

INFO 6560 Information Resources Management
Fall 2024

Course Type:	blended
Instructor name/title:	Dr. Joyline Makani.
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E-mail:	Joyline.Makani@dal.ca - This is the preferred method of first contact. Please feel free to email me for assistance with course materials at any reasonable time of the day or evening. I will respond to emails in a timely manner – average response time 2-3 hours during normal working hours.
Office hours:	Thursdays, 3:30-4:30 pm, and by appointment, please email me and we can find a time to meet in person, or chat via Microsoft Teams.
Course Website:	https://dal.brightspace.com/d2l/home/341118

COURSE DESCRIPTION

Information Resources Management (IRM), as a management function, relates to the efficient management of information resources (IR) collection elements throughout their lifecycle. It encompasses the development and management of information resources collections, including, planning, budgeting, selection, acquisition, application, and dissemination of IR (both electronic and physical information) in organizations. It covers both the information itself and related resources, such as personnel, funds, and technology. In this course, we will examine and discuss IRM theories and methods, including exploration of issues associated with the information marketplace, IR collections evaluation and acquisition methods, budgeting, collection development policies, selection criteria, selector responsibilities, vendor and user relations. We will discuss these components of IR collection development and management in the context of the ongoing changes in publishing and accessing information.

COURSE PRE-REQUISITES

No official prerequisites for the course

LEARNING OUTCOMES

By the end of the course, the student should:

- Have a comprehensive foundation in the principles and practices associated with IRM in the 21st century.
- Have a solid understanding of current and emergent issues and best practices of managing IR.
- Be able to critically analyze and assess strategic relevance of information as a resource in diverse organizational contexts.
- Be able to perform needs assessments of particular and diverse user groups and develop IR collections to meet these needs.
- Be able to demonstrate an understanding of the opportunities and challenges posed by IT and the management of electronic IR.
- Be able to apply conceptual frameworks discussed in class to real-life cases involving managerial decisions on IRM for organizational success.
- Be able to communicate effectively as information resource managers through class discussion, written assignments, and an oral assignment.
- Be able to appraise and use various IR collection selection, acquisition and management tools.

TECHNOLOGY REQUIREMENTS

- Brightspace and various tools available through Brightspace.
- GOBI (Global Online Bibliographic Information) available from EBSCO.
- OASIS (Online Acquisition and Selection Information System) available from ProQuest.

LEARNING MANAGEMENT SYSTEM SITE INFORMATION

To optimize the learning experience, this course uses the Brightspace Learning Management System.

Brightspace Access

Click on Brightspace Learning Management System, or visit www.dal.ca and click Brightspace in the top right corner.

Enter your Username (your NetID) and Password: (this would have been setup when you activated your NetID)

Brightspace Assistance

Brightspace supports the most common operating systems used for PCs and Macs.

Note: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are no longer supported. Please ensure that you have the most recent Adobe program downloaded to be able to access certain files on Brightspace.

Technical questions can be directed to the Help Desk.



Local: 902-494-2376



Toll free: 1-800-869-3931



helpdesk@dal.ca

Brightspace tutorial videos may be viewed at

<https://www.youtube.com/watch?v=ysM2cc2zIPM&list=PLxHabmZzFY6mtggGZAitZ61kmpS-pMIaM>

INSTRUCTIONAL METHODS

This blended course incorporates a multimodal approach to teaching and learning. Methods of instruction include weekly lectures by the instructor (synchronously and asynchronously), in-class and online discussions, seminar presentations, assigned readings, and outside speakers. The synchronous lectures, during the scheduled course time by the Registrar's Office, are a more formal "instructional" approach, though students should expect to participate in discussions and activities as well. The basic expectation is that students will have read the assigned readings for each week carefully enough to be able to discuss them intelligently. In addition, a few lectures are designed to be asynchronous (recorded narrated slides) so you can go through them on your own schedule.

