

University of Indianapolis School for Adult Learning
Term III, Session 1, 2007-2008
ORGL-308 Data Management

Syllabus

Important Note

You are required to attend the first session of the course and the last session of the course. Should you fail to attend the first or last class, you are responsible for dropping or withdrawing from the course. To receive a 100% refund, you must drop the class by the Friday of the first week of classes.

General Course Information

Class meets each Wednesday beginning May 7th and ending on June 4th, 2008.

This is a Blended course; that is, it meets face to face and has a substantial online component.

You are responsible for participating in the activities for all class sessions, for participating in online discussions, and for submitting all assignments on time. Should you decide to drop or withdraw from the course, you must initiate the process and must complete the appropriate forms. It is not sufficient that you stop attending or participating in the class.

My Contact Information

Name: John Batey

Office: Esch Hall-103

Phone: 788-3410

E-Mail: jbatey@uindy.edu

Classroom

Check with SAL Office: 788-3393 or <http://sal.uindy.edu>

Class Meetings

Class is scheduled for Wednesdays from 6:00 PM until 9:45 PM. Class sessions are scheduled on 5/7, 5/14, 5/21, 5/28 and 6/4 2008.

Assessing Your Readiness for the Course

Ask yourself the following:

1. Am I self-motivated?
2. Am I organized enough to devote time regularly to the course?
3. Do I regularly meet deadlines for assignments?
4. Am I comfortable using a computer to:
 - Prepare and submit written assignments?
 - Use the university's Blackboard course management system?
 - Navigate the Web?
 - Participate in online discussions?

The first three questions deal with accelerated courses in general, while the fourth refers to the online content in this course.

Students with Disabilities

If you have a disability that may affect your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. You must also register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153 / www.uindy.edu/ssd) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

Course Description

An introduction to the study and practice of knowledge management in organizations, this course will provide students with the opportunity to see how organizations and individuals can go beyond data acquisition and analysis to develop a body of organizational knowledge that supports decision making and strategic planning. In addition, students will learn about the process of establishing a knowledge management system in an organization and about the logistical and cultural barriers to effective knowledge management in organizations.

Learning Objectives

The successful student will:

Find, organize, analyze, and present data.

Use various methods and tools to extract the meaning from raw data.

Use research to identify and articulate leading and lagging indicators of organizational performance.

Develop processes for after-action reviews of individual and organizational performance.

Identify the key infrastructure components of a functional knowledge management system.

Use knowledge gained from analysis of qualitative and quantitative data in making informed decisions.

Outline a strategy to use knowledge management tools in strategic planning.

Course Objective

One hears of the new “knowledge economy” that is replacing the older traditional manufacturing economy. A key part of managing such a knowledge economy is possession of the tools and skills to gather, organize and analyze data in such a way as to make sense of it. This course provides an introduction to those tools and skills and provides you with the opportunity to practice those skills. This course relates to the university strategic plan goal focus on student learning through engagement in the areas of critical thinking and performance. Students will demonstrate improvement in critical thinking skills through the quality of their analyses of data; that is, by their use of data rather than opinion to support conclusions. Students will demonstrate performance skills by producing a written report and an oral presentation suitable for presentation to a client as a part of their individual research projects.

Course Policies

Time Requirement

This is a three credit hour course. You can expect to spend twenty-five to thirty-five hours per week working on the course—about the same amount of time you would spend in a semester length course

Grading Policy

The table below lists the materials on which your grade will be based and gives the weight assigned to each.

Grading:	Weight
Participation	10%
Written Assignments	30%
Reflective Journal	10%
Research Project	35%
Discussion (Blackboard)	15%
total	100%

It is important that you give yourself time to do a good job on your research project and on each written assignment. This includes proofreading and correcting typographical errors (see the section on Assignments, below).

Textbooks

Rumizen, M.C. 2002. The Complete Idiot’s Guide to Knowledge Management. Indianapolis, Alpha Books, Penguin Group (USA). ISBN 9780028641775

Davenport, T.H. and L. Prusak. 2000. Working Knowledge: how organizations manage what they know. Boston. Harvard Business School Press. ISBN 1-57851-301-4 (pbk)

Class Meetings

For the purposes of this course, our week starts on Wednesdays. We will meet once per week on Wednesday evenings for lectures, to discuss readings and discussion topics, to perform in-class activities, and to introduce new topics. Attendance at the first and last sessions is mandatory. Discussions will be posted on Blackboard. Read the text assignments before class.

