

COURSE NUMBER AND TITLE: MGMT 490 - Government Information Management

SEMESTER/YEAR: Summer 12 WK 2018 (May 29-August 17)

SECTION, TIME, DATE, LOCATION: 490.731 online

DEPARTMENT: Management

INSTRUCTOR'S NAME: Mr. Brandon Berry

OFFICE HOURS AND LOCATION: Email anytime or phone by appointment

CONTACT INFORMATION: 240-505-1938, Email: blberry@frostburg.edu

COURSE DESCRIPTION (from catalog): This course uses experiential learning to prepare students for a job or career in the Freedom of Information Act and Business management field. This course will be 100% online, however the experience will reflect the real-world work that would be required of an Freedom of Information Act (or Government Information Specialist) Specialist in the Federal, State and Local Government.

Students will be required to perform tasks required by FOIA professionals and solve problems that arise in a typical day as a FOIA professional by working through real-life case studies.

TEXTBOOKS AND LEARNING RESOURCES: All course material will be provided in Canvas under Files.

GRADING POLICY:

Tests	125	25%
Case Studies	125	25%
Team Project	175	35%
Participation (Discussion Boards)	75	15%
Total	500	100%

A= 450-500 90- 100%

B= 400-449 80- 89%

C= 350-399 70- 79%

D= 300-349 60- 69%

F = < 299 <60%

The students enrolled in this on-line class should have the same experiences and learning opportunities as the students in a traditional class. I encourage your participation and want you to say anything that is on your mind, as long as it does not intentionally hurt another student.

Students are expected to fully immerse themselves in this course to get the most out of it. The less you are engaged the less prepared you will be for the real world and the less qualified you will be for a FOIA position. Most class participation will be assessed through the class discussion board. There will be a requirement to respond to discussion board questions and comments each week.

I expect all interactions in class to be civil, respectful, and supportive of an inclusive learning environment for all students. Speak to me, the department chair, or an advisor, about any concerns you may have about classroom participation and classroom dynamics.

TEACHING METHODS/ACTIVITIES: Virtual Lecture, Case studies, Group project, and Discussion Boards

COURSE LEARNING OBJECTIVES: The goal of this course is to prepare students to work in the FOIA profession as well as business management positions within the Federal, State and Local government. Students who complete this course successfully will be able to:

- Use Business process improvement strategies to improve FOIA processing times
- Use FOIA exemptions to process FOIA requests
- Use communication skills to meet deadlines and work with other people
- Gain analytical skills and sharpen attention to detail

Activities:

- Students will analyze several real-world cases of FOIA processing offices
- Students will review and analyze real documents and discuss FOIA exemptions
- Students will discuss concepts and ideas taught in the course.
- Students will simulate a FOIA office and receive FOIA requests to process.

Outcomes:

- Students will be able to use Business process improvement strategies to improve FOIA processing times
- Students will be able to use FOIA exemptions to process FOIA requests
- Students will be able to use communication skills to meet deadlines and work with other people
- Students will have a sharpened analytical skills and attention to detail

- Students will be able to effectively work in a Government Information management setting.

UNDERGRADUATE COLLEGE OF BUSINESS LEARNING GOALS AND OBJECTIVES:

Check "X" for the AOL objectives that are clearly emphasized in the course

Communication –Writing	x	General Leadership Skills	
Communication – Oral		Leadership in Teamwork and Collaboration Skills	x
Problem Solving Skills – Qualitative	x	Business Ethics and Values	
Problem Solving Skills – Quantitative		Business Knowledge: Practice and Application	x

ATTENDANCE/PARTICIPATION POLICY:

Attendance and Participation:

Virtual attendance is very important. While everyone has other classes, work and personal responsibilities, there will be blocks of time, (never less than 3 days and generally 7 days or more before assignments are due) when students can do their work.

By registering for this class you are making a commitment to your instructor, your classmates and to yourself. Class attendance is critical for your learning experience. If you are absent, not only will your own learning be reduced, but also so will the learning of the entire group. Therefore, class attendance is required. Class participation is encouraged and includes participation in all class activities by: completing class assignments, working actively in groups, offering support and encouragement to other class members, asking questions relevant to the topic being covered, and sharing relevant personal and professional experiences that further will enhance student learning.

