INF 387C: Managing Information Services and Organizations
School of Information
University of Texas at Austin
Wednesday noon-3, UTA 1.208

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Office hours: Wednesday 3-5; Thursday 10-noon; by appointment

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Official course description:
Introduction to management theory, concepts, processes, and practices as applied to libraries and other information agencies and systems.

Rationale
Information studies professionals are, in great part, defined by their understanding of information’s ethics, impact, and potential. We conceptualize information within societial, community, and individual contexts. We see information as intrinsic to the human condition and we take on the professional responsibility of working with this fundamental component of modern life. Our professional responsibilities require us to get our hands dirty by actually “doing” information work. To that end, information studies professionals are always involved in management. Managing projects – like bringing a 4th generation OPAC online. Managing staff – like para-professionals in an organization’s archives. Managing colleagues – like a multi-agency taskforce developing a health informatics platform. Managing departments – like the IT unit within a city government. Managing a process – like the development & implementation arc of an innovative personal finance tracking system. And always, we manage ourselves –our professional development, priorities, goals, and ethics. This management course fits into your MLIS program as the single domain which makes all the others function effectively.

Course aims
This course is intended to contribute to your growth as an information professional by developing your understanding of essential management functions and techniques. Building from that understanding, this course is designed to strengthen your ability to make choices, set priorities, and problem-solve in a management context.
Learning objectives:
Upon successful completion of this course, students will be able to:

1. evaluate management resources and theories in the context of the information professions;
2. analyze management functions (e.g., personnel development, budget) sufficiently to design
   solutions to common work-place problems;
3. plan for project implementation by establishing resources and limitations, defining goals and
   objectives, laying out work stages, preparing for contingencies, developing mechanisms for
   monitoring progress, and designing evaluation techniques;
4. develop a professional portfolio that includes job-seeking materials (e.g., a resume, general
   application letter, statement of professional goals), professional development resources of
   continuing utility (e.g., blogs, journal columns, webinar sources), and professional projects
   (e.g., project reports, web sites, databases).

Course format
Like management itself, this course is highly active. The readings provide fodder for discussion
and tools for application. We will do a number of in-class activities designed to develop
precepts to guide our choices and strategies for making those choices viable in the workplace.
Case studies, small group problem analysis, and other hands-on applications of course content
will constitute the majority of class time. Most classes will include one lecture designed to
enhance and synthesize the readings. When possible, we will have guest speakers and site visits.

The activities, lectures, and discussions require full-tilt engagement. This means bringing the
information profession into the classroom. Bring the insoluble in for discussion knowing full
well that none of us will have a solid answer. (For example, how does a university library plan
for information technologies that don’t even exist when the strategic plan is written?) Bring
examples from Main Street and Wall Street into the classroom. (For example, share a YouTube
video on small town mayors’ explanations of budget decisions.) Read beyond what’s required.
Share blogs from our field as well as from management-as-a-job-function sites.

Finally, the course format requires mutual respect in a framework that is not always inherent in
graduate studies. We will be sharing our life experiences as managers and as people who have
been supervised. The life experience range can be extensive. What’s common for you may
require explanations and examples for others. Do with your classroom colleagues just what you
would do for your workplace colleagues – look for signs of puzzlement or a reluctance to ask for
clarification then follow through. Similarly, what’s common for all of us can still be worth
sharing if it’s been moved from the personal (“I loved it when my supervisor dropped by to chat
with me at least once a week”) to the general (“informal but regular conversations show
employees how much their work is appreciated”). Using our life experiences like this calls on us
to respect the experiences of others.

Your feedback to me
This course requires a fine balance between the conceptual and the practical. We’ll read and talk
about management ethics at a conceptual level. Then we’ll do some activities in which we try to
apply those ethical precepts in case studies. But ethics won’t be dropped after that day. It’ll show up again in another context or as an unanticipated part of a discussion. We’ll constantly shift between ideas and practice, between lecture and discussion, between guidelines and ambiguities.

