SI 699: SPECIAL PROJECTS IN LIBRARIANSHIP AND ARCHIVAL PRACTICE
Winter 2021 | Mondays, 8:30 - 11:20am | Zoom - LAST UPDATED 1/24/2021
This is a living document and will be updated throughout the course of the semester. I'll let you know via email, class announcement, and/or the class agenda if I do this.

Faculty

Kristin Fontichiaro, font@umich.edu

4427 North Quad (working virtually this term)

734.647.3593

Book an appointment at http://bit.ly/officehours-kf | Email me if the available times do not work.

Office hours are a way for us to chat about the course, your concerns, questions you have, jobs you're interested in, or anything else that's on your mind. While this course is virtual, I am available for face-to-face appointments with health protocols in place as needed. Please allow 24 hours for email response during the week, longer during travel/weekends. If you do not hear back within that time frame, it will not offend me if you reach out again -- we're all living in unusual times with large inboxes! Be mindful of the five-minute guideline: if it will take me more than five minutes to answer/explain something, please book an appointment instead.

Course Management System

http://canvas.umich.edu

Zoom Invitation

https://umich.zoom.us/j/91602364740

Meeting ID: 916 0236 4740

Passcode: si699

Phone only: +1 312 626 6799 US (Chicago)

Additional connection options available via Canvas > 699 > Zoom

Email address if you wish to contact the entire class

si699winter2021@umich.edu

Course Description

This is a project course in which you will synthesize your previous coursework in accomplishing real-world professional goals. It differs from other UMSI courses because the focus is on application of that synthesized knowledge, not on acquiring new knowledge. This course provides an in-depth capstone experience to those pursuing careers in librarianship and/or archival practice. Based on skills, experiences, and knowledge developed in prerequisite courses, you (alone or with a partner) will assume primary responsibility for planning, carrying out, and evaluating a significant project of approximately 100 hours that aligns to one or more of these professional themes: **collections:** projects related into materials selection, processing, metadata, cataloguing, weeding, and/or outreach; **instruction, programs, or events:**

projects about the planning, facilitation, project management, marketing, and/or evaluation of formal and informal learning activities or community events; and **community engagement and partnerships:** projects that assess community needs, identify service gaps and opportunities, seek and nurture new relationships with partner organizations or communities. Work will be conducted in collaboration with a mentor within a professional organization. In *very rare cases*, projects may be proposed to be conducted without a mentor in the field. Class meetings provide opportunities for feedback from peers and the instructor and engagement around current issues facing the information professions. To maximize the growth and impact of your project during this semester, you will work with the instructor in the semester leading up to the course to identify relevant prerequisite courses and select a project focus.

Learning Objectives
1. Design and update a project timeline and other project management documents;
2. Develop effective and professional working relationships with clients;;
3. Engage effectively and professionally in project-based work in librarianship or archival practices to meet mutually-negotiated client deliverables;
4. Communicate project status, challenges, solutions, and expectations effectively to classmates, peers, and clients;

Format
As a UMSI mastery course, the primary role of class time is to seek feedback, peer review, mini-lessons, and support from the instructor and colleagues. The focus is on applying skills learned prior to this class, not on acquiring new skills. Special attention will be given to creating a good match between client project and student.

Texts
This is a project course in which you will synthesize your previous coursework in accomplishing real-world professional goals. It differs from other UMSI courses because the focus is on *application* of that synthesized knowledge, not on acquiring new knowledge. That being said, in the course of completing your project, the instructor may assign readings to specific project teams to fill gaps in knowledge, provide additional or advanced information, surface existing work upon which a project can build, and/or offer alternative points of view. You should also expect occasional readings related to current issues relating to the work of librarianship or archival practice based on issues that arise in discussion or in professional news.

Guidelines for Dialogue (adapted from the U-M Program on Intergroup Relations, or IGR)
We are living in very complicated social, technological, economic and political times, and these tensions and concerns necessarily impact how our work, professional identity, service mindset, and professional conversations unfold. These guidelines are designed to help us

engage with difficult content in a way that is respectful of all.

1. **Confidentiality.** We want to create an atmosphere for open, honest exchange.
2. **Our primary commitment is to learn from each other.** We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. **We will not demean, devalue, or "put down" people** for their experiences, lack of experiences, or difference in interpretation of these experiences.
4. **We will trust that people are doing the best they can.** We will try not to "freeze people in time" but leave space for everyone to learn and change through our interactions with one another.
5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. **Speak your discomfort.** If something is bothering you, please share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities. If someone says you have said something hurtful, 1) validate that you have heard them; 2) apologize; 3) do the work to make it better (without leaning on the hurt person to coach or teach you how to make it better). Resources like Laura Elgas and Sarah Argiero Regan in Student Services and Judy Lawson's office can be helpful sounding boards.
7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
8. **Stay connected to others' ideas.** Many times, we make sense of ideas by connecting them to our own experiences. This is a great way to integrate new knowledge. However, be thoughtful that when doing so in class discussion, you do not accidentally shift the spotlight onto yourself and away from the original flow of conversation.If you share an idea from your own experience, for example, conclude with a statement connecting your idea back to the flow of conversation.

