**LIM598: CAPSTONE**

**Semester Year**

**(Fall 2022)**

**Weds. 4:30 to 5:30 (see live session schedule)**

**Instructor:** Dr. Jade Winn

**Office:** LIPA Library 40B

**Office Hours:** By appointment: Phone or Zoom

## Zoom link: Phone:

[**https://usc.zoom.us/j/215707890**](https://usc.zoom.us/j/215707890)

(213)-740-1777 office

(760)-415-4048 cell

**Email:** jadewinn@usc.edu

### COURSE DESCRIPTION

Capstone in Library and Information Management is a culminating experience that provides a combination of active, contextual, integrative, and reflective learning. Students are provided the opportunity to synthesize learning from a wide array of sources, learn from experience, and develop significant and productive connections between theory and application, thus providing a springboard to their future career. The capstone project expects students to successfully demonstrate the breadth and depth of their learning acquired during the MMLIS experience and to relate this learning to the core competencies of the profession.

### COURSE OBJECTIVES

Successful completion of this course requires that students demonstrate the ability to:

CO1. Analyze skills learned in coursework that demonstrate mastery of identifying and achieving the program goals and core competencies of information science professionals.

CO2. Demonstrate an understanding of how coursework is relevant to the future of the field.

CO3. Demonstrate the ability to objectively assess one's own accomplishments using critical thinking and analytical skills to make connections between learning experiences and learning outcomes.

CO4. Identify personal strengths and resultant goals leading to an established statement of professional philosophy, career plan, program goals and diversity statement.

CO5. Illustrate multiple components of writing, critical thinking, and ability to integrate knowledge with statement of professional philosophy, career plan, program goals and diversity statement.

CO6. Communicate effectively a mastery of research and project skills.

Each of the above student learning outcomes must be performed at an appropriate level as demonstrated by completion of all assignments in their e-portfolio.

### COURSE MATERIALS

Resources will be determined by the nature of the assignment/project for the semester but need not be purchased. I will share web-based resources, OER’s and example papers. Check the Course Resources section for supplemental materials and example assignments.

## Other Materials:

Webcam, headset (optional), SCALAR compatible browser

#### PREREQUISITES:

This course must be taken in the student's final semester. Open only to students in the MMLIS program.

# COURSE NOTES:

Contact Hours for this course are:

Synchronous (60 minutes bi-monthly): Live lectures, office hours (any time by request), Guest speakers, Q&A’s.

Asynchronous (90~120 minutes weekly): discussions, portfolio work, peer- mentoring, offline collaboration.

The Marshall School of Business MMLIS program requires students to successfully complete an End-of-Program Assessment (EPA) to receive a master's degree. In this capstone course, you will create an e-portfolio, which is a portfolio in electronic format using the OER Scalar digital humanities platform. During live session #1, you will be provided with a template for the E-portfolios once completed, it will contain a collection of work that documents evidence of multiple sources of your learning, growth, experiences, and accomplishments over the time in our program. For your portfolio, you will reflect on your acquired knowledge and your understanding of how the elements of the MMLIS program fit together.

You will also complete several practical writing assignments (all should go to SmarThinking and be edited before you turn them in) with one exception- the Job b Search assignment does not need to go to SmarThinking. I require you run Grammarly and Spell check on all written assignments before you submit (EXCEPTION: you do not need to edit any artifacts from coursework- a final clean version is all I require so please do not spend time rewriting these). Your completed capstone will provide you with a practical web-based

resources that will be yours in perpetuity and demonstrates your preparation for entry into the profession.

In your e-portfolio, you will successfully demonstrate an understanding of the nature of professionalism by providing your Action Plan, Artifact Matrix, Program Goals Essays, Statement of Professional Philosophy (SOPP), Job Search , Diversity Statement, Final e-Portfolio Completion assignment and Conclusion assignment. The artifacts and MMLIS Program Goals essays require current, relevant artifacts related to the goal essays (artifacts can be assignments/projects/programs/media/web-based resources) that you have produced either in your coursework or from your internship or work experiences during you program, your Job Search assignment materials, a Diversity Statement of Professional Philosophy and a Conclusion essay.

Throughout the semester you will submit your drafts (homework) by the indicated dates in order to receive faculty feedback. Before submitting to the instructor all written pieces should be spell checked, checked in Grammarly in word and I require they be submitted to SmarThinking and edited from their remarks “before you submit”. The comments returned to you from your instructor are professional suggestions with the final decision whether to follow them being yours. All assignments should be a word doc. e-mailed directly to me jadewinn@usc.edu . These should follow naming convention and must have your last name in the document title. Canvas does not inform me of submissions and I prefer to have the record through e-mail. Thus Canvas submission will sometimes go unnoticed.