With all that shifting, I need to hear your voice. I need to know if you’re getting what you need to get from the course. Tell me what worked so I can find more ways of using it. (“The examples and stories clarified strategic planning for me.”) Tell me what you’d like to examine further. (“The legalities of hiring/firing processes are still vague.”) Tell me what you’d like to add in. (“What about the problems in keeping staff from thinking that the budget is all that matters?”)

I need to know. To that end, I’ll have note cards by the door each day. Pick one up when you come in. Keep it handy. Throughout class, jot down a couple of notes. What you liked, what you want, what interests you. Just jot it down. On your way out of class, drop the card by the door. I’ll read what everyone writes and do what I can to act on it.

My feedback to you
Feedback can be formative or summative. Formative feedback is designed to strengthen work and increase productivity. Its sole function is to improve performance. You give formative feedback when you coach a colleague who is learning how to use an unfamiliar piece of software. Summative feedback is designed to quantify performance. You give summative feedback when you complete a satisfaction survey at your dentist and rate the receptionist’s efficiency as 9 on a 10-point scale.

I use three means of giving you feedback, two are formative and one is summative.
- First, one-to-one feedback is available at any time in my office. This is particularly useful when you are working on an assignment – don’t wait till the grade is in. Bring in questions as you go along. I’d rather give you feedback early so you can make the most of it. The opportunity to have conversations about coursework is one of the many advantages of graduate school. Please – come to office hours frequently. (Make appointments outside of office hours if the times aren’t working well for you.)
- Second, formative in-class feedback fits into the workflow and is, therefore, quite informal. Requesting elaboration of an idea, encouraging follow-up on a group discussion analysis, and questioning the application of a news story are all means of providing positive feedback. Worthwhile contributions become part of the day’s work and there’s no better feedback than support in weaving your thoughts into the discourse.
- Finally, grades provide the most concrete form of feedback. My grades are generally accompanied by formative notes, suggestions, and explanations. If you’ve made good use of office hours and actively engaged in classroom work, then grades should be more a confirmation of your own self-assessment than an unanticipated summation.

Most of us are accustomed to pay primary attention to the summative feedback. For all intents and purposes, however, the summative is temporary. What matters is the formative.
### Course Schedule [Readings in **bold** are required; the others are supplementary]

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities/Speakers</th>
<th>Assignments/Readings</th>
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<td>8/24</td>
<td>Introductions to the course, each other, and management functions; Tara Iugulli</td>
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| 8/31  | Purpose, value, and ethics | **Heilman, Niu, Peterson**  
Sloan  |
| 9/7   | Development of management theory and practice models | **Berdayes, Caldari, McLean**  
Fells, Hill  |
| 9/14  | Planning, organizations: vision, goals, objectives | **Mastrangelo, McNally**  
Hoppman, Kwiatkowski, Malizia, Zhang  |
| 9/21  | Planning, organizations: SWOT, PEST, cyclical and strategic planning | Theory paper due; **Odden**  
**Ordonez, Sims**; Grama, Lear  
Malizia, Spears  |
| 9/28  | Leadership; *no class meeting; work on BB* | **BB due; Cole, Ismail, Yang**  
**Judge, P.**; Bono, Ibarra, Preenen  |
| 10/5  | Planning, project: time and resources | **Cheng, Oosterhof**; Brown, Denning, Engle, Hoegl, Voustsas  |
| 10/12 | Professionalism; *no class meeting; work on BB* | **BB due; Drucker**  
**Eikenberry, Michelson, Sull**  
Tziner; Casey, Cob, Taber  
Thompson, M., Wademan  |
| 10/19 | Personnel: communication, authority, delegation, negotiation | Application paper due; **Brett, Kwiatkowski, Nguyen**; Judge & Bono, Lear, Timmins, Singh  |
| 10/26 | Personnel: job cycle, staff development | **Adjibolosso, Buzady**; Edwards, Hewlett, Vogel  |
| 11/2  | Evaluation: personnel, program, organization | **Atwater, Kittenger, Murthy**  
**Yang**; Bisgaard, Corsar, Tulgan  |
11/9  Budgeting and funding

11/16  Facilities, equipment, materials

11/23  PR, marketing, advocacy

11/30  Managing change

12/7  Course synthesis

Web portfolio due: Knowles, Thompson, L., Zierdt; Child Hoppmann, Knapp, N.A.

