of business informatics and knowledge management, and the role of information services in competitive business settings. Among the topics explored are: organizational learning systems, knowledge networks, knowledge management, content management, taxonomy and ontology construction, human-computer interaction (HCI), and the managerial skills necessary to capitalize on the competitive advantages afforded by online collaborative systems.

Prerequisites: None

The course proposed here is comprised of three distinct segments:

- **Organizational and Collaborative Learning networks**
  
  History and theory of interactive learning environments, specifically in corporate settings. This portion of the course would emphasize both theoretical and practical aspects of collaborative networking in the workplace.

- **Knowledge Systems and Informatics that support these environments**
  
  Knowledge systems and informatics that support this business activity. These include such things as knowledge networks, knowledge systems, knowledge management, and content management. In particular, this portion of the course would emphasize how external and internal content are created, integrated, licensed, maintained, etc.

- **Strategic and Collaborative Management of these knowledge support systems**
  
  The final third of the course would bring management concerns into the picture, and build upon previously covered topics within the context of competitive business strategies and collaboration using information networks.
Course Objectives & Learning Outcomes:

Students will begin to master the following:

1. Understanding the operational components of interactive learning systems
2. Understanding the function of knowledge organization systems and management
3. Methods for analyzing human-machine interaction and the user experience in organizational learning environments
4. Utilizing the technology that supports information portals and collaborative networks
5. Managing all aspects of informatics relating to content licensing and maintenance

Palmer School Objectives Adapted for this Course:

2. Description, Organization and Operation of Information and Information Systems:
   
   2B. Students will explain and apply systems for organizing and structuring information and knowledge, such as cataloging, classification, and other metadata formation standards
   
   2C. Students will search, retrieve, and synthesize information from a variety of systems and sources
   
   2D. Students will evaluate information systems and technologies based on functionality, usability, cost, and quality

3. Information Services:
   
   3B. Students will develop and deliver information programs designed to meet the needs of specific users and communities
   
   3C. Students will integrate technology, including emerging technologies, into operational services, as well as instruction and outreach programs

4. Administration and Management:
   
   4B. Students will explain and apply management principles, processes, and practices including those relating to innovation and strategic planning as well as human resources, financial, and operational functions of a library or other type of information organization
Outcomes Assessment (Sample rubrics at end of syllabus):

1. Short Assignments (Three reflective “reaction essays”) 30 %
2. Laboratory Exercises (e.g.: portal interface or database design; KM or KO management/literacy exercise; social computing/media; etc.) 30 %
3. Project: Online Learning and Informatics Management (Analytical case study and design of comparative informatics in the workplace) 30 %
4. Instructor’s subjective (Participation, discussions, contact, etc.) 10 %

Textbook and Readings:

Required texts:


Required readings:

Various scholarly journal articles, professional papers, and real-life business case studies will be distributed throughout the semester. The readings will focus on topics covered each week, and should be used in support of class assignments. A course bibliography will be provided.

NOTE: Students will be expected to regularly monitor the online databases, library materials, and Web portals discussed in class and listed in the bibliography of related readings. This will require personal initiative, and students are expected to do this regularly on their own without guidance from the instructor.

Recommended texts:

Students with extended interest in this area may wish to consult the following supplemental textbooks. While they are not required, they should prove helpful in providing deeper understanding of course material.


**Further readings (Required):**


**General Guidelines and N.B.**

- All written assignments must be prepared using word processing software, 12 point type, and utilizing Times Roman font. Papers must be double-spaced, with approximately 1” margins. *Overall appearance of submitted assignments will always be considered when grading, and points will be deducted for spelling and grammatical errors, and for lateness of submission.*

- Except when otherwise noted, APA Format must be followed for all written assignments. It is also expected that sources utilized for assignments and papers will be varied in format between print/non-print, and online/offline materials.

- Absences should be communicated to the instructor, either via telephone message or email, and it is up to the student to ensure that assignments are turned in on time. Late assignments will be handled in an appropriate manner.

- It is expected that students fully understand the gravity of copyright and plagiarism issues. Inappropriate activity in these areas will be handled accordingly.

- Students are expected to be able to locate research materials on their own, and to seek assistance when necessary. The facilities of the Long Island University Libraries, related online services, and local county library system Web sites, should suffice. It is expected that students already possess basic computer literacy skills and mastery of Internet and World Wide Web usage. Advice on continuing education and tutoring classes are available upon request.

- While instruction on computer applications will not be provided in class, nothing inordinate will be expected in order to complete assignments successfully. Students will be expected to develop basic competencies with online bibliographic systems on their own.
• Students are responsible for obtaining lecture notes for missed classes on their own. Both lecture and text content are covered by all assignments and tests.

• Appropriate standards of behavior are expected in terms of class protocol, and students are requested to practice good citizenship in this regard. The instructor reserves the right to handle all issues related to cooperation, online behavior, and in-class protocol in whatever manner appropriate.