#### COMMUNICATION:

This course is delivered strictly online. All class information, content, lectures, interactions with me and other students, assignments and other course requirements will be completed online using the course management system in Canvas.

For questions that are course related only, the Discussion Board in "Faculty Office" is the venue to submit the inquiry in order for all students to have the benefit from the communication exchange. Any e-mail that is sent regarding the course must include "**LIM598"** in the subject line. If you would like to converse by telephone or Zoom, send an email to me and we will schedule a time and format that is mutually beneficial.

If there is a personal emergency, please contact me asap by email explaining the special situation or needs. If there is a suggested solution to the situation or special needs at that time, we can then work on solutions together.

Given the important role of communication in instructional quality, I will respond to course-related email within 24 business hours. I usually respond within hours and in cases when I will be away from my e-mail for over 24 hours I notify all students.

**OPEN EXPRESSION AND RESPECT FOR ALL**

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “[Open Expression Statement](https://www.marshall.usc.edu/about/open-expression-statement).”

### GRADING

Grading Policies for this class are Credit/No Credit. **All assignments for completing the e- portfolio are required to pass this course regardless of percentages attached to assignments.**

**CR** (Credit) Passing mark for **non-letter-graded** courses. Equivalent to **B** quality or better for graduate courses; no effect on GPA.

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other “emergency” that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an [“**Assignment of an Incomplete**](https://arr.usc.edu/forms/Incomplete_form_32008.pdf)[**(IN) and Requirements for Completion”**](https://arr.usc.edu/forms/Incomplete_form_32008.pdf)[form](https://arr.usc.edu/forms/Incomplete_form_32008.pdf) which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed

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| **Assignments** | **Weighting** |
| Mandatory Live Sessions | 6% |
| Create your personal Scalar Site and Intro page | 5% |
| E-portfolio Action Plan | 5% |
| E-portfolio Artifacts Matrix | 5% |
| E-portfolio Program Goals | 20% |
| Statement of Professional Philosophy | 10% |

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| E-portfolio Job Search Assignment | 10% |
| E-portfolio Diversity Statement | 10% |
| E-portfolio Scalar Check | 24% |
|  | E-portfolio Conclusion essay | 5% |
| **Total** | **100%** |

### CLASS PARTICIPATION;

Mandatory Live Session

# LIVE SESSIONS

 Live Sessions will be held using Zoom on Weds. At 4;30pm Trojan Time. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived and sent to you as a link, usually the day after the session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

 Pursuant to the USC Student Handbook ([www.usc.edu/scampus](http://www.usc.edu/scampus), Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

## Live session schedule

Weds. August 31, 4:30PM (PST) 2022- Mandatory

Weds. Sept. 7, 4:30PM (PST) 2022- Mandatory

Weds. Sept. 21, 4:30PM (PST) 2022- Optional

Weds. Oct. 12, 4:30PM (PST) 2022- Optional

Weds. Oct. 26, 4:30PM (PST) 2022- Optional

Weds. Nov. 9, 4:30PM (PST) 2022- Mandatory

Weds. Nov. 30, 4:30PM (PST) 2022- Optional

### CLASSROOM POLICIES – Fall 2022

1. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom.
2. Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
3. Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

***HOMEWORK:***

## Scalar Site and Self-introduction

Post to your scalar site intro page a brief bio, cut out the instructions and put your name where it says “Introduction”. In addition to the usual information you can also add where you are distancing from, the type of information organization that will be your career focus, and what you believe makes you unique. To complete this assignment please e-mail the link to your introduction page to me (make sure you have set me as an additional editor to your Scalar project). If I do not have proper access I will e-mail you and ask you to reset the settings.

## Action Plan (Two page minimum)

Think of this introduction piece draft as a planning tool to assist you with aligning your thoughts before you begin crafting the actual portfolio document. Here is where you are to create an essay that details your assignment plan illustrating how you intend on completing a successful portfolio. Consider what components you would like to include. Consider also if you might like to construct an initial outline to organize your thought and structure. This assignment MUST include an individual weekly timeline. Include references if applicable in APA style and include an APA Style reference page (in addition to the two page minimum). E-portfolio; Statement of Professional Philosophy, Artifact Matrix, Program Goals, Diversity Statement (Instructor feedback provided for student draft submissions. All individual written pieces must be submitted to SmarThinking and edited before submitted for instructor feedback and then edited as per feedback then you can upload into to template.