The lectures will provide students with an overview of the key concepts, theories and models that managers and IM professionals can consider when faced with the management of information resources collections. Case study discussions, which will be conducted primarily online using the Brightspace Discussions tool, are designed to provide students with an opportunity to engage with the course materials and one another and develop ideas about what one can do as an information manager and leader within an organization.

LEARNING MATERIALS

This course has no required textbook. Assigned readings, case studies as well as research tools will be made available on the Brightspace course site. Students are responsible for reading and acting on all announcements made on the class Brightspace site.

Please NOTE:

These course materials are designed for use as part of the MI program at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have been licensed either for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying or recording course materials for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	VALUE/WEIGHT
Assignment 1	Research paper	October 22	25%
Assignment 2	Selection & Acquisition Systems Assessment Report	November 17	20%
Assignment 3	Consulting Project (Presentation & Report)	Throughout term & December 1	35%
Participation	Attendance and contributions to in-class and online forum discussions	Throughout term	20%

PARTICIPATION EVALUATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Preparation	40%	The student demonstrates consistent preparation for class; readings are always completed, and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	10%	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

INTEGRATION OF [MI Competencies](#)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Adaptation	4, 5, & 6.	Assignment 3 & 4: Consulting Project Online discussions

Collaboration	3, 4, 5, & 6	Assignment 3 & 4: Consulting Project Online discussions
Commitment to equity, diversity, inclusion, accessibility, and decolonization	1, 2, 3, 4, 5, & 6	Assignment 1: Research Paper Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Communication	3, 5, 6, & 7	Assignment 1: Research Paper Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Digital and technological literacy	2, 5, & 8	Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Evidence-based practices	3, 4, & 6	Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Leadership	1, 2, 3, 4, 5, & 6	Assignment 1: Research Paper Assignment 3 & 4: Consulting Project
Learning	1, 2, 3, 4 & 6.	Assignment 1: Research Paper Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Management	3, 4, & 6	Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project
User-centred design	3, 4, & 6	Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions

CLASS POLICIES

Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style

MI courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community, and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate". Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to support instructors in confirming that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Academic Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy to plagiarism detection software. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally: If you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via DeanManagement@dal.ca.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie’s centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

INTERNATIONALIZATION

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

RECOGNITION OF MI’KMAQ TERRITORY

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

Date of Class	Topics & Assignments	Required Readings
03/09/24	Course Introduction - Defining the key concepts - Managing the Information Resource -Theoretical Foundations	Evans, G., & Saponaro, M. Z., (2019) <i>Collection management basics</i> (7 th ed.) Ch. 1 Johnson, P. (2018) <i>Fundamentals of collection development and management</i> . Ch(s). 1 & 2
10/09/24	Understanding information as a valuable resource: - the Marketplace, the changing landscape; new business models; ICT & Industry Dynamics; Disruptive Innovation Strategy theory Information Economics: - Information value volatility; Influence of time on info value; Influence of exclusivity on value Pricing Strategies: Articles & subscriptions; Versioning; Lock-in; Bundling & Site Licensing	Floridi, L. 2010). <i>Information: a very short introduction</i> . Oxford University Press. Ch. 7 Patra, N. (2017) <i>Digital Disruption and Electronic Resource Management in Libraries</i> . Ch. 1
17/09/24	Planning, Policy & Budgets Introduction to online case study discussions Consulting project group sign-up deadline Sept. 17 @ 11:59 pm Guest Speaker: EBSCO 1st Case opens for online discussion	Jamison, A. (2023) <i>Decentering Whiteness in Libraries : A Framework for Inclusive Collection Management Practices</i> Ch. 3 pages 49-66 Evans, G., & Saponaro, M. Z., (2019) <i>Collection management basics</i> (7 th ed., Ch(s). 3 & 4 Johnson, Peggy (2018). <i>Fundamentals of collection development and management</i> . Ch. 3
24/09/24	The Information Ethics Intellectual freedom and censorship: - Theoretical principles - Selection vs. censorship - Internet filtering Developing Collections: selection theory, selection criteria, selection strategies, reviews and reviewing tools. Guest Speaker: ProQuest Part of Clarivate	Evans, G., & Saponaro, M. Z., (2019) <i>Collection management basics</i> (7 th ed.) Ch(s). 2, 8 & 13 Johnson, Peggy (2018). <i>Fundamentals of collection development and management</i> . Ch(s). 4, 5 & 7 Jamison, A. (2023) <i>Decentering Whiteness in Libraries : A Framework for Inclusive Collection Management Practices</i> , Chapter 2 Understanding the Library Bill of Rights and Its Significance to Diversity in Collection Development in pages 25 - 47

