

**Information Literacy Across the Curriculum  
Request for Proposal for an  
Information Literacy Module  
Submission Form**

Discipline Faculty Name\_\_\_\_\_Jane Murtaugh\_\_\_\_\_

Librarian Name\_\_\_\_\_Judy Wagner\_\_\_\_\_

Your Division\_\_\_\_\_Business & Technology\_\_\_\_\_

Your Associate Dean\_\_\_\_\_Karen Randall\_\_\_\_\_

Module/Activity Title\_Managers & Their Environment – A Real World Analysis\_\_\_\_\_

**Project Description**

1. Write a brief description of the module that you are proposing (please attach the description if submitting by writing).

Students who study management are typically presented with a wide variety of concepts and definitions, including the primary functions of planning, organizing, leading, and controlling; various types of leadership style models; and the internal and external forces which impact the manager's environment. What is typically missing in most management courses is the opportunity for students to apply these theoretical concepts to real-world companies that operate in the actual business world.

In this proposed project, students will be placed in groups of two, with each group assigned two companies to analyze. One of the assigned companies will be from the year's list of "most admired" companies and the other from the "least admired" category. Students will compare and contrast the two companies, analyzing each firm's leadership style and the way in which top management functions within the strengths, weaknesses, opportunities, and threats of its internal and external environment. Each group will evaluate their 'best' and 'worst' companies in terms of actual management concepts they have been studying.

This project will also give the students the opportunity to use a variety of print and electronic resources to evaluate their companies. Specific times will be set aside for group sessions with the Business Librarian to introduce the students to these resources. In addition, Judy will work individually with those students who need additional assistance with their company analysis. Students will be introduced to reference books in the business area which focus on the environment and industry in which companies operate. They will also use the business databases to find magazine and newspaper articles about the company and its leadership. Company publications including the annual report and the company web site will serve as resources as well.

A major focus of the Library orientations will be on the process of how one goes about evaluating print and electronic information that is available about companies in terms of reliability, usefulness, and point of view. Students in their final projects will be expected to not only analyze and evaluate their companies' management environment but also to analyze and evaluate the resources they used to research their companies.

The final project will give the students an opportunity to develop both their written and presentation skills. A written analysis will be submitted by each group including an annotated list of citations. In addition, students will make oral presentations to their colleagues, summarizing the findings of their research.

2. In addition, please answer these questions:

- What are the student learning outcomes for the module?
  - Students will refine their topic, focusing on planning and leadership aspects of the subject or company they are researching.
  - Students will use selected print and electronic business resources of the Library both on-site and remotely under the tutelage of the librarian and faculty member.
  - Students will organize and synthesize retrieved information and compile a written report.
  - Students will give an oral presentation to the class, summarizing the findings of the written report.
  - Students will accurately cite their sources and include an evaluative abstract for each citation in their bibliography, documenting its reliability and usefulness.

- In what other ways will your module benefit your students that are particular to your course and/or discipline?
  - Students will be able to describe the critical forces in an organization's environment.
  - Students will be able to articulate the role of the managerial environment in management decisions and effectiveness.
  - Students will be able to indicate how forces within the managerial environment affect business operations.
  - Students will be able to define leadership and discuss its importance for organizations.
  - Students will be able to discuss how leadership fits the organizational situation and the resulting leader behaviors.
  
- What are the main learning activities of the module?
  - Course discussions
  - Student reading
  - Course orientation session at Library with Judy Wagner
  - On-going application of course content to module
  - Group interaction of students
  
- How will you assess student learning?
  - Students will compile a written report, oral presentation, and evaluative abstract of sources and citations. Jane Murtaugh will grade the written report and oral presentation. Judy Wagner will grade the evaluative citation abstracts.
  
- How many students do you expect to enroll in the course that includes this module (per quarter or per year)?
  - In spring 2006, I will be teaching MGT 210, Principles of Management, to approximately 32 students. This module will be implemented during this class. See next question for additional exposure of the module above and beyond my section.

- How will your module benefit your faculty colleagues and their students?
  - MGT 210, Principles of Management, is offered each quarter/semester in multiple sections taught by multiple Business/Management/Marketing faculty. My intent is to share the module with my full and part-time colleagues so that additional students will also have the experience of analyzing and applying this critical information. Typically 4 classroom sections are offered each quarter/semester. The course is also taught online, in the Simulation, and CIL.

3. Please provide any additional information that you think would persuade the selection committee to approve your module.

The Business/Management/Marketing faculty has previously implemented a set of sample information literacy projects for our BUS 100 students. These projects are utilized by a variety of both full- and part-time instructors. Our mechanism for sharing modules of this type is in place.

The Department full-time faculty meet with Judy Wagner throughout the academic year and most recently in our December 2004 session, spent much time strategizing how to further spread information literacy throughout our curriculum. This proposed project is an off spring of that session.

The Department has an annual fall and spring part-time faculty dinner which offers a forum for interaction and sharing between our part- and full-time faculty members. This module would be shared as well.

### **Support Required**

- What support do you anticipate needing in order to successfully complete this module/activity, such as clerical or technical support, specialized support (graphics, video, sound programming)?
  - None in these areas are required. Judy Wagner and I will work together in formualting the module.
- What special training will you need in order to complete this module?
  - No special training is needed for developing and completing the module.

### **Module Delivery Method**

Where will your module be taught? Check all that apply.

Classroom                       C.I.L.                       Online

## Signatures

***Please acquire the signatures below before submitting your proposal.***

We believe this project would make a worthy contribution to the educational mission of the College of DuPage.

Discipline Faculty \_\_\_\_\_ Date \_\_\_\_\_

Library Faculty \_\_\_\_\_ Date \_\_\_\_\_

Dean of Library \_\_\_\_\_ Date \_\_\_\_\_

Dean of Division \_\_\_\_\_ Date \_\_\_\_\_