Class Cancellation Policy

If for some reason class is canceled on the day that an activity is scheduled, the activity will be performed the next regular class meeting.

Prerequisites

Success in this course requires good problem solving skills, basic mathematical ability, and attention to detail. You need to have demonstrated mathematics proficiency by successfully completing MATH-108 or equivalent prior to taking this course.

Time Management

Budget your time carefully and try to work through the topics and examples as we're covering the material in class. If you have questions about the class topics bring them up as they occur. I'll set up a discussion thread for questions and issues in addition to the assigned discussion topics. You may also e-mail me with questions.

Attendance

Attendance and participation are required components of the course grade. A student who misses either the first class or the fifth class—mandatory classes—for any reason will be required to withdraw from the course. Note that attendance and participation count for a portion (10%) of the course grade. Students who are absent cannot receive points for these nor can they make up missed in-class activities.

Honesty and Academic Integrity

I expect you to do your own work. Unless an assignment is clearly designated as a group assignment, you must be the sole author of material submitted for the assignment, and the material submitted must be your own original work; that is, not a recycled assignment from another course. I may require you to submit written assignments in an electronic format so that I can submit the work to Turnitin.com, the site that the university uses for detecting plagiarism. If you plagiarize an assignment, manufacture data, cheat on an exam, or engage in any other act of academic misconduct as defined in the university's academic misconduct policy, you can expect a failing grade for the course. **See: University Academic Misconduct Policy.**

Blackboard System

We will use online resources for this course including the Blackboard Course Management System for resources, assignments, and discussion. You will need to have your University ID, and your UINDY account, including user name and password, prior to the first class. You will need to have access to Microsoft Word and Microsoft Excel for assignments. Submission of homework and other assignments will be made through Blackboard. We will also use the Discussion Board feature of Blackboard. You will be responsible for participating in online discussions. If you don't have internet resources at home, consider using one of the on-campus computer labs (or check with your local public library—many offer access).

Blackboard Site

There is a site for this course on Blackboard, the university's course management system. You should check the Blackboard site frequently for announcements, notes, updates, and other course materials. It is your responsibility to obtain a **uindy** account and password. Here is a link for the Blackboard site. It is a useful URL if **My.Uindy** is unavailable: <http://courses.uindy.edu>

Assignments

In addition to the specific objectives for each assignment shown on Blackboard

1. I expect you to submit assignments on time. Assignments are due no later than the date posted. Late assignments receive a grade of zero.
2. All written assignments done outside of class must, unless otherwise specified, be typed--double spaced in 10 point or 12 point type using MS-Word, and submitted via Blackboard. Data may be submitted on an MS-Excel spreadsheet. All assignments must have a coversheet that gives your name and the assignment name from the syllabus. Make sure you proofread and correct errors of spelling and grammar. All written assignments must conform to the APA guidelines—American Psychological Association. (2005). Concise rules of APA style. Washington, American Psychological Association.
3. The Writing Lab., (phone 788-3554), offers a variety of services to writers. You may find it helpful to seek help fairly early in the writing process, rather than waiting until the last minute. You may also seek online help from the Purdue University Online Writing Lab. at <http://owl.english.purdue.edu/handouts/>

ORGL 308 Written Assignment Rubric

This rubric will be used to evaluate each of your written submissions.

Category	Rating			
	Exemplary	Competent	Average	Needs Work
Relevance	Information presented clearly relates to the main issue.	Information presented mostly relates to the main issue.	The majority of the information presented relates to the main issue..	There is little or no relationship between the information and the issue
Organization	The report is well organized both with respect to content and to format and structure of paragraphs.	The report is mostly well organized both with respect to content and to format and structure of paragraphs.	Parts of the report are well organized both with respect to content and to format and structure of paragraphs	The report shows serious lack of organization.
Quality of Analysis	Analysis is fact – based rather than opinion based.	Analysis is mostly fact-based rather than opinion based.	Analysis is weak— mostly opinions with out support.	Evidence of analysis is absent; opinions dominate.
Citations of Sources*	Sources of all information and illustrations are properly documented.	Sources of all information and illustrations are properly documented in references section, but one in-text citation is missing.	Sources of all information and illustrations are properly documented in references section, but two in-text citations are missing.	Sources of all information and illustrations are not properly documented in references section, or three or more in-text citations are missing.
Mechanics	No major grammatical, spelling or punctuation errors. Three or fewer minor mechanical errors.	No more than one grammatical, spelling or punctuation error. Three or fewer minor mechanical errors.	No more than two grammatical, spelling or punctuation errors. Four or fewer minor mechanical errors.	More than two grammatical, spelling, or punctuation errors, or, more than four minor mechanical errors.

