

Course Syllabus for LIS 7508

Site: [Welcome to LSU Online!](#)
Course: 2021 First Spring LIS 7508 for Tao Jin
Book: Course Syllabus for LIS 7508

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Description



This is the official syllabus for this course. Read it carefully! Click on any of the chapters to jump to the section you want to read. You can print this book by clicking on the link under the Table of Contents.

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Course Logistical Information

Course number and name: LIS 7508 Management of Knowledge-based Assets in Organizations

Catalog course description: Analysis of the nature and uses of knowledge-based assets in organizations; systems for managing knowledge-based assets will be considered in the context of institutions' overall information ecology; examination of the role of librarians and information professionals in organizing and providing knowledge-based assets.

About Your Instructor

Instructor: Tao Jin

Phone: 225-578-1486 (not available for now due to the pandemic)

email address: taojin@lsu.edu

Office hours: Thursdays 1:30-2:30 p.m. (CST)

About This Course

This course is designed to provide you with an introduction to basic concepts, principles, and strategies about knowledge management in an organizational setting.

Knowledge management (KM) is a multidisciplinary field or approach drawing from many subject areas, such as information theory, cognitive science, psychology, management science, organizational theory, complexity science, social network analysis, information technologies, and many more. In this course, we will examine the KM field using the following lenses:

- Knowledge processes and models
- Knowledge capture
- Knowledge taxonomy
- Communities of practice
- Organizational learning
- Intellectual capital

While we introduce and discuss some technological solutions pertinent to KM, we will primarily take a humanities and social sciences approach to examine the field, rather than to ask you to do any programming or coding work.

Assistance and Communication

Requests for support should be directed to the appropriate resources depending on the nature of the support requested. Please review the options below when requesting support for your course.

1. *Content and assignment questions.* If you have questions about course content or about the course in general, please post within the Q & A Forum at the bottom of each module or post in the General Q & A Forum on the course front page. Also, you may interact with me during the office hours or email me directly to seek for help. I will provide answers to your questions as quickly as possible.
2. *Personal progress questions.* If you have questions regarding your course progress, grades, or other issues of a personal nature, you should send me an email. When emailing, please include the course number in the subject of your email (e.g. "LIS 7508 Question").
3. *Technical questions or issues.* If you have any technical problems or questions, email the ITS Help Desk at servicedesk@lsu.edu or call them at (225) 578-3375. Be sure to include your name, course number, and section in your contact.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes (CO)

When you complete this course, you will be able to:

1. Distinguish key concepts, principles, and strategies associated with knowledge management;
2. Appraise major conceptual models, tools, and techniques applied in knowledge management; and
3. Develop solutions to cope with important issues related to knowledge management.

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Knowledge and Knowledge Management in Organizations

1. Differentiate key concepts associated with knowledge and knowledge management (CO1)
2. List the major elements of a KM strategy (CO1, CO2)
3. Critically evaluate the major roles in a KM team (CO2, CO3)

Module 2: KM Processes and Models

1. Explain differences among several key KM Cycle models (CO1, CO2)
2. Distinguish major KM processes (CO1, CO2)
3. Critique several primary KM conceptual models introduced (CO2, CO3)

Module 3: Knowledge Capture

1. Examine fundamental notions related to knowledge capture (CO1)
2. Appraise major techniques used to capture tacit knowledge (CO1, CO2, CO3)
3. Describe major issues and challenges related to knowledge capture (CO1, CO3)

Module 4: Knowledge Taxonomy

1. Outline major taxonomic approaches used to codify knowledge (CO1, CO2)
2. Recognize major steps in taxonomy construction (CO1, CO3)
3. Develop a knowledge taxonomy in a given area (CO1, CO2, CO3)

Module 5: Communities of Practice

1. Describe key components of a community of practice (CO1)
2. Select appropriate tools and techniques for knowledge sharing (CO2)
3. Design a CoP-oriented tool to facilitate knowledge sharing (CO1, CO2, CO3)