Deal, Fayard: Evans, Ferry, Spears, Wright

Hillstrom, Ihlen, Saarkees, Smuddle: Saini, Vos

Pecha kucha presentation; Ace, Wester: Bordia, Mastrangelo, Prywes, Schein

Best practices paper due
Learning Objectives:
Upon successful completion of this course, students will be able to:

1. evaluate management theories in the context of the information professions;
2. apply higher order, long-range administrative functions (strategic planning, project planning, leadership) in designing approaches to meeting organizational needs;
3. identify and exemplify implementation practices for mid-range management functions (personnel development, evaluation, budgeting, marketing, facilities control) of direct value to the information professions; and
4. develop a professional portfolio.

Assignment Overview

The assignments are derived directly from the course objectives above. Please let me know if you have any question about the relationship between objectives and assignments. I strongly encourage you to look at each assignment and ask your questions asap – “Take time enough – all other graces will soon fill up their proper places.” {John Byrom}

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<th>Assignment</th>
<th>Due date</th>
<th>Objectives</th>
<th>Points</th>
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<td>Theory paper</td>
<td>9/21</td>
<td>1</td>
<td>250</td>
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<tr>
<td>Application paper</td>
<td>10/19</td>
<td>2</td>
<td>200</td>
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<tr>
<td>Web portfolio</td>
<td>11/9</td>
<td>4</td>
<td>150</td>
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<tr>
<td>Mini pecha kucha prsntn</td>
<td>11/30</td>
<td>1, 2, 3, 4</td>
<td>100</td>
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<tr>
<td>Best practices paper</td>
<td>12/7</td>
<td>3</td>
<td>200</td>
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<tr>
<td>BB participation</td>
<td>9/28; 10/12</td>
<td>1, 2, 3, 4</td>
<td>100</td>
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<tr>
<td>Total points</td>
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<td>1000</td>
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A  940-1000           | C+ 785-799 |
A- 900-939            | C  740-784  |
B+ 885-899            | C- 700-739  |
B  840-884            | D  600-699  |
B- 800-839            | F  599 or below |
Theory paper; 9/21; 250

Objective: [1] evaluate management theories in the context of the information professions

What: Write a 1,250 word paper in which you evaluate the utility of at least 2 management theories in the context of their value to the information professions.

Why: Whether you manage yourself, projects, a unit, or an organization, over time you will develop your own management style. Doing so deliberately requires an understanding of, at least, those management theories that you see as most applicable to our field. This assignment gives you a chance to review theories enough to identify those you find most compelling then understand and interpret them.

How: We will cover theories of flat vs. hierarchical organizational structure, ethical boundaries, and more in our first few meetings. We’ll explore others (e.g., management vs. leadership) as we move along. Choose what we’ve addressed, look ahead, review suggested readings, and find what most interests you right now. Then look at what happens when you apply those theories to your profession.

Go beyond our required readings to explore management theory. What constitutes management functions? What are the values of management? If you have questions about the theories you’ve chosen or the readings you are using, then let me know.

Interpret the theories rather than just describe them. What do you see as their hidden assumptions? Who benefits from their implementation? This is an objective analysis, not an informed description.

Give us your thesis. Are they likely to be effective in our profession or some subset of our profession (e.g., librarianship, information architecture, archives)? In what way? Why? Support your thesis with logic – it’s not an opinion. It’s a reasoned argument.

Tips: The thesis is what you bring to the paper – it’s your original contribution. Every conclusion must build logically from your interpretation of the theories and the insights provided by other readings in the context of our profession. Read well beyond the class material. Feel free to look at works from business, psychology, adult education, ethics, social justice, and more. Feel free to look at practice material as a way to help you think about the theories but actually use and cite only in-depth, scholarly material.