***Note:** Evidence of plagiarism—which includes failure to properly cite reference sources—is grounds for receiving a grade of zero for the assignment. Intentional plagiarism, such as use of a paper written by another person, will result in a failing grade for the course and the possibility of suspension or expulsion from the School and the University.

Reflective Learning Journal Assignments:

For the readings each week, I want you to keep a reflective reading-understanding journal. To do this, I want you to think carefully about what you learned from the reading and to pick the two or three most important things you learned. I also want you to think about the muddiest point—the important question or questions left unclear or unanswered after reading the text. Next I need you to submit this journal as a Microsoft Word attachment to the appropriate assignment (on Blackboard) for the week.). I prefer you submit each week’s chapters as a single document clearly indicating the individual chapters.

Again: For each chapter submit the following. Please identify the chapter in your submission (and remember to put your name on all submissions

1. What were the two or three most important thing you learned from reading this chapter?
2. What important question(s) remain(s) unanswered after reading this chapter?

If you have questions or concerns as you are reading, e-mail me (jbatey@uindy.edu).

Tentative Schedule

Week by Week List of Topics

Before Class Starts.

Explore and familiarize yourself with the Blackboard site for this class. Confirm by using the Blackboard E-mail function to contact me.

Complete the reading assignment for week 1, Davenport: Intro., Ch. 1. and Rumizen: Ch. 1-4 Complete and submit the weekly reflective learning journal assignment (see **Reflective Learning Journal Assignments**: above for instructions) due by noon on 05/07/08.

Complete and submit the Analysis assignment for Week 1. You must include references to the sources you used with your submission (see Assignments, above) due by noon on 05/07/08.

Week 1.

Knowledge and the Learning Organization Defining Knowledge in the organizational context, Peter Drucker: *Knowledge work*, Donald Norman: *Design and Cycle of Action*, Peter Senge: *Systems Thinking*

Read: Davenport: Intro., Ch. 1. Rumizen: Ch. 1-4.

Week 2.

Strategies for Knowledge Management: Building Infrastructure and Envisioning Knowledge.

Read: Davenport: Ch. 2. Rumizen: Ch. 5-10.

Week 3.

Acquiring and Organizing Knowledge.

Read Davenport: Ch. 3-4. Rumizen: Ch.10, 14-17.

Week 4.

Evaluating Knowledge: Assessment and Metrics, After Action Review (AAR) Strategies.

Read Rumizen: Ch. 19-22.

Week 5.

Institutionalizing Knowledge Management. Pilot, Scaleup, and Sustainability, Presentations.

Read Davenport: Ch. 5, 6, & 9. Rumizen: Ch. 23-24.

