SI 699: MASTERY COURSE IN LIBRARIANSHIP & ARCHIVAL PRACTICE
Winter 2020

Meets: Tuesdays, 1:00PM – 4:00 PM, 1265 North Quad
Instructor: Ricky Punzalan
Office Hours: 10 AM -12 noon, or by appointment (3433 NQ)
Office: 3433 North Quad
Phone: 734-615-6559
Email: ricpunz@umich.edu

Syllabus subject to change. Most current version always available on Canvas.

COURSE OVERVIEW

Mastery courses are **advanced** one-semester courses that require students to demonstrate command of the key theories, methods, approaches, and capabilities required for entry into a specific class of information professions. Unlike other courses with significant faculty-led structure and scaffolding, mastery courses require you to demonstrate initiative and show that you can independently **design, implement, evaluate, and complete a sizable project**, with faculty *primarily in the role of advisor and mentor*. Successful completion of a mastery course **implies a level of proficiency comparable to or exceeding a well-launched employee in a field**.

This mastery course prepares students for careers in librarianship, archives, and cultural heritage collections management, representation, access, and/or preservation. It is designed for students to demonstrate their knowledge and skills through completion of a client-based project with a specific outcome. Students will work with one client on a specific problem in archival or library setting, such as:

- creating and implementing a preservation policy
- designing methods and tools for collections development, management, or processing
- analyzing and improving an existing collection
- developing a reference resource or tool
- implementing a digitization plan
- developing tools that help users to discover and use collections
- evaluating and assessing user access and experience, etc.

The quality of the work will be evaluated on user acceptance of the solution, effectiveness and efficiency of the proposed curation processes, and the completeness of the final product. Students will be assigned a project and a client at the beginning of the course. Projects will be assigned based on prior discussion with the instructor balancing a combination of student interests, prior experience, client needs and availability of projects.

Required Courses

SI 501: Contextual Inquiry and Consulting Foundations
SI 506: Programming I

Selective required courses:

One of:
SI 580: Understanding Records and Archives: Principles and Practices
SI 647: Information Resources and Services

One of:
SI 622: Needs Assessment and Usability Evaluation
SI 623: Research Methods for Information Professionals

Three of:
SI 519: Intellectual Property and Information Law
SI 520: Graphic Design and Visual Communications
SI 538: Citizen Interaction Design
SI 547: Engaging with Communities
SI 548: Principles of Software Design for Learning
SI 549: Transform Learning and Teaching with Tech
SI 551: Information Behavior and Search Experience
SI 582: Introduction to Interaction Design
SI 588: Fundamentals of Human Behavior
SI 620: Collection Development and Management
SI 632: Appraisal of Archives
SI 636: Makerspaces, Maker Culture, Maker Tools
SI 643: Instructional Skills for Information Professionals
SI 663: Entrepreneurship in the Information Industry
SI 666: Organization of Information Resources
SI 667: Foundations of Digital Curation
SI 691: Global Information Engagement Program

Students lacking these formal requirements should contact the Office of Student Affairs for permission to enroll based on demonstration of required competencies which may have been achieved through some combination of UMSI coursework, appropriate coursework prior to matriculating at UMSI, internships, documentable work experiences, or other structured learning. It is my expectation that all students in this course will have acquired the knowledge and skills that are taught in these prerequisites, even if you have received a waiver for the course.

Learning Objectives

This course will draw on existing knowledge and skills (including ability to search for and evaluate existing policies, practices, and tools) that may be relevant to the project.

Students must demonstrate the following competencies to successfully complete this course:
1. Design and update a project timeline and other project management documents
2. Develop effective and professional working relationship with clients
3. Engage effectively and professionally in project-based work in librarianship or archival practice to meet mutually-negotiated deliverables
4. Communicate project status, challenges, solutions, and expectations effectively to peers and clients

REQUIREMENTS AND ASSIGNMENTS

This course will not present formally structured new material. There are no specific course readings. You are expected (with guidance from the instructor and others) to identify gaps in your specific knowledge (about the digital content, research methods, current or potential users, policy environment, formats, metadata standards, available tools, repository options, etc.), identify potential solutions, and evaluate their relevance and feasibility for your project).

Assignment	Due Date	Points
Participation	ongoing	10
PEERRS Certification	1/21	N/A
Problem Statement	1/28	5
Project Timeline & Plan of Work	2/4	15
Midterm Status Report (presentation)	3/10	30
Final Report: Poster Presentation & Project Journal	4/21	40
	TOTAL	100

(Note: for detailed descriptions of each assignment, please refer to the course site in Canvas.)

Participation

Includes class attendance and preparation as well as participation in class discussions and resource sharing. Library and archives work are collaborative and as such, it is my expectation in this course that in addition to working together within your teams, students will support one another by sharing information and resources throughout the semester. You can do this through in-class discussions, as well as by sharing information/articles/links/etc. via the course Canvas site.

PEERRS: Program for Education and Evaluation in Responsible Research and Scholarship

Before beginning any of the projects for this course, all students must complete the following PEERRS modules: Research Practice Foundations, Human Subjects - Social & Behavioral, and Authorship. Information about PEERRS, including links to the modules, can be found here: http://my.research.umich.edu/peerrs/

Problem Statement

Each team will write a 250-word abstract briefly describing and situating the problem that they will be assessing & solving this semester.