Criteria: Thorough research, careful report of well-supported interpretation of the theories, sufficiently informative to ground a reader’s understanding of your interpretation, accurate citations in the format of your choosing, proofed

Application paper; 10/19; 200

Objective: [2] apply higher order, long-range administrative functions (strategic planning, project planning, and leadership) in designing approaches to meeting organizational needs;

What: Write a 1,250 word paper in which you provide a critical synthesis of the actual application methods of one long-range administrative function.

Why: An often ignored and particularly crucial facet of management is the higher order function. Moving beyond the day-to-day, on-the-ground tasks, higher order functions...
require conceptual and long-term involvement. Wherever you work, you’ll need to understand the way in which these functions are implemented. That understanding will make the difference between finding a great fit and trying to leave as soon as possible. Learning to think about and recognize the application of long-range thinking will help you connect with your colleagues and provide that long-range thinking for others. This assignment gives you a chance to review and synthesize such applications.

How: We will cover higher-order functions such as strategic planning, project planning, professionalism, and leadership. Choose one function from what we’ve addressed or you may look ahead. Review suggested readings or outside readings. Find which function most interests you right now. Then look at how best to synthesize the nature and application of that function in your profession.

Go beyond our required readings to explore actual techniques of application. For example, there are several ways to complete strategic planning and the function has different purposes for different organizations. What is your synthesis of the best components or aspects of such long-range planning? Or, take a look at what does it mean to be a professional and how is that communicated within an organization? Choose anything that interests you and work with that function. If you have questions about the higher-order function you’ve chosen or the readings you are using, then let me know.

Synthesize the means of applying or conceptualizing these functions. Compare and contrast the nature of their potential. What do you see as their hidden assumptions? Who benefits from their implementation? This is an objective analysis, not an informed description.

Tips: The synthesis is what you bring to the paper – it’s your original contribution. Every comparison and contrast must build logically from your synthesis. Look at both the nature and the application of the function. Application grows from an organization’s understanding and opinions of the function’s purpose. Read well beyond the class material. Feel free to look at practice material as well as scholarly material. Cite both as appropriate.

Criteria: Clear choice of function, thorough research, logical organization of the synthesis, careful report of well-supported applications, sufficiently informative to ground a reader’s understanding of your synthesis, accurate citations in the format of your choosing, proofed

Web portfolio: 11/9, 150 points
Objective: [4] develop a professional portfolio
What: Create or add to your professional web site and include, at a minimum, the following items:
- basic job-seeking materials, i.e., two resumes (one as it stands now and one as you expect it to stand upon completion of your degree), open letter to potential employers, statement of professional goals
• 2-4 effectively introduced, sample project(s) that demonstrate your professional expertise; may be taken from class, work, or other courses; may be planned or actually executed

Why: This assignment provides three key experiences: building a professional web site for yourself, presenting your professional credentials to colleagues and potential employers, and thinking through your personal perspective on management.

How: On 11/9, in the “portfolio” thread of our BB site, post a brief self-evaluation of your portfolio as the introduction to your site. Evaluate your own work in terms of content, its likely impact on potential employers, and your ideas on and/or plans for the site’s further development.

Tips: There are plenty of people ready to help you with all aspects of this assignment so please make full use of them. No need to go it alone – get help.
• The purple shirts in the lab can help you learn what you need to feel comfortable putting up a basic web site.
• Tara Iugulli’s office will provide personal, in-depth, and practical advice concerning your resumes and letter.
• The PCL librarians can help you learn how to locate the articles and resources that you find most useful.
• Let me know if you’d like some ideas on how to best explain each project’s relevance to your management abilities.

Grading criteria: All required content fully developed, well written, thoroughly proofed, easily navigated web site, critical analysis of site content

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Mini pecha kucha presentation; 11/30; 100

Objectives: 1, 2, 3, and 4

What: Give a four minute, pechu kucha style presentation on the management principles and/or techniques that you intend to incorporate into your own work.

Why: This assignment gives you the opportunity to (a) review all of the course material in light of your own management styles and (b) learn a new way of giving a professional presentation.