Checklist of Tentative Due Dates for ORGL 308

Date—Time	X	Item	Text Reference Chapters	Bb Folder
Wednesday 5/07/08				
Noon	<input type="checkbox"/>	Week One Analysis		Week 1.
Noon	<input type="checkbox"/>	Week One Journal		Week 1.
6:00 PM	<input type="checkbox"/>	Week One Readings	Davenport: Intro., Ch. 1. Rumizen: Ch. 1-4.	
Tuesday 5/13/08				
6:00 PM	<input type="checkbox"/>	Week One Discussion		Discussion
Wednesday 5/14/08				
Noon	<input type="checkbox"/>	Week Two Assignment		Week 2.
Noon	<input type="checkbox"/>	Project Description due	See handout	Week 2.
Noon	<input type="checkbox"/>	Week Two Journal		Week 2.
6:00 PM	<input type="checkbox"/>	Week Two Readings	Davenport: Ch. 2. Rumizen: Ch. 5-10.	
Tuesday 5/20/08				
6:00 PM	<input type="checkbox"/>	Week Two Discussion		Discussion
Wednesday 5/21/08				
Noon	<input type="checkbox"/>	Week Three Assignment		Week 3.
Noon	<input type="checkbox"/>	Week Three Journal		Week 3.
6:00 PM	<input type="checkbox"/>	Week Three Progress Report	Project report	Discussion
6:00 PM	<input type="checkbox"/>	Week Three Readings	Davenport: Ch. 3-4. Rumizen: Ch.10, 14-17.	
Tuesday 5/27/08				
6:00 PM	<input type="checkbox"/>	Week Three Discussion		Discussion
Wednesday 5/28/08				
Noon	<input type="checkbox"/>	Week Four Assignment		Week 4.
Noon	<input type="checkbox"/>	Week Four Journal		Week 4.
6:00 PM	<input type="checkbox"/>	Week Four Readings	Rumizen: Ch. 19-22.	
6:00 PM	<input type="checkbox"/>	Submit A-V requests	for Week 5 Presentation	
Tuesday 6/03/08				
6:00 PM	<input type="checkbox"/>	Week Four Discussion		Discussion
Wednesday 6/04/08				
Noon	<input type="checkbox"/>	Week Five Journal		Week 5.
6:00 PM	<input type="checkbox"/>	Week Five Readings	Davenport: Ch. 5, 6, & 9. Rumizen: Ch. 23-24.	Week 5.
6:00 PM	<input type="checkbox"/>	Project Presentation	See handout	In class
Thursday 6/05/08				
4:00 PM	<input type="checkbox"/>	Written Project Report		Week 5.
Friday 6/06/08				
6:00 PM	<input type="checkbox"/>	Week Five Discussion		Discussion

Note: This schedule was correct at the time I prepared this syllabus, but dates and details are subject to change.

ORGL 308 Data Management Research Project Report and Presentation

Project assignment

We are going to focus on a ten county area in Southeastern, Indiana. Our class will be working on behalf of a client, the College Cooperative Southeast (CCS). Your task will be to work with other class members to build a knowledge base of factors that affect the preparedness of the ten county area to compete in the knowledge based twenty-first century economy, and come up with specific recommendations for College Cooperative Southeast to use data to improve their ability to support and enhance the preparedness of the region by providing needed educational services to the residents of the CCS area. You will choose and be responsible for a particular area of knowledge. Your individual report will be assembled as part of a class report and presented to the CCS.

No later than **Noon on Wednesday May 15, 2008**: Submit the title and a one to two paragraph description of your project.

Written Final Report of Project due no later than 4:00 pm on Thursday June 5, 2008.

List of required elements for your written report. All must be present and identified in your report.

4. Title Page with:
 - a. Your name
 - b. Project Title
 - c. Class (ORGL 308)
 - d. Date
5. Statement of Purpose (also known as Thesis Statement), explaining reason(s) for undertaking this study (instead of some other topic).
6. Abstract. A one two page summary and overview of your paper.
7. Description of Methods used in your study.
8. Description of Resources you used (for example, experts, books, internet, etc)
9. Results section—the information you gathered in your study.
10. Analysis section—Analysis and discussion of your results.
11. References section in which you list all the references used in preparing your report.
12. Self-Evaluation in which you answer:
 - a. What did you learn from doing this study (can include skills and other learning as well as what you learned about the topic)?
 - b. What worked; that is what things contributed to the success of your project?
 - c. What could you have done better?

Presentation will be made in class June 5, 2008.

1. Length. Your presentation can last up to 15 minutes including discussion.
2. Parts of the Presentation. For this part, start with your paper and adapt for oral presentation.
 - a. **Introduction**
 - i. Statement of Purpose
 - ii. Description of Methods
 - iii. Description of Resources
 - b. **Body**
 - i. Results—here you need to think about how to take written material and make it suitable for a presentation. You may need to summarize data and prepare easily understood figures.
 - ii. Analysis—your analysis must be clear and concise.
 - c. **Conclusions**—summarize your findings and show how they fit with the statement of purpose.

