THE BASICS

Instructor
Kristin Fontichiaro
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font@umich.edu (best and fastest way to reach me!)
Phone: 734.647.3593
Office Hours: view and book via http://bit.ly/officehours-kf with your U-M credentials
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. If the above times don't work for you, please let me know so we can find an alternative in-person or virtual meeting time.

Online Resources
http://canvas.umich.edu
Google Drive folder: https://drive.google.com/open?id=1RSDyFmhPiDxjH_FCGH_RIGrQjFCutPSj

Class Email Address
si699winter2019@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 primarily 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.

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THE FINE PRINT

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Accommodations for Students with Disabilities
If you think you need an accommodation for a 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://www.umich.edu/sswd/) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential. If you have needed accommodations in former coursework, please don't wait until you are struggling to initiate the paperwork process.

Attendance

Many UMSI students say they chose Michigan because they enjoy learning in a face-to-face community. I expect – and look forward to – seeing you in class. Your presence helps us create an intriguing, curious, and robust conversation.

Collaboration

Librarianship and archival practice are service professions in which significant portions of your work is done *for* people, *with* people, and *about* people. This is reflected in the design of this course, in which you work collaboratively with a class partner (or alone) and with a professional mentor in a professional setting. You will set guidelines with your partner and mentor about how work will be completed and what final expectations are, and you will have a significant amount of independence from the instructor in determining how and when the work should be carried out. That being said, you are expected to make individual contributions to class discussions and to communicate with the instructor and your team when you feel the collaborative balance is off. Each task will outline the collaborative expectations. Please read the instructions carefully and request clarification about collaboration when in doubt. Be mindful that the instructor will be looking carefully at group tasks to assess that all group members are contributing fairly to the whole, so we reserve the ability to assign individual grades for each task if needed.

Computers in Class

Please bring your computer, smartphone, or tablet to class, but do not use it unless an in-class activity calls for it. Why? While technology can be a powerful booster for information professionals, using it at the wrong time can signal disinterest, lack of commitment, or poor professional focus. Additionally, 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. Finally and pragmatically, inappropriate technology use will negatively impact your class participation grade. Of course, modifications set by the office of Services for Students with Disabilities (SSD) will be honored.

Diversity

Diversity, equity, and inclusion matter at UMSI. Collaboration helps us develop interdependence and benefit from diverse perspectives and skills. For more information, 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 or I am away from UMSI for conferences, etc., 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. I employ the "five-minute rule": if I can answer your email in five minutes or less, I will; if not, I'll ask that we set up a conversation instead.

Grades

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. There will be a two-point deduction for each day that an assignment is turned in late, including weekends. 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.

15%	**Nuts and Bolts:** PEERRS Certifications, Problem Statement, Plan of Work, Timeline, Update
10%	**Class Contributions:** Attendance, Participation, DIscussion Facilitation
20%	**Reflection & Tracking:** Journal/Time Log
25%	**Poster at ExpoSItion**
25%	**Final Project Deliverable**
5%	**Final presentation**

Letter grades and their corresponding definitions are consistent with the SI Master's Handbook (available via the UMSI intranet by logging into the top-right corner at http://si.umich.edu). Note that letter grades may represent different levels of achievement than you may be used to from undergraduate coursework:

A+	98 – 100	Extraordinary achievement. Rarely given.
A	94 – 97	Consistently distinguished performance in all course aspects, such qualities as analytical ability, creativity, and originality are exhibited at a very high level.
A -	90 – 93	Strong, solid achievement in most aspects of the work.
B+	88 – 89	Good performance. Consistent with performance expected of students in a graduate degree program.
B	84 – 87	Acceptable
B -	80 – 83	Borderline
C+	77 – 79	Poor performance. This is a marginal grade which alerts students to their limited performance …
C	73 - 76	Very poor performance
C -	70 – 72	Minimal. Performance not at a graduate school level. Student should review his/her progress with the instructor.
D+	67 – 69	Significantly below standards for graduate work…
D	63 – 66	Extremely poor performance
D -	60 – 62	Near failure…
E/F	below 59	Failure

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 coaching session!
- MLibrary's librarians can help with research, sources, and citation at https://www.lib.umich.edu/get-research-help .. Specifically, the UMSI library liaison is Ms. Shevon Desai (shevonad@umich.edu) -- 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 (https://lib.umich.edu/scholarspace) can help you gain fluency in tech tools and their use.
- The Knox Center Adaptive Technology Computing Center can help with text-to-speech or other accessible computing needs, regardless of whether you have a disability (http://www.itcs.umich.edu/atcs/computing-site.php)
- The Shapiro Design Lab on the first floor of Shapiro Undergraduate Library can help with design, digital humanities, and other projects.

Illness
Graduate school is a busy time, and if you are sick, please work with your project partner to join the class via Skype or Google Hangouts from home if you have contagious symptoms *and* are able to participate. Doing so will allow you and your team to keep up without exerting yourself to travel to class (or sharing your germs!). The University and the Centers for Disease Control recommend that "Students, faculty, and staff with flu-like illness remain home until 24 hours after resolution of fever without the use of fever-reducing medications." Please contact me as soon as possible so we know you won't be with us and can set make-up work if necessary. You are missed when you are not here. Keep in mind that library books, keyboards, and other library/archives objects are major carriers of germs. Get in the habit of regular hand-washing to safeguard your health!

Life and Work on Campus
You may find this student-generated "Guide to Being Not-Rich on Campus" to be of assistance while navigating the lean years of graduate school.

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 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.