How: Choose your content -- keep it tight. Choose your images -- make them memorable. Structure your presentation so that we can follow your ideas as they unfold. Then click it all into place. You’ve got 4 minutes and 12 slides. That’s 20 seconds per slide. Set them on an automatic timer so they click through on their own as you talk. Finally, practice --- a lot. The slides will force you to stick to the time limit but that’s the easy part. Weaving words and images into an effective, engaging flow is your goal.

Tips: Look into this presentation format. It’s an opportunity for personalized creativity. Make it your own. Tell us the story you want us to hear. There are various web sites on this and most of them address the pecha kucha style in a non-classroom setting. Nevertheless, many of the suggestions and development guidelines are very useful. For example, a company called “AQ” has a blog with some practical help [http://aqworks.com/en/blog/2007/07/03/pecha-kucha-nights-guide-to-better-presentations-skills/].
Criteria: Clearly identified content, deliberate pacing, effective images, effective oral presentation skills

**Best practices paper; 12/7; 200**

*Objective:* [3] identify and exemplify implementation practices for mid-range management functions (personnel development, evaluation, budgeting, marketing, facilities control) of direct value to the information professions

*What:* Write a 1,250 word paper in which you identify, describe, and provide potential uses of at least three “best practices” for any of the mid-level responsibilities of management.

*Why:* These day-to-day, on-the-ground tasks, mid-level functions require practical tactics for implementation. Learning to identify the best practices actually in use in our profession will help you see yourself, your colleagues’, and your supervisors’ means of handling essential responsibilities.

*How:* We will cover mid-order functions such as personnel development, evaluation, budgeting, marketing, and facilities control. Choose one function, review suggested readings, and find outside examples. Look into blogs, practice magazines, conferences, organizational web sites, and more to identify and understand the best practices used in that function.

“Best practices” are effective, commonly recognized means of actually implementing some aspect of an agency/organization function. The term “best practice” may not be used in the identification but the efficacy of the approach/actions will mark it as such. Some best practices have been in use for years and others are moving at the same pace as the need for or technology available to the function. Yesterday’s “innovation” can be today’s “best practice” even in non-technical areas.

Provide an introductory paragraph giving a clear statement and brief description of your chosen function. Then identify, describe, and explain the application of your first best practice; put it in the context of our profession. Repeat for the next two or more best practices. (You may do this in bullet form if you prefer.) Conclude with a paragraph in which you give your well-supported opinion of the most useful situation in which each best practice could be implemented. (For example, would it be useful in a new public library or with an inexperienced manager?)

*Tips:* Best practices are more than the what-worked-for-us items. They have a level of acceptance and their value has been recognized to some extent. That recognition can come from official approval by a professional organization or through practitioners’ consensus. Professional social media may be of value here. Feel free to look at practice material as well as scholarly material. Cite both as appropriate.

*Criteria:* Clear choice of function and pertinent best practices, thorough descriptions that illustrate both strengths and potential weaknesses in each best practice, logical organization of the explanations, Effective, informative opening and closing paragraphs, accurate citations in the format of your choosing, proofed
BB participation: 9/28; 10/12; 100 points

Objectives: 1 and 2

What: Post and respond to case studies provided on our BB class site.

Why: Leadership and professionalism are as multi-faceted as they are debated. Their integration is paradoxically intensely personal and blaringly public. Your understanding of both in general terms and in personal terms is likely to be influenced by your own managerial experience. It’s just as likely to be changed by an experience entirely outside your workplace. These discussions will give everyone an opportunity to learn from each other’s experiences and conceptualizations.

How: On these two dates, in which we don’t have in-person meetings, we’ll explore both management elements through reiterative postings launched from case studies. I will post 2 case studies on leadership by 9/27. I will post 2 case studies on professionalism by 10/11. For each case study provide (a) a post on your own insights supported by readings and/or experience and (b) at least one post that builds on, deepens, questions, or extends a colleague’s post. By 9/29 and 10/13, respectively, post a one-screen analysis of your post-discussion perspective of each case study. These analyses will give you an opportunity to synthesize your own reasoning in light of what you’ve learned from your colleagues. There is no need to cite other postings but do cite at least two readings in support of this post-discussion analysis.