Module 6: Organizational Learning

1. Define key concepts related to organizational learning (CO1)
2. Identify benefits and shortcomings of major knowledge application approaches (CO2)
3. Discuss major issues in organizational learning (CO2, CO3)

Module 7: Intellectual Capital

1. Distinguish key concepts related to intellectual capital (CO1)
2. Identify major approaches used to measure intellectual capital (CO2)
3. Examine important issues related to intellectual capital (CO1, CO2, CO3)

Materials and Resources

Required Materials

The following textbook is required for this course:

1. *Knowledge Management in Theory and Practice (Third Edition)* by Dalkir, Kimiz. 2017. Cambridge, MA: The MIT Press.

ISBN: 978-0262036870

Technical Information

Moodle runs on Windows, Linux, iOS, Android, or any device with a web browser. For information on browsers, please visit the LSU [ITS Web Browser Recommendation](#) page.

Google Chrome and Firefox are the recommended browsers for Moodle 3.7 at LSU. We also recommend that you have Adobe Flash installed and enabled, and that Javascript is enabled.

Printing Your Course Material

Use one of the following methods to print module content:

- See [printing options using Firefox](#)
- Use the print commands in Moodle to print full books.
- Embedded PDFs contain printing functionality.
- Select Ctrl + P from your computer's keyboard.
- If you have added a print icon shortcut on your browser's toolbar, click the icon to print content.

Grading Scale and Course Work

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions! Please note that all due dates and times are in Central Standard Time (CST) in US & Canada.

Remember that this course covers an entire semester of work or the equivalent of a classroom course lasting *fifteen* weeks. It means that each module requires approximately at least one week of course work and the same time and effort on your part. It may also help you to think in terms of credit hours, as this course is designed to deliver the same amount of material as an equivalent brick-and-mortar class. For each credit hour, you should expect to put in two to three hours of outside work, or six to nine hours per week.

That being said, each module requires a minimum of approximately *twelve* to *thirteen* hours of in-class work (viewing and completing activities in Moodle) and approximately *six* to *seven* hours of out-of-class work (readings, research, and study time). This means you will complete approximately *nineteen* hours of total work per week.

Special note:

Federal Financial Aid regulations require the confirmation of attendance in order to students to receive financial aid. In this course, this is achieved by documenting student completion of an academic activity by the last day to add courses for credit or change sections, which is usually the fifth day of class. This activity is designated "AEA" in Module 1. Failure to complete this activity within this time period may result in a delay in the disbursement of financial aid funds.

Grade Breakdown and Grading Scale

There are six components to your course grade. The grade breaks down as follows:

- Quizzes (one per module from Module 1 throughout Module 6, six in total)
- Class Discussion Forums (four in total)
- Knowledge Taxonomy Exercise (one in total)
- CoP Design Exercise (one in total)
- Concept Map Exercise on Intellectual Capital (one in total)
- Final KM Project: A Case Study (one in total)

Total = scores weighted by the following predetermined percentages.

Grade Breakdown

| Assignments | Grade Percentage |
|--|------------------|
| 6 Quizzes (5% for each) | 30% |
| 4 Class Discussion Forums (6% for each) | 24% |
| Knowledge Taxonomy Exercise | 10% |
| CoP Design Exercise | 10% |
| Concept Map Exercise on Intellectual Capital | 10% |
| Final Project: A KM Case Study | 16% |
| | |
| Total | 100% |

Grading Scale

The following grading scale applies:

- 97%–100% = A+
- 93%–96.99% = A
- 90%–92.99% = A-
- 87%–89.99% = B+
- 83%–86.99% = B
- 80%–82.99% = B-
- 77%–79.99% = C+
- 73%–76.99% = C
- 70%–72.99% = C-
- 67%–69.99% = D+
- 63%–66.99% = D
- 60%–62.99% = D-
- 0%–59.99% = F

Quizzes

Each module from 1 to 6 contains a short, ten-question quiz that will test your knowledge about the materials provided in the module. These quizzes will include multiple choice and/or true/false questions. They will be due at the end of each corresponding Thursday in that week. Each quiz is worth 5 points (or 5% of the whole grade).

