

INLS 779-001 - PRACTICUM PROJECT DEVELOPMENT
3 CREDITS
Fall 2022
TUESDAYS, 5:00PM-7:45PM
MANNING 209

Instructor Information

- **Dr. Denise Anthony**
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- **Dr. Arcot “Raja” Rajasekar**
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Course Description

This course will prepare students to conduct their capstone practicum. It includes a broad introduction to project management principles, tools, and strategies intended for use in a variety of applications.

Target Audience

Graduate students in their third semester as full-time students or in the semester preceding the one in which they plan to take INLS 992-Practicum.

Course Prerequisites

None

Course Goals and Key Learning Objectives

By participating in this course, students will be able to:

- describe the parameters of and requirements for the master’s capstone practicum project.
- form project teams of between 2 and 5 students with peers in their class.
- select an existing project opportunity from a list of submitted options or develop their own idea for an appropriate project and secure a project sponsor.
- identify and address project stakeholders and their requirements.
- work with their project team members, instructor, and project sponsor to develop a project charter and sponsor agreement that will guide project work in the following semester.
- understand the project life cycle.
- define and use appropriate project management terminology.
- develop a working knowledge of project management tools.

Personal Inclusion Commitment

As instructors, we strive to create a learning environment that treats diverse ideas and perspectives with respect. We aim to bring diverse voices into the classroom (readings, videos, speakers, etc.), and we welcome your input of specific resources to improve the class. If you feel that something about the class – or something that is said by anyone during the class – has made you uncomfortable, please talk to any of us about it.

Required Texts

None

UNC Honor Code

It is your responsibility to read the Honor Code, which can be found online at: <http://instrument.unc.edu/instrument.text.html>. Here are a few pieces that are relevant to your course work and conduct:

A. General Responsibilities

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to:

- Obey and support the enforcement of the Honor Code;
- Refrain from lying, cheating, or stealing;
- Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
- Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

B. Academic Dishonesty

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:

- Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
- Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
- Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
- Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: (a) Using unauthorized materials and methods (notes, books, electronic information, telephonic or other

forms of electronic communication, or other sources or methods), or (b) Representing another's work as one's own.

- Violating procedures pertaining to the academic process, including but not limited to the following: (a) Violating or subverting requirements governing administration of examinations or other academic assignments; (b) Compromising the security of examinations or academic assignments; or (c) Engaging in other actions that compromise the integrity of the grading or evaluation process.

Professional Conduct

In addition to the UNC Honor Code, we expect that you will demonstrate integrity and professionalism in your participation in this course, and in the fulfillment of all your course assignments. This includes completing the assigned readings by the dates they are due, attending class sessions, dedicating adequate time for your participation (both in-class and out-of-class), and putting forth effort, care and thought in preparing your written assignments.

We also expect you to show respect for all members of this course and all comments and questions posed by them. At SILS, we strive to be an anti-racist organization, meaning we actively oppose racism in all its forms. To that end, we expect students, faculty, and staff to be compassionate of others, to help all of us see the implicit bias that exists in American society and in each of us, and to hold each other to high standards of cultural competence and inclusion.

Counseling & Psychological Services (CAPS)

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Accessibility Resources

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators

(gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at <http://safe.unc.edu>.

Grading

All grading for this course will follow the [graduate grading scheme](#) (H, P, L, F) as proposed by the UNC Registrar. One grade will be given to each practicum group as a whole, unless disparities arise that make individual grading necessary.

Class Schedule

Tuesday, August 16th

- Topic: Course Overview: What is a Team?
- During Class: Review syllabus and class expectations, read through practicum options, begin self-assessment of skills/personal profile (Self Assessment fall 2022.xlsx on Sakai), explanation of faculty/staff involvement (instructors, Courtney, Antoine), The People Library exercise.