<div align="center">

THE FINE PRINT

</div>

Accommodations for Students with Disabilities
You are here because you have a track record of accomplishments. If you think you need an accommodation for a temporary or permanent disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to determine appropriate accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide in as confidential a manner as possible. If you have needed accommodations in former coursework, please don't wait until you are struggling to get this paperwork jumpstarted.

"Assume Goodwill"
This is a tough time to be going to grad school. Our local Skyline High School adopted "assume goodwill" as a mantra when it first opened, and it's one I'd like us to use as well. I'm going to assume the best when you need an adjustment, and I hope you will do the same when I do. I hope you see this approach reflected in the policies throughout this document.

Attendance
You are going to get more out of the course and build a stronger network with your colleagues when you show up for class. Please make every attempt to be here and to participate. That being said, *reach out ASAP if you are running into challenges so we can make an alternate plan as needs arise*. Your health is the top priority! Zoom camera use is optional but does facilitate our ability to communicate with body language. Some computers will also allow you to use [Zoom's Virtual Background tool](#) that can let you -- but not your Zoom room! -- be seen. You should expect to participate via audio.

Collaboration
UMSI is a professional school, and many assignments are completed in diverse learning groups to mirror the kinds of real-world collaborations that will occur in your future workplaces. UMSI strongly encourages collaboration while working on some assignments, such as homework problems and interpreting reading assignments as a general practice. Active learning is effective. Collaboration with other students in the course will be especially valuable in summarizing the reading materials and picking out the key concepts. You must, however, write your homework submission on your own, in your own words, before turning it in. If you worked with someone on the homework before writing it, you must list any and all collaborators on your written submission. Each course and each instructor may place restrictions on collaboration for any or all assignments. Read the instructions carefully and request clarification about collaboration when in doubt. Collaboration is almost always forbidden for take-home and in class exams. Be mindful that the instructor will be looking carefully at group tasks to assess that all group members are contributing fairly to the whole and reserves the ability to assign individual grades for each task if needed.

Computers in Class
A remote class, by nature, means having constant access to your computer, smartphone, or tablet during class. Please do your best not to multitask during class. Zoom classes make it so easy to distract yourself! U-M's Center for Research on Learning and Teaching (CRLT) has found that having your laptop open for non-class purposes correlates with lower academic achievement. In an effort to promote equity and student comfort, you are not required to turn your camera on for class.

Diversity
Diversity in its many forms matters at UMSI, and group work gives you opportunities to develop interdependence and draw on many skill sets. The class discussion guidelines, readings, and activities will help us all progress on a journey toward more equitable services, interactions, and opportunities for all. For more on the UMSI diversity statement, please visit

https://www.si.umich.edu/aboutsi/diversity-school-information .

Email
I strive to respond to each email within 24 hours; however, emails sent over the weekend may have a longer response time. Because everyone at UMSI gets a lot of email and has various strategies for filtering and sorting it, please use your U-M email address when you correspond and include "SI 699" in your subject line. Also keep in mind that while email is great for one-way communication like announcements or questions that can be answered in a few words, it is not ideal for extended or complex responses, which can be answered more effectively via office hours or appointments.

Guide to Being Not-Rich at U-M
Graduate school is expensive, and there are many resources, services, and strategies that can help you thrive here. From work-study jobs to textbooks, study abroad to clothing needs, check out the student-crowdsourced "Being Not-Rich at U-M" guide here: https://docs.google.com/document/d/1Ou-AelCrAg6soUJVbiviKAGBGF276w-UBlw-eMigwOA/edit .

Grades
There are no weighted assignments this semester -- we are doing a straight accumulation of points to calculate an average. Hopefully, that will make it easier for you to eyeball where you stand in the class. Assignments are listed in Canvas and on the syllabus. You will be able to track your task grades in Canvas, which also contains a grade breakdown. Letter grades and their corresponding definitions are consistent with MSI Master's Handbook on the UMSI Intranet. Assignments are due Monday evenings at the start of class (5:30pm). Ideally, assignment deadlines help you pace yourself through the course, and in normal times, we would prioritize timeliness as an admirable professional trait.

However, due to the unpredictable nature of the COVID-19 virus, **you automatically receive a free, no-questions-asked two-day extension for all but the poster session without needing to request permission.** Extensions beyond that may be requested and reviewed based on circumstances. After the 48-hour grace period expires, the instructor reserves the right to give a two-point deduction for each day that an assignment is turned in late, including weekends, unless prior arrangements or health circumstances have been discussed. Please do not interpret these extensions as *encouragement* to get behind in class: This semester moves quickly, so try not to rely on the extended deadlines. Each assignment is explained in detail in the Assignments section of the course Canvas site.