The quizzes will be timed and you must complete them within 20 minutes. You are allowed to take each quiz with only one attempt.

The quiz will be automatically graded, and you will see your score after you complete and submit it. You will also be able to review your answers when you are finished.

Class Discussion Forums

The instructor will design and post a series of class discussion forums, which help you explore some hot topics related to the learning materials and deepen your understanding. Therefore, you should finish your assigned readings prior to engaging in these forums.

The class discussion forums are a highly interactive component of this course. You will have chances to make any comments about the instructor’s postings, and fellow classmates’ ideas and work. Disagreement and challenge can be useful, but I hope that if a controversy arises, all parties involved should proceed nicely. To maintain a healthy and professional discussion atmosphere, everybody is expected to keep the conversations civil, constructive and respectful of all class members at all times.

In many, if not most cases, a good discussion post will address the discussion prompts fully, draw on relevant literature, and incorporate personal reflections, experiences and constructive suggestions if applicable. Such a post should be at least 350 words. Short comments, such as “this looks great”, “I agree”, or “me too”, do not count as a fully fleshed out post/response. If within one post the 350 words requirement cannot be fulfilled, the student can make multiple responses to meet the minimum.

A student is not required to respond to other students’ post(s). The discussion grading will primarily be based on the student’s original post(s). However, responses to other students’ posts are encouraged and will be seen as positive contribution to this class activity, which may possibly deserve bonus points awarded to the final grade of the course.

Usually the class discussion forum will be due before midnight on a Sunday evening. You will have almost an entire week to finish it.

Overall, I am more interested in the quality than the quantity of your postings. When I assess your performance on a class discussion forum, I will use the following grading rubric unless otherwise specified:

| | Excellent: Exceptional Achievement | Good: Extensive Achievement | Satisfactory: Acceptable Achievement | Poor: Minimal Achievement | Not Acceptable: Inadequate Achievement |
|--|---|---|--|---|---|
| 1. Number of Words: What the student contributes fulfills the word-count requirement set in the syllabus (>=350 words) | What the student contributes is significantly beyond the minimum requirement and also keeps a concise manner. | What the student contributes is significantly beyond the minimum requirement. | What the student contributes is above the minimum requirement. | What the student contributes just fulfills the minimum requirement. | What the student contributes is below the minimum requirement. |
| 2. Completeness: Have all the required elements in the original discussion prompt been addressed? | All of the required elements in the original discussion prompt are fully and efficiently addressed in a balanced way. | All of the required elements in the original discussion prompt are fully addressed in a balanced way. | All of the required elements in the original discussion prompt are adequately addressed. | All of the required elements in the original discussion prompt are superficially addressed. | Not all of the required elements in the original discussion prompt are addressed. |
| 3. References: Has the student referred to any relevant literature? | The student has provided more than three relevant references and at least one of them is other than the assigned reading. | The student has provided three relevant references and at least one of them is other than the assigned reading. | The student has provided two relevant references and one of them is other than the assigned reading. | The student has provided one relevant reference. | The student has not referred to any relevant literature. |