Tips: Look for the unstated assumptions and values inherent in each case study. Identify the individuals, services, agencies, and other elements of the case study then determine how each would be changed by various outcomes. Find that fine balance point between sharing/referencing your own lived experience and abstracting that experience into principles, guidelines, tactics, strategies, and ethics.

Criteria: All required content fully developed, well written, thoroughly proofed, supported by logic and readings.
INF 387C Course Policies

You are responsible for reading and following these course policies. Please let me know at once if you have any questions on any of them.

The University of Texas Honor Code – see our BB site and the UT site for this

Please note that matters of academic integrity are taken seriously in this course. Students who use, quote, or otherwise employ the ideas, words, and insights of others without appropriate attribution will fail the assignment and, possibly, the course. When in doubt, ask immediately. Asking is the sign of an intelligent, thoughtful response to our complex world of layered information resources. Every student is required to take the plagiarism online tutorial [http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html] or assume responsibility for knowing its contents.

University Electronic Mail Notification Policy

All students should become familiar with the University’s official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Please be certain that your email address in BlackBoard is correct at all times. You are the only one who can do this and it’s essential for course communication.

Documented Disability Support

The University of Texas seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state and local laws, regulations and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Services for Students with Disabilities at the beginning of each semester or as soon as the need arises. The student must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259-voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See this Web site for more information: [http://deanofstudents.utexas.edu/ssd/providing.php].
Technology requirements

The vast majority of this course will take place in-person with BlackBoard (BB) used primarily as a supplement and resource. You are required, however, to use BB to communicate on some points. You are required to read the BB forums once a week at any convenient time between Friday afternoon and Tuesday evening.

BlackBoard is available at http://courses.utexas.edu. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm Monday through Thursday and 8 am to 5 pm on Friday.

In addition, you are required to have access to whatever technology is necessary for you to function well in this course. That includes Internet access that allows you to explore sites that might be blocked by some filters and sufficient memory to handle downloads and other course requirements. You can use any of the computer labs on campus but any other arrangement is acceptable so long as your own needs for connectivity, printing, and information access are met.

Attendance

Much of this course includes in-class application of readings and lectures via discussion, exercises, and on-site analysis. If you miss one class for any reason, then you may make up that missing material via your colleagues and, if needed, by working with me during office hours. If you miss more than one class for any reason, then please see me to discuss your options in the context of your situation. Attendance is not part of the grade but it is essential to understanding the material that is graded.

Religious Holy Days and observances sometimes conflict with class schedules. If you miss an in-class work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least 14 days prior to the classes scheduled on dates you will be absent to observe a religious holiday.

Feedback

Feedback is an important part of any learning as well as any teaching. Please let me know right away if you have questions, concerns, or simply want to confirm your understanding of the material. I will provide you with feedback on your progress via comments in class, written commentary on assignments, grades, and BlackBoard responses to forum postings. If any of my feedback is unclear in any way, please let me know right away.

Grading: Late work

All unexcused late materials will have a 1/3 letter grade reduction for each day they are overdue. Matters of academic integrity, as noted above, will be strongly tied to course grades.

Communication

I will make every effort to answer emails and phone calls within 3 working days. If you have not heard from me within those time limits, please let me know by an alternative form of contact so we can make sure there are no technical problems involved.
I will also make every effort to grade and return assignments within 2 weeks of their due date. If I have to cancel office hours, then I will note that on our BB announcement page along with the make-up time scheduled to replace the slot.

**Maintain work files**
Students are responsible for maintaining their own files of work, both submitted and returned, until official University grades are received. You are encouraged to keep these materials until graduation, as I may need some of it to compose a detailed and persuasive recommendation letter for you.

**Health and safety**
The University has a wide range of health and safety services available to all students. Please take full advantage of these support tools and let me know if you have questions about how to access what you need. Please be aware of your surroundings at all times. For more on personal safety and health, take a look at these resources:
- Behavior Concerns Advice Line (BCAL) [http://www.utexas.edu/safety/bcal/]
- Stress management [http://www.cmhc.utexas.edu/stress.html]
- Crime prevention [http://www.utexas.edu/police/prevention/]