01/10/24	Marketing, Liaison and outreach activities Vendor Relations, Negotiations & Contracts 2nd Case opens for online discussion	Potter, N. 2012. The Library Marketing Toolkit . London: Facet Emery, J., Stone, G., & McCracken, P. (2019) Techniques for Electronic Resource Management: TERMS and the Transition to Open – Ch(s). 3 & 4
08/10/24	Collection analysis, accountability & demonstrating value 3rd Case opens for online discussion	Ralph T. (February, 2024) Preparing for the Best: Adapting Collection Assessment for an Era of Transition College & Research Libraries News Evans, G., & Saponaro, M. Z. (2019) Collection management basics (7 th ed.) Ch. 9 Johnson, P. (2018). Fundamentals of collection development and management . Ch. 8
15/10/24	The changing nature of scholarly communication Guest Speaker: Halifax Public Libraries	Docampo, Domingo (March 6, 2024) The Dark World of 'Citation Cartels' Predatory journals and bad-faith scholars are gaming the system — at scale . <i>The Chronicle of Higher Education</i> Schimmer, R., Dér, Á., Campbell, C. (2021). The DEAL Cost Modeling Tool: A practical contribution for evaluating the impact and costs of transformative open access publishing agreements .
22/10/24	NO CLASS 4th Case opens for online discussion Research paper due Oct. 22 @ 11:59 pm	
29/10/24	Managing IR collections: -Special Collections, -Weeding, and Renewal - Storage - Review and Cancellation of Continuing Resources Consulting project presentations - peer feedback	Evans, G., & Saponaro, M. Z. (2019) Collection management basics (7 th ed.), Ch. 14 Cullingford, A. (2022). The special collections handbook (3 rd ed.). Part 2

05/11/24	<p>Collaboration, Networking, Partnerships, Social capital building, Collection access, Cooperative collection development & resource sharing</p> <p>Consulting project presentations - peer feedback</p> <p>Guest Speaker: Council of Atlantic Academic Libraries - Conseil des bibliothèques postsecondaires de l'Atlantique (CAAL-CBPA)</p>	<p>Evans, G., & Saponaro, M. Z. (2019). <i>Collection management basics</i> (7th ed.) Ch. 10</p> <p>Johnson, P. (2018) <i>Fundamentals of collection development and management.</i>, Ch. 9</p>
12/11/24	<p>FALL STUDY BREAK – NO CLASS</p> <p>System Assessment Report due on Nov. 17th @ 11:59 p.m.</p>	
19/11/24	<p>Preservation Issues Legal Issues & IR Management</p> <p>Consulting project presentations – peer feedback</p>	<p>Evans, G., & Saponaro, M. Z. (2019) <i>Collection management basics</i> (7th ed.). Ch. 15</p> <p>Johnson, P. (2018) <i>Fundamentals of collection development and management.</i> Ch. 6</p>
26/11/24	<p>What is next for IRM?</p> <p>Course Review</p> <p>Consulting project presentations – peer feedback</p> <p>Consulting Project Written Report due December 1st @ 11:59 pm</p>	<p>Emery, J., Stone, G., & McCracken, P. (2019) <i>Techniques for Electronic Resource Management: TERMS and the Transition to Open</i> Ch. 8</p>