| | Excellent: Exceptional Achievement | Good: Extensive Achievement | Satisfactory: Acceptable Achievement | Poor: Minimal Achievement | Not Acceptable: Inadequate Achievement |
|---|--|---|--|--|---|
| 4. Comprehension about topics: The student's posts are demonstrative of her or his comprehension about the topic(s) under discussion. | The student's posts reflect that she or he has comprehensively understood the topic(s) under discussion, and provided relevant insights. | The student's posts reflect that she or he has comprehensively understood the topic(s) under discussion. | The student's posts reflect that she or he has adequately understood the topic(s) under discussion. | The student's posts reflect that she or he has superficially understood the topic(s) under discussion. | The student's posts do not reflect that she or he has understood the topic(s) under discussion. |
| 5. Critical thinking: The student's posts are demonstrative of her or his critical thinking ability. | The student's posts reflect that she or he has done a sufficient, objective, and balanced analysis and/or evaluation on the question(s) in the original discussion prompt. | The student's posts reflect that she or he has done a meaningful analysis and/or evaluation on the question(s) in the original discussion prompt. | The student's posts reflect that she or he has done an adequate analysis and/or evaluation on the question(s) in the original discussion prompt. | The student's posts reflect that she or he has done a minimal but superficial analysis and/or evaluation on the question(s) in the original discussion prompt. | The student's posts do not reflect that she or he has done any analysis and/or evaluation on the question(s) in the original discussion prompt. |
| 6. Quality of writing: Do the student's posts have minimal number of grammatical errors, a well-organized structure, and coherent flows of ideas? | The student's posts have no grammatical errors spotted, are well structured, and with cohesive and coherent flows of ideas. | The student's posts have minimal grammatical errors spotted, are well structured, and with cohesive and coherent flows of ideas. | The student's posts have a number of grammatical errors spotted, are with an acceptable structure and flows of ideas. | The student's posts have quite a few grammatical errors spotted, and are with a loosely designed structure and flows of ideas. | The student's post(s) have numerous grammatical errors, an obvious structural problem, and badly presented flows of ideas. |

Knowledge Taxonomy Exercise

Taxonomy usually refers to a hierarchical classification scheme used to organize content in a subject matter domain. The process of building a knowledge taxonomy involves not just the creation of the classification scheme, but also the development of a controlled vocabulary, where a limited set of authorized terms is to be used in indexing documents. In this assignment, you will be given a scenario to develop a knowledge taxonomy. The students will be expected to use various knowledge taxonomy principles and techniques to complete the project. More details of this project will be available when it is formally distributed. Supplemental readings will be provided, too.

Purpose of the Assignment

The purpose of this assignment is to prompt you to apply those principles and techniques acquired from the class to develop a knowledge taxonomy in a given situation.

Directions

Click on the assignment title in Module 4, where you will find detailed instructions for completing and submitting your assignment.

Due Date

This assignment takes up 10% of the whole final grade of the course. It will be due at 11:59 PM of February 8, 2021 (Monday) in Central Standard Time.

Grading Table

| | Assignment Criteria | Maximum Points |
|---|--|-----------------------|
| 1 | Completeness of the submission (the extent to which the required components are addressed accurately and completely) | 2 |
| 2 | Quality of the taxonomy created/built (using such criteria as selection of terms, inter-term relationships, overall structure and design, and conciseness) | 5 |
| 3 | Quality of the report writing (the extent to which you use a precise but succinct language to reflect how the taxonomy was developed; the extent to which you organize the report in a logical and coherent manner; the extent to which you employ correct spelling, punctuation, and grammar) | 3 |
| | | Total: 10 |

CoP Design Exercise

You will be given a hypothetical situation in an organization, where a Community of Practice (CoP) strategy could be a solution. Supposedly, you are a member of a KM professional team and are assigned to prepare a business proposal to deal with the problem.

Purpose of the Assignment

The purpose of this assignment is to apply what you learned from Module 6 to design a CoP-oriented solution to address a series of KM issues that the organization faces.

Directions

Click on the assignment title in Module 5, where you will find detailed instructions for completing and submitting your assignment.

Due Date

This assignment takes up 10% of the whole final grade of the course. It will be due at 11:59 PM of February 14, 2021 (Sunday) in Central Standard Time.