I plan to return all graded assignments within two class weeks. Students who wish to appeal their grades may do so within 48 hours of an assignment's return; please know that re-evaluation of work may result in one of three outcomes: no change in grade, a better *grade, or a lower scor*e.

The Master of Science in Information (MSI) and the Master of Health Informatics (MHI) degree programs will follow the following grading policies for the 2020-2021 academic year:

- The regular A+ through C- grading system will be maintained.
- Students who earn D or E grades will receive a "No Record Covid (NRC)." Students receiving an NRC will be able to request that it be converted to a letter grade. Details will be forthcoming about the process to convert to letter grades.

Withdrawals: UMSI will also continue its flexible withdrawal policy, allowing students to withdraw from a course without a "W" appearing on the official transcript at any time up until the last day of classes (Note: that is October 16, 2020 for the first seven-week session courses and December 8, 2020 for the second seven-week session courses and full term courses in Fall 2020 and March 5, 2021 for the first seven-week session courses and April 20, 2021 for the second seven-week session courses and full term courses in Winter 2021.) Students may decide to withdraw from all courses (term withdrawal) through the last day of classes, without any "W"s appearing on the official transcript. However, there will be a statement on the official transcript indicating a term withdrawal.

Help on Campus
Michigan students have many on-campus centers that provide guidance (sometimes one-on-one) and support at no cost for academic and personal concerns. They are a great way to extend your support network; some more popular resources are the following. Of course, your instructor can also help.
- Sweetland Writing Center (1st floor, North Quad) can help with craft. Sign up for a free one-on-one online coaching session!
- MLibrary's librarians can help with research, sources, and citation. The UMSI library liaison is Rebecca Welzenbach; she is a UMSI alum who is familiar with the kinds of projects happening across UMSI. Consider booking an appointment with her or sending her an email to ask your questions!
- MLibrary's ScholarSpace can help you gain fluency in tech tools and their use.
- ITS is the campus information technology (IT) department when you need help, access, tutorials, etc.
- The Knox Center Adaptive Technology Computing Center can help with text-to-speech or other accessible computing needs.
- The Shapiro Design Lab on the first floor of Shapiro Undergraduate Library can help with design, 3D printing, digital humanities, and other projects. Check their site for details on offerings during COVID.

Illness
Our virtual class format facilitates attendance even if you are under the weather. However, should you become too ill to attend virtually, please get in touch with me and with UMSI Student Services so we can work out a plan with you to make up for class, adjust assignment deadlines, etc. Your health is your top priority! Please keep a 6-foot distance from others whenever possible, meet outdoors when possible, wear a mask, work in well-ventilated areas and wash your hands regularly.

Mental Health and Wellbeing
Please do not wait until you feel underwater in a class -- help is available! The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays. You may also consult University Health Service (UHS) at (732) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. Since many students are remote during fall 2020, CAPS COVID-19 Support features SilverCloud, an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: http://umich.edu/~mhealth/

Non-Disclosure Agreements and Intellectual Property
Please note that the clients of some projects require all students working on that project to sign an NDA and/or IP agreement. The terms of this agreement can vary from just allowing the client to continue work on the project after the course is over to signing away all rights to royalties and the use of any patent. It is each student's responsibility to read these agreements and ask questions prior to selecting a project. Non-disclosure agreements may require you to keep the information you obtain about the client's products and the project confidential for a specified period of time.

UMSI discourages organizations from using NDA and IP agreements; however, some organizations choose to utilize such documents and require students to agree when working on a project associated with their products or data. You have the right to ask to not be assigned a project that has an NDA or IP agreement associated with it.

By selecting one of these projects, you are agreeing to the terms of the IP/NDA contract, even before signing the contract. You are strongly encouraged to read the IP/NDA agreements associated with your project as soon as it is available to you. If you have already signed any sort of agreement with a future employer or a past employer, you may want to consider these agreements and contracts when indicating a preference for your BSI Capstone project.

If you have questions about the agreement, please talk to the project sponsor or Drew Bennett, Associate Director of Licensing, Software, Mobile and Digital Technologies at the U-M Office of Technology Transfer ((734)615.4004, andbenne@umich.edu).

Faculty are not responsible for your NDA/IP agreements. These agreements are signed between student teams and the project organization. Faculty are able to be consulted with regarding these documents but are not legal professionals.

Intellectual Property Disclosure: Information exchanged in class is in the context of the course itself. Students who have signed a contract with intellectual property restrictions need to acknowledge that certain project information is required to be kept confidential amongst the project participants and not discussed in a classroom or public context.