New York State Education Department (NYSED) Regulations Breakdown

Students should understand that from week to week, regular reading requirements will be expected of them, regardless of whether or not any written assignment is due. Completion of class readings will be necessary in order to master competencies identified for this course. As indicated on the following pages of this syllabus, students will be expected to lead and/or participate in group discussions of course readings in order to demonstrate their familiarity with the material. It is therefore imperative to keep “on top” of class readings in order to be able to comprehend class discussions and materials in subsequent weeks during the semester. The following breakdown should serve as a guide for students in completing their required work according to the weekly schedule included in this syllabus.

Expected Levels of Student Work as per NYSED Requirements: 150 hours

30 hours: Class meetings
(2 hr. seminar meeting for 15 weeks)

60 hours: Required readings, research, data collection
(approx. 10 weeks @ 6 hrs./wk)

60 hours: Written assignments, virtual assignments (Blackboard and online exercises), oral presentations, quizzes, etc.
(approx. 15 weeks @ 4 hrs./wk)
Overview of Course Content and Assignments

(Further details and explanations will be provided in class. Copies of reference materials, assignment handouts, and scoring rubrics will be made available via the online course site.)

Short Assignments (Three “Reaction Essays”) - 30 points

Students will be given assignments that are designed to focus on the current issues and topics covered in class lectures. Either reflective essays or factual papers may be assigned. These should be roughly 3-4 pages long, and must include both bibliographic citation and professional observation. They may be primarily narrative.

Laboratory Exercises - 30 points

Various online exercises will be given to students that highlight the many different components of business informatics and collaborative information systems. These may include activities or quizzes relating to business metadata, knowledge management, collaborative sharing, online instruction, information literacy, and social computing or social media in the workplace.

Online Learning and Informatics Management Project - 30 points

Although this course focuses heavily on business informatics and knowledge management, it is also designed to support the Master’s degree focus of education, instruction, and training in corporate environments. The purpose of this project will be to provide the student with the opportunity to “overhaul” or re-design a corporate learning environment of their own. Students may conduct an audit-like review of their own work environment, another environment with which they are familiar, or create an organizational environment of their own. The goal will be to integrate the informatics components studied in class into a real-life business setting.

Instructor’s Subjective - 10 points

It is important that students feel a part of the online class environment and participate in discussions accordingly. In both regular interactions with the course instructor, and via online discussions with other students in the class, students will be encouraged – and at times required – to contribute information and research materials. This will maximize the educational experience for everyone in the class. The instructor’s discretion will be used in noting and keeping track of participation, discussion, contributions, and ongoing communication.
### UNITS 1 & 2

**Interactive Learning Environments**

- Interactive learning theory
- Interactive learning systems
- Interactive learning networks
- Learning objects
- Information and Knowledge objects
- Human cognition in interactive learning environments

**Assignments** for completion before Feb. 7:

- Firestone readings
- First reflective essay
- Online lab exercise(s)

### UNITS 3 & 4

**Organizational Learning**

- Corporate learning systems
- Online communities
- Collaborative learning
- Collaborative communities
- Learning and development systems
- Value added learning networks

**Assignments** for completion before Feb. 21:

- Collins readings
- Preliminary proposal for project design
- Online lab exercise(s)

### UNITS 5 & 6

**Knowledge Networks**

- Information search and retrieval
- Knowledge representation
- Knowledge-learning continuum
- Distributed cognition in knowledge networks
- External cognition in knowledge networks
• Taxonomy and Ontology
• Editors
• Knowledge Organization Systems (KOS)

Assignments for completion before March 7:
  o Firestone readings
  o Second reflective essay
  o Sharing project design with class and contribute to critiques
  o Online lab exercise(s)

(NOTE: Spring Break runs from March 8 – 16.)

UNITS 7 & 8
Content Management

• Digital content
• Content design and creation
• Integrating third party content
• Content licensing and contracting
• Licensing partnerships

Assignments for completion before March 28:
  o Collins readings
    o Submit revisions of project design to instructor
    o Online lab exercise(s)

UNITS 9 & 10
Knowledge Portals

• Information services
• Knowledge portals
• Intranets
• Collaboration networks
• Social learning networks

Assignments for completion before April 11:
  o Firestone readings
  o Third reflective essay
  o Continued work on project
  o Online lab exercise(s)
UNITS 11 & 12

Human-Computer Interaction (HCI)

- Cognitive Work Analysis (CWA)
- Computer-Supported Cooperative Work (CSCW)
- Activity Theory
- Interface design
- User experience
- Human-information interaction

Assignments for completion before April 25:
  - Collins readings
  - Online lab exercise(s)
  - Keep working on project

UNITS 13 & 14

Management Informatics

- Managing knowledge networks and portals
- Strategic planning and partnering
- Marketing and communications networks
- Business intelligence networks
- Measurement metrics, balanced scorecards, etc.
- Information analytics
- Competitive intelligence
- Data security

DUE by end of course: Completed project and other related catch-up materials

NOTE: Final date for handing things in is May 3, 2014.