Student Mental Health and Wellbeing
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 or through its counselors physically located in schools on both North and Central Campus. 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 http://uhs.umich.edu/aodresources. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: http://umich.edu/~mhealth/ . Additionally, if you feel that mental health issues are impairing your ability to succeed in class, and you believe that modifications are in order, please get in touch with the Office of Services for Students with Disabilities. They are the campus program that determines said modifications. Please do not wait until you feel underwater in a class -- help is available!

Weather
If you feel unsafe getting to class due to inclement weather, please email the instructor and join us remotely instead.

Other Questions?
Please ask.

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
1/14 **#1**	Writing warmup Introduction; course overview What makes a mastery course different from a standard course? Clients and projects	n/a	n/a
1/21 **MLK DAY**	No Class due to Martin Luther King, Jr., Day For a list of MLK Day events, please visit http://oami.umich.edu/um-mlk-symposium/events/		
1/28 **#2**	*updated 1/27* Writing Warmup QuasiCon announcement (bit.ly/quasicon2019) Discussion of project management readings: planning, review, partnerships, and risk Discussions of Problem Statements Looking ahead to next week: reviewing Journal/log assignment, project timeline/plan Work on Project Timeline and Plan Peer feedback	Chapters 1 - 4 from Carpenter, Julie. 2011. *Project Management in Libraries, Archives, and Museums: Working with Government and Other External Partners*. Oxford: Chandos. (Link to ResearchGate copy)	PEERRS Certifications Problem Statement Save the Date: ExpoSItion is April 8!
2/4 **#3**	***updated Feb. 3*** Writing Warmup: Use Table 5.1 (PDF p. 98) as a self-analysis. Where do you feel strong/confident? Less confident/weaker? Round robin updates "What could go wrong?" activity re: PoW and Timeline --MORE --	Chapters 5 - 9 in Carpenter text (Link to ResearchGate copy)	Journal /Log #1 Project Plan of Work and Timeline

	Discussion of project management readings: HR, resources, evaluation, quality management, sustainability - Change management (Ch. 5) - How do you find out about the culture of your client/partners? - What's missing from her 8-stage process of Change Management (PDF p. 103) - "Just sit quietly and it will go away" in not-for-profit institutions - How does operational work differ from project-based work (PDF p. 105; Table 5.2)? Where do you line up? - What do you make of the group work styles described on PDF p. 106; Table 5.3)? How does this line up with other project groups you have worked with? How might this be different in scholastic vs. professional spaces? - How does "forming, storming, norming, performing" fit with how you envision your project? - How have you envisioned your client communication? How is that reflected in your PoW/Timeline? - PDF p. 122: Consider the "time savers" listed. What would you add? How realistic are these in terms of your client? - What's the difference between listing what you accomplished vs. studying impact? Why does this matter? - Formative v. summative evals - Grantwriting and evaluation - Focus on participatory evaluation (this seems particularly important for community archives right now) - Project v. deliverable quality (and balancing both) - "Completeness" is not enough - How are you building quality into your PoW and timeline? - Your questions about sustainability in funded projects In-class work time		
2/11 #4	Writing Warmup & discussion of readings led by Matthew Round robin updates Mini-lessons/discussions as needed In-class work time	Readings assigned by Matthew	Journal/Log #2
2/18 #5	Writing warmup & discussion of readings, led by Caroline H.	Readings assigned by Caroline H. (Youngblood 2015 - see	Journal/Log #3

	Round robin updates Mini-lessons/discussions as needed In-class work time	Canvas > Files or email sent 2/14)	
2/25 #6	Round robin updates Mini-lessons/discussions as needed In-class work time	No readings	Journal/Log #4
3/4	Spring Break - no class		
3/11 #7	Writing warmup & discussion of readings, led by Hilary Round robin updates <mark>Bring in copies of your documents/work-in-progress for peer review (added 2/25)</mark> Writing warmup & discussion of readings, led by Caroline W. In-class work time (minimal)	Readings assigned by Hilary Berryman, Jim, (2018) "Art as document: on conceptual art and documentation", *Journal of Documentation, Vol. 74 Issue: 6,* 1149-1161, https://doi.org/10.1108/JD-01-2018-0010 Other readings assigned by Caroline W.: Ettarh, Fobazi (2018). "Vocational Awe and Librarianship: The Lies We Tell Ourselves." *In the Library with the Lead Pipe.* Available at http://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/. "Core Values of Librarianship." American Library Association. Available at http://www.ala.org/advocacy/intfreedom/corevalues Anonymous (2016). "Who would be a librarian now? You know what, I'll have a go." The Guardian. Available at https://www.theguardian.com/public-leaders-network/2016/mar/05/librarian-professional-calling-priest-degree	Journal/Log #5 <mark>Bring copies of documents-in-progress for peer review (added 2/25)</mark>
3/18 #8	Writing warmup & discussion of readings, led by Ben Round robin updates Bring in In-class work time	Readings assigned by Ben	Mid-semester updates to Problem Statement, Project Plan of Work, Timeline

3/25 #9	Writing warmup & discussion of readings, led by Nicole Round robin updates Mini-lessons/discussions as needed In-class work time	Readings assigned by Nicole	Journal/Log #6 (two weeks' worth of entries)
4/1 #10	Work time - no class		
4/8 #11	No class Poster Presentation at ExpoSItion - time t.b.a.	n/a	No journal/log due Submit PDF of poster to Canvas Poster presentation at ExpoSItion
4/15 #12	Writing warmup & discussion of readings, led by Kallie Round robin updates Mini-lessons/discussions as needed In-class work time	Readings assigned by Kallie	Journal/Log #7 (two weeks' worth of entries)
4/22 #13	Formal presentation of findings	n/a	Final deliverable Formal presentation
No final exam			