Students are expected to fully immerse themselves in this course to get the most out of it. The less you are engaged the less prepared you will be for the real world and the less qualified you will be for a FOIA position. Most of class participation will be assessed through the class discussion board. There will be a requirement to respond to discussion board questions and comments each week.

Discussion Board participation is a product of two variables- Minimally performing the assignment and the quality of the posts. Also, while not having a numerical value, the number of posts may have some bearing on your grade with how you responded in

relation to the class as a whole.

I expect all interactions in class to be civil, respectful, and supportive of an inclusive learning environment for all students. Speak to me, the department chair, or an advisor, about any concerns you may have about classroom participation and classroom dynamics.

LATE/INCOMPLETE POLICY: No points will be awarded for late work. For discussion board posts if the initial post is not made by 5 pm on the due date, points for the remaining assignment may still be received if completed satisfactorily and within the due date.

MAKE-UP POLICY: There will be absolutely no make up for any of the class activities. Exams may only be made up if prior arrangements were made with the instructor or for exceptional circumstances.

ADA STATEMENT: Frostburg State University is committed to making all of its programs, services, and activities accessible to persons with disabilities. Faculty assist students with accommodations after confirming eligibility with the Disability Support Services (DSS) Office. You may request accommodations through the DSS Office. Contact Rhiannon Morgret, Director, Disability Support Services, 150 Pullen Hall; Phone 301-687-4441; Fax: (301) 687-4671; E-mail: rcmorgret@frostburg.edu

ACADEMIC DISHONESTY: Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of material which uses a hypothesis, conclusion, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University of Maryland System. Suspension or expulsion for academic dishonesty is noted on a student's academic transcript.

DETAILED DESCRIPTION OF THE COURSE REQUIREMENTS:

Tests (4) (125 points total)

Each quiz will consist of multiple-choice questions, and short essay questions. Students will have from 5 am till 11:59 pm to access and take the one hour tests.

Tests will be available on Thursdays **June 21, July 5: July 19, August 9 5:00 am- 11:59 pm**. The test may only be opened once. So do not open and start it if you won't be able to finish it at that time. Also you have 90 minutes to take the Test.

THE TESTS ARE TO BE TAKEN WITHOUT NOTES- I'LL PROBABLY NEVER KNOW, BUT YOU ARE ONLY DOING YOURSELF A DISSERVICE BY NOT ALLOWING YOURSELF TO PROPERLY TEST YOUR UNDERSTANDING OF THE MATERIAL, STUDY FOR THE TEST BEFORE YOU TAKE IT.

Team Project: Operating as a FOIA Office (175 points)

Students will simulate a FOIA office and receive FOIA requests to process. Each student will have FOIA requests to process, however each student will have to depend on their teammates to receive the documents they need to process in order to fulfill a FOIA request.

How it works:

1. Each team will receive a FOIA request for documents and a portion of the documents they need to review.
2. Each team will need to review and redact the portion of documents they have, make a digital copy and pass the documents on to the teammate who needs their completed document.
3. Once the team is finished reviewing all of their documents, they must consult with the instructor to ensure that they can release proprietary documents to requesters.
4. Teams will submit records and an official response letter for their final grade.

Case Studies (125 points):

Students will analyze several real-world cases of FOIA processing offices that have a backlog of requests and use business process improvement strategies to develop a plan to reduce their backlog. Case studies will be presented periodically throughout the course to reinforce concepts and deepen your understanding of FOIA and how to make

FOIA processing more efficient.

Discussion Board (75 points):

Every week there will be questions posted on the Blackboard “DISCUSSION BOARD” which everyone **MUST** respond.