Plagiarism and Synthesis
Your work – both individual and team tasks -- should have a strong sense of unique thinking; that is, it should transcend merely stringing together sentences and thoughts expressed by others, and your own synthesis should be evident in your work. All written submissions must be your own, original work. Original work for narrative questions is not mere paraphrasing of someone else's completed answer: you must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session. Largely duplicate copies of the same assignment will receive an equal division of the total point score from the one piece of work. You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copyediting assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the MSI student handbook available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism. Said differently, I am looking for *your* perspective on the profession, supported by evidence you gather from others. Please cite your work using a citation format of your or your group's choice (e.g., MLA, APA, Chicago, Turabian, etc.). If you need assistance with this, both MLibrary and Sweetland Writing Center provide significant support.

Pronouns and Gender Identity
I encourage you to share your preferred pronouns in Wolverine Access ([directions here](#)) and in class and to nudge us if we don't get it right.

Questions?
Please ask. We're all in this together.

COURSE SCHEDULE

Note: Dates and topics are tentative and may be adjusted to better respond to student needs and unforeseen circumstances. Any schedule changes will be posted in Canvas, shared via email, and announced in class. Additional resources will be found in Canvas, including links to assignment details and resources.

Class	Class Topic	Readings to Prepare for Today (articles are posted in Canvas unless a URL is provided)	Assignments Due Today
1/25 #1	Introduction; course overview Clients and projects PEERRS & Problem Statement	n/a	**Task 0: Take client preference survey by 11:59 on January 25.**
2/1 #2	Writing Warmup Discussions of Problem Statements Overview of Project Timeline and Work Plan	General client agreement sent by ELO and agreed to by clients Guidelines for virtual work (also sent by ELO and agreed to by clients)	**Contact client ASAP after being matched and bcc font@umich.edu and umsi.client.engagement@umich.edu** **Claim a week to lead discussion at Canvas > 699 > Pages > Discussion** **Task 1: PEERRS Certifications** **Task 2: Problem Statement** Optional: Register for a course at the Ginsburg Center
2/8 #3	Peer Conversations around the readings "What could go wrong?" activity re: PoW and Timeline *continued*	Video assigned by peer facilitators: Libraries and the American Dream | Annie Norman | TEDxWilmington (9:14)	**Task 3: Project Plan of Work and Timeline**

SI 699: Capstone Projects in LIS and ARM • Fontichiaro • Winter 2021 • subject to change to better meet learning needs

	Group meetings with Kristin & group work time		
2/15 #4	Peer Conversations around the readings Round robin updates Mini-lessons/discussions as needed Group meetings with Kristin & group work time	Readings assigned by peer facilitators	**Task 4: Project Update**
2/22 **NO CLASS - USE THIS TIME TO CATCH UP WITH YOUR GROUP**			
3/1 #5	Peer Conversations around the readings Round robin updates Mini-lessons/discussions/ in-class work time as needed	Readings assigned by peer facilitators	**No late work from Weeks 1-4 accepted past this date without prior arrangement** **Task 5: Project Update**
3/8 #6	Peer Conversations around the readings Round robin updates Mini-lessons/discussions/ in-class work time as needed	Readings assigned by peer facilitators	**Task 6: Project Update**
3/15 #7	Peer Conversations around the readings Round robin updates Discussion of updated plans of work/timelines Mini-lessons/discussions/ in-class work time as needed	Readings assigned by peer facilitators	**Task 7: Mid-semester updates to Project Plan of Work, Timeline**

3/22 #8	Peer Conversations around the readings Round robin updates Mini-lessons/discussions/ in-class work time as needed	Readings assigned by peer facilitators	
3/29 #9	Peer Conversations around the readings Review final deliverables Round robin updates Mini-lessons/discussions/ in-class work time as needed Optional mini-lecture: Creating a Poster	Readings assigned by peer facilitators	**Task 8: Project Update**
4/5	**No Class - Use this time to catch up with your group**		
4/12 #10	Peer Conversations around the readings Mini-lessons/discussions/ in-class work time as needed Peer review of poster drafts	Readings assigned by peer facilitators	**No late work from Weeks 5-9 accepted past this date without prior arrangement** **Task 9: Project Update**
FRID AY 4/16	Exposition presentations. Time & details forthcoming from Engaged Learning Office (likely 11am - 2pm-ish)		**Task 10: Submit URL to your portfolio page in the virtual Exposition site by 10am** **Task 11: Present at Exposition**
4/19 #11	Peer Conversations around the readings Reflect on Exposition Final wrap-up presentation Class Wrap-Up	Readings assigned by peer facilitators	**Task 12: Final deliverables & essay to Canvas and client** **Task 13: Wrap-up presentation (5 min.)** **No late work accepted after 4/21 unless you have made prior arrangements, as grades are due 4/22**

No final exam