Tuesday, August 23rd

- Guests: Megan Winget and Brian Sturm share their practicum ideas
- Topic: Group Work – Successful Teams
- To Read/Watch Before Class: [10 Tips for Better Teamwork](#); [Top 7 Qualities of a Successful Team](#);
- During Class: Continue self-assessment of skills/personal profile (including recent photo, if you are willing), discussion of group MOU and expectations

Tuesday, August 30th

- Guests: Gary Marchionini, Deborah Hakes (GA Public Libraries), Brianna Thompson, and Denise Anthony share their practicum ideas
- Topic: Who Am I on a Team?
- To Read/Watch Before Class: [Ten Best Practices for Team Building](#)
- During Class: [DISC Personality Test](#); [Psychology Today Interpersonal Communication Test](#); [Zandax Communication Skills Test](#); [16 Personalities Test](#)
- **Assignment Due: Skills Self-Assessment Profile**

Tuesday, September 6th NO CLASS – STUDENT WELLNESS DAY

Tuesday, September 13th

- Guests: Francesca Tripodi (5:00pm), Maggie Melo (5:15ish), Cynthia Reifsnider (Innovate Carolina), Cliff Missen (WiderNet Digital Library Affiliate), Raja, Patrick Conway, and any others we need to pitch
- Topic: Practicum Initial Project & Team Preferences
- To Read/Watch Before Class: [10 Tips for Choosing Effective Team Members](#)

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- During Class: Preferences for practicum projects that interest you that you might be willing to work on ([Qualtrics Survey](#))

Tuesday, September 20th (Creation of Initial Teams)

- Before Class: please reread all the practicum options to ensure which are your preferred selections.
- During Class: Based on your survey answers, we will break into small groups to explore each practicum. We will divide you into groups by practicum title, trying to avoid conflicts, so you have a chance to be part of each group that interests you. We may have to reconvene some groups to get everyone included. We will try to have final assignments in teams by the end of class.

Tuesday, September 27th

- During Class: We will work in groups to begin designing the MOU deliverable (see document called Team MOU fall 2022.docx on Sakai).

Tuesday, October 4th (communicator should contact the client to begin building relationship)

- Topic: How to Design and Write a Literature Review (Raja presents) & Building a Solid Team
- To Read/Watch Before Class: This YouTube [Introduction to Lit Reviews](#), and Webster, J., & Watson, R.T. (2002). [Analyzing the past to prepare for the future](#): Writing a literature review. *MIS Quarterly*, 26(2), xiii-xxiii; [Roles in Groups](#) (read); [Small Group Roles Breakdown](#) (watch: 12:43 minutes; please pardon the gendered presentation);
- During Class: We will discuss how to search for, organize, and write up a literature review for your proposals. Assigning roles and responsibilities across group, continued work on the Team MOU.

Tuesday, October 11th

- Topic: Group Work – Collaborative Tools (guest speaker: Antoine de Torcy)
- To Read/Watch Before Class:
- During Class: Workshopping different tools available to facilitate collaboration.

Tuesday, October 18th

During Class (work from anywhere): Scheduled time to work on your Literature Reviews (article searching, discussion, literature review structure, etc.) or work on your MOU.

Tuesday, October 25th

- During Class (work from anywhere): Scheduled time to work on your Literature Reviews (article searching, discussion, literature review structure, etc.) or finish up your MOU.
- **Assignment Due: Team MOU (please have your communicator email it to sturm@ils.unc.edu)**

Tuesday, November 1st

- Topic: Troubleshooting Team Dynamics: what to watch for and how to cope
- To Read/Watch Before Class: [How to Disagree with Your Coworkers Effectively; Workplace Conflict Resolution](#)
- During Class: **Formative peer assessment of your own and others’ participation in the group (Qualtrics)**

Tuesday, November 8th

- During Class: Scheduled time to work in your small groups and/or consult with instructors

Tuesday, November 15th

- **Assignment Due: Practicum Project Oral Reports (no more than 10 minutes)**

Tuesday, November 22nd

- **Assignment Due: Practicum Project Oral Reports (no more than 10 minutes)**

Tuesday, November 29th (last class)

- **Assignment Due: Final Practicum Project Proposal – Written Report**
- **Summative Peer Assessment of your own and others’ participation in the group (Qualtrics)**

Graded Assignments & Descriptions

Assignment	Percent of Total Grade	Date Due
1. Skills self-assessment profile	10%	August 30 th
2. Small group MOU	10%	October 25 th
3. Group contribution (based on self and peer assessment)	5% (twice) = 10%	November 1 st and November 29 th
4. Class participation (based on instructor assessment)	10%	ongoing
5. Final Practicum Project Proposal – Oral Presentation	20%	November 15 th or November 22 nd
6. Final Practicum Project Proposal – Written Report	40%	November 29 th

1. Skills self-assessment Profile
 - a. For this assignment, please start with the Excel spreadsheet on Sakai named “Self assessment fall 2022.xlsx.” Use that to create a document or presentation about yourself, that is a detailed summary of your skills and background interests that might be helpful in completing a small group project. The purpose here is to make public to your classmates, as much as possible about yourself so that everyone can

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understand your self-described strengths and weaknesses. Remember, if you claim something as a strength, others will be looking to you to build on that area.