There will be discussion board postings every week. Many times there will be multiple discussion posts. Some will consist of just your comments, but most will consist of your comments and then your response to the comments of your classmates. While you must meet the requirements for each post, I encourage you to be as involved and engaged as possible as this is the single largest assessment category. Please be honest, and to the point. There is no need for an extensive, verbose response (unless the topic requires it). Remember, I will be reading each one and I want to encourage the class to read them as well. Conversely, responses such as “I agree, or “good point” are trite and not acceptable. If you agree with a point, that’s fine, but expound and add value to the original point by providing other examples either pro or con.

- Please be honest. If you think a theory is worthless and impractical, please say so and defend your position. Remember, these are theories and not laws. They do not work at all times, with all people, and in all situations. The key thing is to support your position.
- Since online learning is asynchronous, for the purpose of time management the week begins at **12:01 am on Sunday morning** and ends at **11:59:59 pm the following Saturday night**. (except for the last week) All times are Eastern Standard Times.
 - If an assignment requires ONLY YOUR comment- that assignment will be due by **11:59:59 pm (Midnight) on Saturday**.
 - For assignments where you must **POST and COMMENT** on the work of others, **YOUR POST** must be entered by **5:00 pm on Wednesday**. This action will give you and your classmates from Wednesday at 5:01 pm till Saturday at Midnight to comment. Late assignments will not receive credit.
- If a major situation develops where you cannot complete your work on time I encourage you to contact me privately in advance.

There will be clear dates when your posting is due for each post and is included in this Syllabus.

Participation Quality is a function of the quality of your responses-.

Please respond at least at the minimum level and more if you can add value. **Short, logical, concise responses of at least 50 words are preferred.**

Some of the factors considered in evaluating your class participation are:

1. Do your contributions to the class discussion reflect a high level of preparation?
2. Do your contributions to the class experience reflect integration of your coursework to your personal and professional life?
3. Do your contributions enhance the class discussions and exercises?
4. Do your contributions enable others to learn?
5. Are your interpersonal interactions helpful in facilitating your and other class members' learning experiences?

As this is an online class- I expect brief, but proper language be used. The quality of your answers, not the length of them is what is important. In addition, the frequencies of quality responses are important.

Quality and quantity will be evaluated by both the student and the instructor

DISCUSSION BOARD GRADING

Grading for the discussion board will come in 2 parts- 1) did you complete the assignment

2) the quality of your responses. All discussion boards are worth a maximum of 1 point, however some will have you responding while others will have you responding to 3 of your classmates.

Example- if you only need to respond and you do, a score of 1 will appear.

If you did not complete the assignment a score of 0 will appear

If you are to respond and then comment on 3 of your classmates. If you do all 4 parts- then a score of 1 is given, but if you respond but only comment on 2 classmates a score of .75 is given. If you respond but only comment on 1 classmate a score of .50 is given and if you do not comment on your classmates, a score of .25 is given.

Please note if you did the assignment you will still receive a score of 1.

The total number of posts you completed out of the total available at the end of the class will be calculated. Example 27 boards completed/out of 30 total boards =90% completed. This percentage of posts completed will be multiplied by the overall quality of your posts which you will have input in determining.

If you have 90% posts completed with 85% quality, your grade would be 76.5% for participation(90x85)

Everyone should earn a grade of at least an 85% on their posting- This assumes all discussion boards are completed and the quality is at a B level over the length of the course

Unacceptable participation: Student generally ill prepared, minimal or no response when called upon (0-65 points)

Minimal Acceptable Participation: Participating when called upon & being minimally prepared (66-75 points)

Above Average Participation. In addition to MAC, voluntarily entering class discussions, being well prepared, asking thoughtful questions and providing relevant info (76-85 points)

Superior Participation: In addition to AAP, consistently well-prepared questions of both quantity and quality and initiates class discussion. (86-95 points)

Examples of Discussion Board Grading:

Assume total posts = 30

	Posts completed	% posts		Quality	Participation Grade-	Converted
Student 1	30	100	x	.80	= 80	= 160/200
Student 2	24	80	x	.95	= 76	= 152/200
Student 3	22.5	75	x	.85	= 63.75	= 128/200

- **Students MUST participate in EVERY discussion board.**