Project Timeline & Plan of Work

After describing a problem, each team will create a project timeline and a detailed plan of work. This document will lay out the steps that students intend to take throughout the semester and should include major course deliverables as well as any client-specific deadlines.

Midterm Status Report: Slide Deck & Presentation

The midterm status report will consist of a 10-minute presentation, followed by 3-5 minutes of Q&A, that should include: background information about the problem, a description of 3 different options for addressing the problem, results of pilot tests of each of the 3 options, challenges/problems encountered, and next steps.

Final Report: Poster Presentation & Project Journal

The final report will consist of a poster and 15-minute presentation describing each team's work over the course of the semester. Teams will also hand in a project journal. Journal content will vary by team and project but should include the following elements: a record of client meetings, information about any other experts consulted, information sources consulted, resources used, interesting approaches that you considered, and lessons learned.

Note: Your clients will be completing a survey about their experience over the course of the semester, and their feedback will also be taken into account in the grading of your final project.

GENERAL COURSE POLICIES

Email Policy & Office Hours

I will try to answer emails within 48 hours of receiving them; however, if you have extensive questions about an assignment, please make an appointment to meet. If scheduled office hours don't work, I am also available by appointment. I cannot guarantee a prompt response to last minute, just-before-the-deadline emails about assignments, so try to work ahead. Please be sure to begin the subject line of your emails to me with "SI 699" to ensure that it isn't filtered out of my inbox.

While I am happy to answer questions about assignments and look over small sections of your work, I cannot look over complete drafts of assignments. If you need additional assistance with your writing, I recommend the Sweetland Center for Writing, which is located at 1301 North Quad.

Grading Criteria and Late Assignment Policies

I use a point-based grading system with no curving. I will use the following scheme for assigning final grades: A = 93-100, A- = 90-92; B+ = 87-89, B = 83-86, B- = 80-82; C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-67, D- = 60-62; F = <60. If, at the end of the semester, you are within 0.5 points of a higher letter grade, I will bump you up to the higher grade.

All assignments are to be completed by the due date. Exceptions will be granted with the permission of the instructor in advance of the due date for the assignment. Assignments submitted late without such permission will be downgraded 5% points each day the assignment is turned in past the due date, including weekends. An assignment is one day late when the time it is due is passed, and it continues to be one day late until 24 hours later.

The goal of this course is to carry out a project over the course of the semester and each assignment/deliverable is designed to help move your projects forward. To that end, I will use grading to provide formative feedback that helps to improve your work rather than summative assessments that just tell you how you did.

Academic Integrity

Unless otherwise specified in an assignment all submitted work must be your own, original work. Any excerpts, statements, or phrases from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the School's policy on Academic and Professional Integrity (stated in the Master's and Doctoral Student Handbooks) will result in serious penalties, which might range from failing an assignment, to failing a course, to being expelled from the program. Violations of academic and professional integrity will be reported to UMSI Student Affairs. Consequences impacting assignment or course grades are determined by the faculty instructor; additional sanctions may be imposed by the Assistant Dean for Academic and Student Affairs.

Collaboration

UMSI strongly encourages collaboration while working on some assignments, such as homework problems, weekly assignments, in-class activities, 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.

Attendance

Class attendance and participation are essential components of this course. As such, I expect everyone to come to class prepared to critically engage the concepts and participate in activities. Students can miss one class without penalty; however, please contact me ahead of time if you

need to miss more than that. If you miss more than three classes, I reserve the right to take 5% off of your final course grade per absence.

Students who expect to miss classes as a consequence of their religious observance will not be penalized for their absence and shall be provided with a reasonable alternative opportunity to complete any work missed. The complete University of Michigan policy can be found here: U-M Guidance to Students Regarding Conflicts Between the Academic and Religious Calendars.

If you plan to miss class during the semester for religious observance, please notify the instructor as early in the semester as possible so that accommodations can be made to complete any work that you will miss.

Code of Conduct

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Preferred Name/Pronoun Policy

I will gladly honor your request to address you by the name and gender pronoun of your choosing. Please advise me of your preference early in the semester so that I may make appropriate changes to my records. If you would like to do so, instructions for designating your preferred pronoun in Wolverine Access can be found here: https://csprod.dsc.umich.edu/htmldoc/eng/dftie/lsaa/htm/cc_ss_genderid.html.

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 we 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 help us determine appropriate accommodations. SSD (734-763-3000; www.ssd.umich.edu/) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information that you provide in as confidential a manner as possible.

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 www.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/.

COURSE SCHEDULE

Session	Date	Topic	Milestones
1	Jan. 14	Introduction	
2	Jan. 21	Problem Assessment & Project Scoping	PEERRS Certification
3	Jan. 28	Articulating Needs & Requirements	Problem Statement
4	Feb. 4	Assessing Current Collections/Content/etc.	Project Timeline & Plan of Work
5	Feb. 11	Impact: Assessments & Unintended Outcomes	
6	Feb. 18	Researching & Testing Potential Solutions	
7	Feb. 25	Skill Session: TBA	
N/A	March 3	Spring Break	
8	March 10	Midterm Status Report	Team Presentations
9	March 17	Group Work Time	
10	March 24	Skill Session: TBA	
11	March 31	Responding to Client Expectations	
12	April 7	Reflections on Professional Labor, Skills, & Practice	
13	April 14	Group Work Time	
14	April 21	Final Presentations	Final Report