Course Overview: This course provides students with an opportunity, through a supervised project, to understand the application of archival principles and techniques, first-hand in an institutional setting. The focus is on a well-defined field project that constitutes a learning experience and permits the student to contribute to the ongoing work of the host institution. Each student will elect a project site and work with the site mentor and the course instructor [as needed] to define the nature and scope of the specific project. You should design the project to take approximately 120 hours, which may be completed in any time combination through the semester. The project must address one or more aspects of archival work: Records Management, Appraisal, Accessioning, Arrangement, Description, Preservation, or Access. A project that addresses several aspects, such as accessioning a small collection and processing it to the point that it is available to researchers is acceptable, but not the only option. Students may have the opportunity to explore, within the site setting, ways the institution is using technology to carry out its mission. All site projects must be approved by both the site mentor and the instructor.

Locations: A list of potential field study sites, based on institutions where students have worked in the past, is available at: http://www.ischool.umd.edu. The path is: MLIS, field study (with information on LBSC 703,707, and 744). A specific site may or may not have an appropriate project for the given semester, so students are encouraged to contact the name on the site list to inquire. Students can also suggest a site of their own choosing, although the instructor’s approval will be necessary.
Students may initiate their projects in August, prior to the official beginning of the semester, provided approval has been secured from the site mentor and the instructor. It is best that no more than 60 hours are completed prior to the beginning of the semester.

Students wishing to do projects at the National Archives and Records Administration (NARA) should allow time for administrative processing. If interested go to www.archives.gov/careers/internships for information on all internship opportunities in the D.C. area. Each student will be required to submit background information in order to receive a staff badge at NARA. NARA encourages students to complete the administrative requirements in August or as early as possible in the semester.

Projects should be selected and approved no later than January 31, 2019. Students should provide the instructor with the site mentor’s name, address, telephone number, e-mail, the nature of the project, and the student’s anticipated schedule for the semester on the Individual Field Study Information Sheet, available on the ELMS site under course documents.

Meetings: The class will meet two times as a group: February 7 and May 9. Both meetings will take place in HBK 0103, unless the instructor advises students of a different venue in advance of the meeting date.

- At the first meeting, class members will introduce themselves, tell us where they are doing their field study, and talk about what they hope to learn from the field study.
- At the second meeting, each student will prepare a brief report on your experiences so far; the report should be no more than 10 minutes. (This oral report will form a portion of your final grade. You may use PowerPoint slides.)

Career Skill Development: The students and instructor will work with each other during the semester to prepare students for their job search. This work will include:

- Writing and honing the CV the student hopes to submit to potential employers (The instructor and the student will use email & pre-arranged meetings to complete this assignment). You can find guidance on how to craft an effective resume/CV at www.careers.umd.edu/students/launch-your-career/resumes-cover-letters. A single-page resume/CV checklist is on the course’s ELMS site.
- A short mock interview (The instructor and the student will schedule time to meet for this interview). The mock interview questions are on the course’s ELMS site.
- A short meeting (approximately an hour) when the instructor will meet with the student to discuss the student’s experiences at the field site and the student’s career goals. (Ideally this should be mid-semester; you and the instructor will schedule an appointment. We may be able to do this session telephonically.)
Two pages listing Transferrable Skills and Action Verbs is posted on the course’s ELMS site. These two sheets will help you write your resume/CV and in the mock interview.

**Suggested Readings to Help You Place the Field Study in the Context of Your Education:**


**Issues to Consider During Your Field Study:**

- What are your goals and expectations for this field study experience?
  - If you have already started your work, what are your experiences so far?
- What problems did you encounter?
  - How did you try to solve them?
  - Did you solve them?
- Organizational matters
  - How did the field study site’s budget affect your work?
  - How was the site structured? E.g. who was your boss
  - How would you assess the organization’s work culture?
  - Whom did the field study host organization serve, i.e. who were its customers
- Did you learn what you hoped to learn?

**Written Report:** By **May 1, 2019**, each student will submit a final project report of 8 – 12 pages that includes:

- A description of the project, the work completed, and the results, products, and outcomes
- A comparison of your experience to the archival “norm” for that activity as defined in the general archival literature. If your practice “deviated” from that norm, explain why and analyze the appropriateness of that deviation.
- An assessment of how well this project met your learning objectives.
- An assessment of the repository’s strategic plan including whether that plan is evident in the projects and the daily activities of the staff.
- An assessment of the repository’s collection development policy.
- An assessment of whether the repository appears to have adequate financial, human, and technical resources to accomplish its goals. If the repository has been affected by the current economic conditions how has it adjusted?
- An assessment of whether the repository’s staff members are involved in professional activities outside of the unit and whether those activities are officially encouraged and funded.

You may also attach finding aids or other work products resulting from the field work; these attachments are in addition to the 8-12 page scope of your narrative.

**Grades:** Students will be evaluated on three criteria
40% -- Semester Project (i.e. the Field Study)
20% -- Oral & Written Reports
10% -- Career Skill Development Sessions
30% -- Mentor’s Evaluation

Letter grades for the course will be assigned with University and iSchool guidelines: A = Excellent [90-100]; B = Satisfactory [80-89]; C = Barely Adequate [70-79]; D/F = Failure [< 70].

**Attendance:** Attendance in both class sessions is expected. If you are unable to attend class for reasons of illness, religious observance, participation in University activities at the University’s request, or compelling reasons beyond the student’s control, please let the instructor know prior to class.

**Classroom Environment:** The classroom environment should be professional and respectful. Punctual arrival at classes contributes to the smooth operation of the class and the quality of the learning experience. Late arrivals, early departures, and wandering in and out of the classroom are disruptive and distracting. If you know you will be unavoidably detained or must leave early, please let the instructor know in advance. Please turn off or mute all phones and other communication devices during each classroom session. If you use your laptop in the classroom, limit its usage to course-related reasons, such as taking notes or looking at materials on ELMS.

**Academic Integrity:** The University of Maryland, College Park, has a nationally recognized Code of Academic Integrity, administered by the Student Honor Society. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. The Code of Academic Integrity prohibits students from cheating on exams, plagiarizing, submitting fraudulent
document, forging signatures, submitting the same paper for credit in two courses without authorization, and buying papers. It is very important for you to be aware of the consequences of academic dishonesty. Instances of suspected academic dishonesty will be reported and handled according to the University’s policies and procedures. For more information on the Code visit http://www.shc.umd.edu.

Plagiarism is of particular concern in the networked digital environment. Students must write their essays and assignments in their own words. Whenever students take an idea or a passage of text from another author, they must acknowledge their source both by using quotation marks where appropriate and by proper referencing footnotes or in-text citations. For further information about proper citation of sources, consult the University Libraries’ website at http://www.lib.umd.edu/guides/honesty.html and http://www.lib.umd.edu/PUBSERV/citations/index.html.

**Extensions:** Late submissions of written assignments [including the final report] will carry a penalty unless prior arrangements are made with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of an assignment will result in the reduction of the grade by one category for each day the paper is late; for example, a paper that would have received a B+ if submitted on time will receive a B if it is submitted a day late, a B- if it is two dates late, and so on.

**Students with Disabilities:** Students with disabilities who require academic accommodations must inform the instructor of their needs and provide written documentation about the appropriate academic accommodations from Disability Support Services [http://www.counseling.umd.edu/DSS] at the beginning of the term.