## E-Portfolio Artifact Matrix

This organizational aide is reported as one of the most valuable for facilitating writing program goals. Place a link to each artifact that you will use to demonstrate mastery of each Program Goal. I will add more here from the LMS instructions. The artifact matrix can be found under the More tab.

## Program Goals (Two page minimum Per Goal)

The MMLIS Program Goals represent the student learning outcomes prescribed for the degree. For each Program Goal you will discuss your understanding of it, how it relates to information professionals and to you as an information professional, and which courses, or work experience you believe assisted you with its achievement. You will then provide evidence by submitting current and relative artifact(s) that you have produced either in your coursework or from your work experiences demonstrating that you have achieved mastery of the MMLIS Program Goals.

Artifacts produced as a team effort may be submitted as evidence of your goal achievement, but in your Program Goal Statement you must make it clear what your exact role was in the team project and what work was your individual responsibility. You must produce a mixture of team and of individually created artifacts, the balance being your choice. **Note that one artifact can be used to demonstrate your mastery of two goals, with three being the maximum use of the same artifact.** For each artifact, you will include specifics such as the course name and number or the work experience location and the context for the creation of the artifact; how this artifact relates to the Program Goal, and how you've achieved these goals through the creation of this artifact. These artifacts can be submitted in any format — Word documents, videos, web pages, images and others. They can be taken from your coursework, internships, or work experience. Links to the artifacts must also be included in the e-portfolio Artifact Matrix.

(Additional details are provided on each Program Goal page located on your e-Portfolio SCALAR Site).

Remember to begin each essay with an introduction and end with a conclusion. Include your references and use APA style. Submit to SmarThinking first then edit. Once submitted as a draft to capstone instructor, you will receive one round of faculty feedback. Also remove all instructions on launch page.

##### Statement of Professional Philosophy (Three pages minimum)

A statement of professional philosophy contains the principles that we accept/create for ourselves relative to our conduct, thought, and knowledge regarding our profession. All major Library and Librarian Associations have philosophies published that you can draw from. With this in mind begin with an introduction of your professional philosophy. Using that as your compass, discuss the role of an informational professional adding to it your beliefs about the information profession and the principles that you subscribe to as an MMLIS graduate. Be sure to include elements of leadership, service, community development, and other areas that you believe to be unique to this particular MMLIS program. Continue on with this component of your professional philosophy with a short statement detailing what unique value you bring to the table.

Conclude this area by discussing your achievement of each of the MMLIS Program Goals making sure to apply the principles indicated in your philosophy. Briefly introduce which artifact(s) you created that best illustrates your achievement of that goal. Note that you will discuss each Program Goal at length in the next section so no need to do it here.

Include your references and use APA style. Spellchecked, Grammarly checked and submit to SmarThinkng first then edit from all ST remarks. Once submitted as a draft to capstone instructor by e-mail , you will receive one round of faculty feedback. After you receive feedback and edit upload to your Scalar site. Please do not forget to remove the instructions from the Scalar page.

## Job Search Assignment (does not need to go to SmartThinking)

Find a current open professional job announcement.

You will write a professional cover letter that addresses all required and desired experience and skills; it should be customized to the job description you selected.

Next, carefully go over your CV or resume to address the job description. Remember, hiring managers get hundreds of these for each job. If your cover letter does not address all requirements in the description, your application package will not make it beyond this point.

You may choose to use a job for which you intend to apply. Because of this I am open to when you do this assignment. If you have a deadline, please let me know so I can do my best to accommodate. You can turn tis in any time before the due date to accommodate your actual job Search.

Please pay careful attention to customizing your cover letter to the job announcement or job description. This is key to making into the next phase, where your CV or Resume goes to the hiring committee. Search committee chairs are tasked with eliminating any application packages that do not address ALL job requirements. They do not go to your CV if your cover letter does not address all requirements. For example, if the job requires a social science undergraduate degree you must state you have that or address why you meet that qualification in some other way. Hiring managers will not go to your CV unless cover letter explicitly states you have (or have addressed) each requirement. The same can be said for desired requirements. Hiring managers often use a rubric for these requirements. From that rubric score they select the top scorers to pass to the hiring committee for consideration. So even if there are desired requirements you do not formally meet, write to how you would meet them or how your experiences prepare you to meet them.

## Diversity Statement: (One to two page minimum).

Your Diversity Statement should include references, but they must be in addition to your 3-page minimum. Include your references and use APA style.