2. Small group Memorandum of Understanding (MOU)
 - a. Use the questions in the Team MOU fall 2022.docx document in Sakai to write a 2-3-page summary of how your group agrees to “be together” or function.
3. Group Contribution
 - a. This is your chance to assess how the group is working, point out strengths and successes, as well as point out issues you see with productivity, control/power dynamics, or other barriers to progress. You will use the Qualtrics survey (in process) to complete a formative assessment (which gives us time to adjust) and a summative assessment (to help instructors with grading).
4. Class Participation
 - a. Your instructors will assess your class participation using the following:
 - i. Attendance in class (your group needs you present)
 - ii. Contributions to class discussions (quality is more important than quantity)
 - iii. Contributions to small group work during class and in-class exercises
5. Final Practicum Project Proposal – Oral Presentation (in-person or pre-recorded video; no more than 10 minutes long)
 - a. Explain the problem/issue the client has proposed
 - b. Summarize relevant background literature (but keep this concise)
 - c. Explain your current approach to providing a solution
6. Final Practicum Project Proposal – Written Report (at least 8-12 pages double-spaced)
 - a. Title Page:
 - i. Practicum Title
 - ii. Practicum Sponsor
 - iii. Group Members
 - b. Body:
 - i. Introduction
 1. Description of the client, including their involvement/role
 2. Why this need/gap
 3. Contextual background
 4. Summary of what you plan to do
 5. Learning objectives for the group (and for individuals, if desired)
 - ii. Literature Review (with citations)
 1. State of the art with respect to the problem
 2. Background readings on selected methodological approach(es)
 - iii. Methods/Procedures/Design
 1. Overview of possible methods/tools/standards and why the group selected particular one(s)
 2. Step-by-step procedures with proposed timeline
 3. Rationale for each step/decision (i.e., why you decided on the path your group selected)

- iv. Proposed Deliverable(s)
 - v. Risks Involved (possible challenges in designing or implementing your deliverable)
 - vi. Sustainability (plan for keeping project alive after completing the practicum; user manual?)
 - vii. Reflection on the value of the group in successfully planning the practicum; what have you learned about group dynamics
 - viii. Bibliography
- c. Appendices:
- i. MOU

COURSE POLICIES

ATTENDANCE

Class participation is vital to your learning in this course, so we expect you to attend class in whatever format necessary each week. While we understand that life can get in the way of your education, this class needs your participation and input each week, so that you can build on prior knowledge, help your classmates learn and grow, and contribute to a sense of trust and inter-personal reliance that is essential to your individual and group success.

SUGGESTED CLASS NORMS or ...HOW WE WANT TO BE TOGETHER

- View this classroom as a liberated zone
- Listen to one another (i.e., please put your phones and other tech away unless you *need* to use it for class-related business)
- Respect one another
- Listen and help all students develop their voice
- Maintain confidentiality
- Use “I” statements; speak about your own thoughts and experiences, not those of others
- Focus on a broad definition of diversity
- Bring questions/comments to the classroom
- Concentrate on finding and developing each other’s strengths
- Pay attention to how YOU feel
- Recognize that we are all teachers & learners
- Attend each class and participate
- Recognize that this class is the beginning of a journey

These norms, if adopted, will enable us to keep our discourse focused, respectful, and courageous.

SILS DIVERSITY COMMITMENT

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In support of the University's diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces and promotes diversity and inclusion in all their forms. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. SILS is committed to preparing our graduates to be leaders in an increasingly multicultural and global society.

To this end, we strive to:

- Ensure that our leadership, policies, and practices are inclusive
- Integrate diversity into our curriculum and research
- Promote and nurture an environment in which diverse perspectives and experiences are respected and valued
- Recruit and retain students, faculty, and staff from traditionally under-represented groups
- Participate in outreach to underserved communities in North Carolina and beyond

We are committed to cultivating an academic environment that is open, representative, and equitable to all.