ORGL 308 Project Written Report Rubric

Category	Rating			
	Exemplary	Competent	Average	Needs Work
Organization	The report is well organized. Content, format, and paragraph structure are appropriate for the topic and for college level work.	The report is mostly well organized. Content, format, and paragraph structure are generally appropriate for the topic and for college level work.	Parts of the report are well organized. Organized. Content, format, and paragraph structure are in part appropriate for the topic and for college level work.	The report shows serious lack of organization. Content, format, or paragraph structure are not appropriate for the topic or are not college level work.
Content Depth and Level	Content depth is sufficient to permit understanding of the topic and is at appropriate level for audience.	Depth and level of content are generally appropriate for audience.	In some areas depth and level of content are appropriate for audience.	Neither depth nor level of content are sufficient for audience understanding
Quality of Analysis	Analysis is fact – based rather than opinion based.	Analysis is mostly fact-based rather than opinion based.	Analysis is weak—mostly opinions with out support.	There is little or no relationship between the information and the main topic. Details and support are missing.
Data Presentation	Diagrams, charts, and illustrations are consistently well prepared, and all contribute to understanding of topic	Diagrams, charts, and illustrations are generally well prepared and most contribute to understanding of topic	Diagrams, charts, and illustrations are of uneven quality, or some don't clearly support understanding of topic.	Diagrams, charts, and illustrations are not well prepared or lack clear connection to understanding of topic.
Relevance	Information presented clearly relates to the main issue.	Information presented mostly relates to the main issue.	The majority of the information presented relates to the main issue..	There is little or no relationship between the information and the issue
Citations of Sources*	Sources of all information and illustrations are properly documented.	Sources of all information and illustrations are properly documented in references section, but one in-text citation is missing.	Sources of all information and illustrations are properly documented in references section, but two in-text citations are missing.	Sources of all information and illustrations are not properly documented in references section, or three or more in-text citations are missing.
Mechanics	No major grammatical, spelling or punctuation errors. Three or fewer minor mechanical errors.	No more than one grammatical, spelling or punctuation error. Three or fewer minor mechanical errors.	No more than two grammatical, spelling or punctuation errors. Four or fewer minor mechanical errors.	More than two grammatical, spelling, or punctuation errors, or, more than four minor mechanical errors.

***Note:** Evidence of plagiarism—which includes failure to properly cite reference sources—is grounds for receiving a grade of zero for the entire project and report. Intentional plagiarism, such as use of a paper written by another person, will result in a failing grade for the course and the possibility of suspension or expulsion from the School and the University.

ORGL 308 Project Oral Presentation Rubric

Category	Rating			
	Exemplary	Competent	Average	Needs Work
Preparation	Presenter is completely prepared and has obviously rehearsed.	Presenter shows evidence of preparation, but needs more rehearsal	Presenter shows some evidence of preparation, but does not appear to have rehearsed.	Presenter does not seem at all prepared. Does not represent college level work.
Content	Content depth is sufficient to permit understanding of the topic and is at appropriate level for audience.	Depth and level of content are generally appropriate for audience.	In some areas depth and level of content are appropriate for audience.	Neither depth nor level of content are sufficient for audience understanding
Organization	The presentation was well organized (e.g. logically or historically) and maintained a consistent point of view. Clearly linked topic to data management	The presentation was generally well organized (e.g. logically or historically) and mostly maintained a consistent point of view. Linked topic to data management	The presentation showed evidence of organization (e.g. logically or historically) but struggled to maintain a consistent point of view. Generally linked topic to data management	The presentation showed serious lack of organization. Link between topic and data management was not clear. Content, format, and paragraph structure are in part appropriate for the topic and for college level work
Ancillaries	Ancillary materials were consistently well prepared and all contributed to understanding of topic	Ancillary materials were generally well prepared and mainly contributed to understanding of topic.	Ancillary materials were of uneven quality or some lacked clear connection to understanding of topic.	Ancillaries were not used or were of poor quality.
Focus	Presenter focuses on the topic during the entire presentation.	Presenter focuses on the topic during most of the presentation (90+% of the time)	Presenter focuses on the topic during much of the presentation (80+% of the time)	Presenter is unfocused and frequently wanders from the topic
Understanding of material	Shows a full understanding of the topic.	Shows a good overall understanding of most areas of the topic.	Shows a good understanding of some parts of the topic.	Does not demonstrate understanding of the topic
Presentation Mechanics	Presenter maintained eye contact with audience, pronounced terms correctly, and spoke audibly.	Presenter generally maintained eye contact with audience, pronounced most terms correctly, and spoke audibly.	Presenter struggled to maintain eye contact with audience, or struggled to pronounce some terms correctly, or was occasionally inaudible.	Presenter generally showed poor mechanics: read paper, mispronounced terms, or spoke inaudibly.