Grading Table

| | Assignment Criteria | Maximum Points |
|---|---|-----------------------|
| 1 | Completeness of the proposal (the extent to which the required components are addressed accurately and completely) | 2 |
| 2 | Quality of writing (the extent to which you use simple and precise language to write this proposal; the extent to which you organize the proposal in a logical and coherent manner; the extent to which you employ correct spelling, punctuation, and grammar). | 3 |
| 3 | Quality of analysis (the extent to which the proposal is thoughtful, thorough, and well justified; the extent to which the proposal demonstrates your understanding about CoP concepts and principles, as well as your critical thinking skills) | 5 |
| | | Total: 10 |

Concept Map Exercise on Intellectual Capital

A concept map is a type of metacognitive tool for identifying, organizing, and representing a group of related concepts. It uses concept and semantic mapping techniques to tap into someone's cognitive structure, externalize concepts and propositions, and construct conceptual models. For this assignment, you are asked to create a concept map about the notion of intellectual capital. The concept map must be accompanied with a 2-page justification and a bibliography citing sources used to generate this map.

Purpose of the Assignment

The exercise aims to help you better understand the concept of intellectual capital and apply the concept analysis technique.

Directions

Click on the assignment title in Module 7, where you will find detailed instructions for completing and submitting your assignment.

Due Date

This assignment takes up 10% of the whole final grade of the course. It will be due at 11:59 PM of February 25, 2021 (Thursday) in Central Standard Time.

Grading Table

| | Assignment Criteria | Maximum Points |
|---|---|-----------------------|
| 1 | Overall presentation of the concept map (Is the concept map displayed within one page? To what extent does the concept map look neat? To what extent is the concept map clearly legible?) | 3 |
| 2 | Completeness and fulfillment of the required elements (To what extent does the concept map show a cognitive/conceptual structure of the notion understudy? To what extent does the work demonstrate that you have used any concept analysis and/or semantic networking techniques?) | 4 |
| 3 | Quality of the justification (the extent to which the justification is written thoroughly, consistently, and adequately) | 3 |
| | | Total: 10 |

Final Project: A KM Case Study

Case study is a typical learning method widely used in the management field. A business case could be a story about one or multiple organizations, as well as individuals in the organizations. It can be a successful story to highlight a best practice; or, it can be a failure to prompt people to learn a lesson. In the KM field, we have seen how important an organization learns during its growth process. Simply put, a case study is an excellent tool for us to learn, practice and sharpen our reasoning and analytical skills in identifying and solving problems related to KM.

Purpose of the Assignment

This is a summative assessment activity that will evaluate what you have comprehended about the materials provided by the course and apply them to solve any identified KM issues.

Directions

This assignment will be distributed in Module 4, where you will find detailed instructions on how to complete and submit your project.

Submission Guidelines

I will provide a real case that occurred in a major organization and ask you to analyze from a KM perspective. The case may manifest with multiple issues and problems. You will need to apply what you have learned from this course to systematically examine and diagnose what the real problems are and propose solutions to improve the situation. In addition to the case study report that you should submit, you will also be required to develop an executive summary presentation.

Grading Table

| Assignment Criteria | Maximum Points |
|---|----------------|
| Completeness of the case analysis report (the extent to which the required components are addressed accurately and completely) | 3 |
| Quality of writing (the extent to which you use simple and precise language, organize your report in a logical and coherent manner, and employ correct spelling, punctuation, and grammar). | 4 |
| Quality of analysis (the extent to which the response is thoughtful, thorough, and demonstrating your critical thinking skills) | 6 |
| Executive summary presentation | 3 |
| Total: | 16 |

Course Policies

The following policies apply throughout your enrollment in this course. For specific questions about these policies, please contact either your instructor or the appropriate office listed in the subchapters.

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Your active engagement in discussion forums or other required class activities plays an important role in succeeding in this course.

Timely communication is an e-learning best practice. Check your LSU email and the News and Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor or classmates. Contact the instructor in advance if you are going to miss an assignment or turn in work late. This will give the instructor sufficient time to allow for discussing an alternative schedule.

Incomplete Work and/or Zero Grades

Written assignments are due by the due dates announced each week. Assignments are turned in online and are due at midnight of the due date. No late assignments will be accepted. Students will not be allowed to repost assignments that are incomplete or missing files.

Academic Integrity

Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the [LSU Code of Student Conduct page](#).

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



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Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.