ASSESSMENT TOOLS: See sample rubrics on following pages.
### Rubric: Essays and Papers

<table>
<thead>
<tr>
<th>Criteria (Weight)</th>
<th>Excellent = 3-4</th>
<th>Good = 2-3</th>
<th>Poor = 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Proper grammar, syntax, &amp; spelling; good sentence and paragraph structure; prof’l appearance</td>
<td>Basic spelling accuracy; good use of grammar and syntax; slightly professional appearance</td>
<td>Many spelling errors; inconsistent grammar or syntax; poor paragraph structure; unprof’l appearance</td>
</tr>
<tr>
<td>Grammar and Writing Style (4 points)</td>
<td>Selection of topic appropriate to class; citations are current; accurate factual comments</td>
<td>Selection of topic appropriate to class; some current citations; accurate factual statements</td>
<td>Topic not relevant; lack of citations; inaccurate statements</td>
</tr>
<tr>
<td>Timeliness and Currency (4 points)</td>
<td>Outside scholarly articles cited; discussion is integrated</td>
<td>Outside scholarly articles cited; discussion not integrated</td>
<td>No outside scholarly articles cited; discussion not integrated</td>
</tr>
<tr>
<td>Integration of Articles in Discussion (4 points)</td>
<td>Points made are clear, make sense, and are logical; includes reflection in exposition; facts are interpreted not just stated</td>
<td>Points made but not interpreted; very little reflection; facts primarily just stated and not explained</td>
<td>No clear point or message in writing; no reflection or interpretation; no substantive facts</td>
</tr>
<tr>
<td>Clarity of Exposition (4 points)</td>
<td>Comments made are supported empirically; no false claims; no misinterpretations</td>
<td>Some confusion in understanding but not detrimental; lack of understanding but no false claims</td>
<td>Writing is “wandering” and not focused; little to no empirical grounding; many false comments</td>
</tr>
<tr>
<td>Accuracy of Statements Made (4 points)</td>
<td>All guidelines in syllabus followed accurately</td>
<td>Most guidelines in syllabus followed accurately</td>
<td>Few guidelines in syllabus followed accurately</td>
</tr>
<tr>
<td>Adherence to Guidelines (4 points)</td>
<td>Appropriate citations included (both topically and proper sources); in-text citations accurate; works or references cited page is APA</td>
<td>Most but not all citations accurate and appropriate; cited works mentioned but not all formatted properly</td>
<td>Few if any scholarly citations included; lack of in-text citations; lack of cited references</td>
</tr>
<tr>
<td>Proper Usage of Scholarly Sources and Citations (4 points)</td>
<td>Professional appearance, neatness, formatting, adherence to guidelines (2 points)</td>
<td>Acceptable in appearance; could be neater or presented in a more business-like fashion (1 point)</td>
<td>Generally not professional in appearance; pages damaged, not collated; not adhering to guidelines (0 points)</td>
</tr>
</tbody>
</table>

### Overall Appearance (max of 2 points)                     | Professional appearance, neatness, formatting, adherence to guidelines (2 points) | Acceptable in appearance; could be neater or presented in a more business-like fashion (1 point) | Generally not professional in appearance; pages damaged, not collated; not adhering to guidelines (0 points) |

### Overall Final Score
<table>
<thead>
<tr>
<th>Criteria (Weight)</th>
<th>Excellent = 6-7</th>
<th>Good = 3-5</th>
<th>Poor = 0-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proper Structure of Data Records</strong> (25%)</td>
<td>All records are structured properly; or all index/search criteria are structured properly</td>
<td>Many records are structured properly; or many index/search criteria are structured properly</td>
<td>Few to no records are structured properly; or few to no index/search criteria are structured properly</td>
</tr>
<tr>
<td><strong>Proper Content of Data Records</strong> (25%)</td>
<td>All content entered into records following standards; or all index/search criteria follow standards</td>
<td>Much content entered into records following standards; or much index/search criteria follow standards</td>
<td>Little to no content entered into records following standards; or few to no index/search criteria follow standards</td>
</tr>
<tr>
<td><strong>Correct Use of Coding or Commands</strong> (12.5%)</td>
<td>Data or Boolean structures are fully intact; proper phrasing used throughout</td>
<td>Data or Boolean structures are generally intact; proper phrasing used occasionally</td>
<td>Few, if any, Data or Boolean structures are intact; little evidence of proper phrasing</td>
</tr>
<tr>
<td><strong>Adherence to Formatting and Representation Standards</strong> (12.5%)</td>
<td>Most to all cataloging representation is correct; or most to all search indices and index limiters are used correctly</td>
<td>Much, but not all, cataloging representation is correct; or some, but not all, search indices and index limiters are used correctly</td>
<td>Little, if any, cataloging representation is correct; or few, if any search indices or index limiters used correctly</td>
</tr>
<tr>
<td><strong>Explication and discussion used where necessary</strong> (12.5%)</td>
<td>Discussion and/or interpretation of assignment presentation is included where appropriate</td>
<td>Some discussion and/or interpretation is offered where appropriate</td>
<td>Little, if any, discussion offered; only output data is included</td>
</tr>
<tr>
<td><strong>Organization and Appearance</strong> (12.5%)</td>
<td>High degree of neatness and professionalism; few writing errors</td>
<td>Average degree of neatness and professionalism; some writing errors</td>
<td>Low degree of neatness and professionalism; many writing errors</td>
</tr>
</tbody>
</table>

**Final Score**