COURSE OVERVIEW

Faculty
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Please use your U-M email account and put "SI 699" in the subject line. Allow 24 hours for email response during the week, longer during travel/weekends. 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.

Office Hours
Book at http://bit.ly/officehours-kf and please email me if the available times do not work
Office hours are a way for us to chat about the course, your concerns, or jobs you're interested in. Both face-to-face and virtual office hours are available.

Course Management System
http://canvas.umich.edu

Email address if you wish to contact the entire class
si699winter2023@umich.edu (will reach both sections)

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 per person 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
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. Lecture is rare; instead, there is time for collegial discussion, team work, instructor check-ins, and ad hoc mini-lessons.

Textbooks
No textbooks; however, 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 readings related to current issues relating to the work of librarianship or archival practice for weekly peer-led discussions.

Guidelines for Dialogue (adapted from the U-M Program on Intergroup Relations, or IGR)
We are living in very complicated times, and these tensions and concerns necessarily impact how our work, professional identity, service mindset, and professional conversations unfold. These guidelines, adapted from the U-M Program on Intergroup Relations (IGR), are designed to help us engage with difficult content in a way that is respectful of all.

1. **Confidentiality matters**. 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.

THE FINE PRINT

Accommodations for Students with Disabilities
The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a

disability-related barrier should contact Services for Students with Disabilities (https://ssd.umich.edu/; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience. The instructional team will treat any information that you provide in as confidential a manner as possible.

Attendance
This course requires face-to-face participation. Please do not consider lecture recordings as a substitute for being here in person if you are well and able to be in class, because there are so few lectures in this course! That being said, *reach out ASAP if you are running into challenges so we can make an alternate plan as needs arise.*

Class Recordings
We will be doing audio and video recording of all sessions to enable those who cannot attend class in person on a given day to access the content. However, please keep in mind that due to the nature of this course, this will be of limited utility and is not a stand-in for face-to-face attendance. These recordings will not be made available publicly. Recordings of all sessions will be available on Canvas only to students registered for this class . As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact the professor during the first week of class to discuss alternative arrangements. The camera only picks up the front of the room, but this may require you to sit in a particular place in the room, outside the cameras' view. Our classroom may or may not have a ceiling microphone that picks up student voices; in addition, the instructor's microphone records audio in the room. Students may not share these sessions with those not in the class, or upload them to any other online environment (this is a violation of the Federal Education Rights and Privacy Act, or FERPA). Personal recordings are prohibited except with permission. Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use. You will find these recordings approximately 48 hours after class in Canvas or linked from the syllabus. I want us to feel safe in discussions of controversial issues facing the profession; therefore, recordings may not capture the entirety of the class period. If you have been recorded saying something you wish you had not, please let me know right after class.

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. Please 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.

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, please visit
https://www.si.umich.edu/about-umsi/diversity-equity-inclusion-office .

Grades
You will be able to track your grades in Canvas. Letter grades and their corresponding definitions are consistent with MSI Master's Handbook on the UMSI Intranet. Rounding up (e.g., an 89.5 B+ turning into a 90 A-) is at the discretion of the instructor, as is the awarding of an A+ grade. Late work receives a 2% deduction for each day that an assignment is submitted late, including weekends, unless prior arrangements or health circumstances have been discussed. Each assignment is explained in detail in Canvas; if you are not sure about what an assignment is looking for, please ask before the due date. 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 score.

A	94 - 100	B-	80 - 83	D+	67-69
A-	90 - 93	C+	77-79	D	64-68
B+	87 - 89	C	74-76	D-	60-63
B	84 - 8	C-	70-73	F	59 and below

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 (Becky) 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.
- The student-crowdsourced "Being Not-Rich at U-M" guide can provide additional resources

Illness, Mental Health, and Wellbeing
Please do not wait until you feel underwater in a class -- help is available! Should you become too ill to attend class, 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. You will not be penalized for missed classes if I am aware of your illness in advance. Please see U-M's Health Response page for current COVID and illness-related policies and statuses. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. Please note that University of Michigan faculty are considered mandatory reporters and are required to disclose knowledge of any sexual misconduct to university authorities. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- Counseling and Psychological Services (CAPS) - confidential; 734-764-8312; for after-hours urgent support, call and press 0; counseling, workshops, groups and more. Ashley Evearitt, a CAPS counselor is embedded in UMSI, information about how to schedule an appointment with her can be found here.
- Dean of Students Office - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community

- [Ginsberg Center for Community Service Learning](#) - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- [Maize and Blue Cupboard (MBC)](#) - 734-936-2794; Food pantry with groceries, kitchen and cooking supplies, personal and household items, and support
- [Multi-ethnic Student Affairs (MESA)](#) - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- [Office of Student Conflict Resolution](#) - 734-936-6308; offers multiple pathways for resolving conflict
- [Office of the Ombuds](#) - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- [Services for Students with Disabilities (SSD)](#) - 734-763-3000; accommodations and access to students with disabilities
- [SilverCloud](#) - Students may also use an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions.
- [Sexual Assault Prevention and Awareness Center (SAPAC)](#) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- [Spectrum Center](#) - 734-763-4186; support services for LGBTQ+ students
- [Trotter Multicultural Center](#) - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- [University Health Service (UHS)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Well-being for U-M Students website](#) - searchable list of many more campus resources
- [Wolverine Wellness](#) - 734-763-1320; provides Wellness Coaching, Collegiate Recovery Program, and much more

Name Coach

I encourage you to use the Name Coach tool in Canvas to record your name so that I can pronounce it correctly.

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 evidence and other sources. 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 pronouns in class and via Wolverine Access.

Other Questions?

Please ask.

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