Submit to SmarThinking first then edit. Once submitted as a draft to capstone instructor, you will receive one round of faculty feedback

## E-portfolio Final Check

The e-portfolio is comprised of a number of components which are to be submitted as documents: Action Plan, Artifact Matrix, Statement of Professional Philosophy, MMLIS Program Goals Draft, Job Search Assignment, Diversity Statement, Final E-portfolio, and Conclusion. Each of these documents are to be added into the student’s created Scalar Site. Note: Remember 1) Remove all instructions and to change your Scalar e-mail and password after completing this class so that you have continued access to your e-portfolio site for personal use after degree completion (and after you no longer have a USC e-mail).

## Conclusion (One to two page minimum)

The conclusion should be a reflective essay discussing the issues, tasks, insights, and skills learned in the construction of the e-portfolio. Use your Action Plan as a self-check relating whether you successfully accomplished the e-portfolio according to your intended plan. Most importantly, did you accomplish the Capstone course learning objectives listed in the syllabus?

Some items to think about: did your plan go according to your initial strategy? Were there high points in this assignment? How about challenges? What are you taking away from creating your portfolio? Do you have any preparation suggestions for future cohorts who will be taking this course?

# ASSIGNMENT SUBMISSION POLICY:

Assignments must be e-mailed (word docs not PDF) to the instructor by Tuesday’s (Day 7) 11:59 PM Trojan Time of the designated week. Once you receive feedback from the instructor, you are expected to edit then upload to you Scalar site template.

Because all drafts are critical to this course, any drafts submitted late will have an impact on the final course grade. Late or not, however, you must complete all required assignments to pass this course. If you will be turning in a late assignment let me know asap, I will work with you if you keep in touch.

# FORMATTING GUIDELINES FOR ALL WRITTEN WORK:

* Documents should be submitted in either .doc, .docx, or .rtf format. No file formats such as .pdf will be accepted. I prefer you e-mail your assignments directly to me however, I will accept through Canvas.
* Name the file to include your last name (winn\_program\_goals)
	+ All writing components adhere to APA Style and are submitted to SmarThinking for grammar and spelling review (and edited) before they are sent for my review.
		- Within paragraphs, it may be appropriate, to use bullets to summarize a point, but be sure there is explanatory text associated with each bulleted item. Don't just make lists.
		- Assignments should adhere to a consistent APA style format.
		- Work should be free of typos and spelling errors.
		- If there is not a page requirement listed in the

assignment instructions, this means that there is none. The amount of pages you include is your option.

* + - Assignments must be delivered as specified in the assignment instructions and may be submitted by email to the instructor.

As Graduate students you are expected to communicate effectively in writing, using proper grammar, diction, punctuation and spelling. Written reports will be graded on how effectively you communicate your ideas. Clarity of expression and organization are essential. Always submit to SmarThinking and incorporate the edits before turning in written assignments. Written assignments that have not been submitted and edited will be sent back for you to ensure your best work before it comes to the instructor for comments.

***TEAM PROJECTS: NONE***

***EXAMS: NONE***

***THE IMPORTANCE OF COURSE EVALUATIONS:***

“The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations”.

###### TECHNOLOGY REQUIREMENTS:

Online lectures through Zoom will be provided in Canvas. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Canvas. To participate in learning activities and complete assignments, you will need:

* Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
* Reliable Internet access and a USC email account;
* A current Internet browser that is compatible with Canvas
* A working video camera with microphone for use on Zoom;
* Microsoft Word as your word processing program; and
* Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

ADD/DROP PROCESS

Courses may be added until **September 20, 2022**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **September 20, 2022**. If the course is dropped after **September 20, 2022** and before **October 14, 2022**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **October 14, 2022**, it will be recorded with a mark of "W." No course may be dropped after **November 21, 2022**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

## Marshall Learning Environment: Open Expression and Respect for All

<https://www.marshall.usc.edu/about/open-expression-statement>

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. This is an important part of the training business students must receive to address and solve major issues that confront businesses in a critical and thoughtful manner. These values are reflected in the USC Marshall statement on open communication.

### CLASS CONDUCT/NETIQUETTE:

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement.

Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

* Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
* Virtual background respectfully professional
* Display both your first and last name during video conferencing and synchronous class meetings.
* Respectfully minimize distractions with muting and video off when moving around
* Disagree respectfully
* Respectfully pay attention to classmates
* Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
* Do not use more than one punctuation mark, this is also considered aggressive!!!!
* Begin emails with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
* When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. BUAD306) in the message and sign the mail with your name.
* Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not

acceptable. You are practicing for your role as a business leader

* Re-Read, think, and edit your message before you click "Send/Submit/Post.". as a check, consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

**COURSE OUTLINE:**

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|  | **Topics** | **Deliverables**Due Dates all Day 7 by Midnight: Actual; dates listed below | **Live Sessions**Zoom: https://usc.zoom.us/j/215 707890Weds 4:30 Trojan Time |
| Week 1 | Introduction to |  **Create your personal Scalar site and Intro Page Bio**Send e-mail link to Intro page to me (do not forget to make me an editor)**Due Date:****Tuesday Sept. 6, 2022** | **Mandatory Live** **Session:** Scalar site template will be given to each student and hands on activity to learn all you need to know for Scalar E- portfolio**Aug. 31 , 2022****4:30 Trojan Time** |
| Aug. 31- Sept. 6, 2022 | the course |
|  | E-portfolio Software Scalar, |
|  | Template |
|  | Provided |

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| Weeks 02 - 03: Action Plan |
| Week 2Sept.7-13,2022 | Scalar Intro |  **Action Plan** **Due Day:****Sept. 13, 2022** | **Mandatory Live Session:** Course overview, syllabi, expectations, Action Plan Sept. 7, 20224:30 Trojan Time |
| Week 3 | Action Plan | Sept. 14, 2022 | No live session |
| Sept. 14-20, 2022 |  |
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| Weeks 04 - 08: Artifacts Matrix and Program Goals |
| Week 4 | Artifacts | **Artifact Matrix****Due Date: Sept.20, 2022** |  |
| Sept. 21-27, 2022 | Matrix | Optional Live Session:  |
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|  |  |  Sept. 21, 20224:30 Trojan Time |
| Week 5Sept. 28-Oct.4, 2022 | Program Goals |  | No Live Session |
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| Week 6Oct. 5-11, 2022 | Program Goals |  | No Live Session |
| Week 7Oct. 12-18, 2022 | Program Goals |  **Program Goals Draft Submission** **Due Date:** **Oct. 17, 2022** | Optional Live Oct. 12, 4:30PM |

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| Week 8Oct. 19-25, 2022 | SOPP | **Statement of Professional Philosophy****Due Date:****Oct. 25, 2022** | No Live Session |
| Weeks 09 - 10: Professional Philosophy and Job Search |
| Week 9Oct.26- Nov.12022 | Job Search Assignment |  | Optional Live Session4:30PM |
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| Week 10Nov.2-8, 2022 | Job Search Assignment |  | No Live Session |
| Weeks 11 - 13: Change Agent Essay; E-Portfolio Completion |
| Week 11Nov.9-15, 2022 | Job Search Assignment & Diversity | **Job Search Assignment** **Due Date: Nov. 14, 2022** | **Mandatory Live Session** **4:30PM** |
|  | Statement |
| Week 12Nov.16-23, 2022 | Diversity Statement; E- Portfolio Completion | **Diversity Statement****Due Date :** **Nov. 22, 2022** | No Live Session |

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| Week 13Nov. 24-292022 | E-Portfolio Completion all editing completed before submission | **E- Portfolio Completion****Due Date: Nov. 28, 2022** | No Live Session |

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| Weeks 14 - 15: Conclusion & Reflection |
| Week 14Nov. 30-Dec.62022 | Conclusion & Reflection |  **Conclusion**  **Due Date:** **Dec.6 ,2022** | Optional Live Session: Nov. 304:30PM |
| Week 15 Dec.7- 132022 | Reflection |  | No Live Session |

### STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS:

##### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](https://policy.usc.edu/research-and-scholarship-misconduct/).

##### Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not

retroactive. More information can be found at [osas.usc.edu.](http://osas.usc.edu/) You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

##### Support Systems:

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm[.](https://engemannshc.usc.edu/rsvp/)

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086*

[eeotix.usc.edu](https://eeotix.usc.edu/)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response[.](https://studentaffairs.usc.edu/bias-assessment-response-support/)

*The Office of Student Accessibility Services (OSAS) - (213) 740-0776*

[osas.usc.edu](http://osas.usc.edu/)

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](https://campussupport.usc.edu/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity and Inclusion - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

*Office of the Ombuds* - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

[ombuds.usc.edu](http://ombuds.usc.edu/)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-33*40 or otfp@med.usc.edu [chan.usc.edu/otfp](http://chan.usc.edu/otfp)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

#### LIM PROGRAM LEARNING GOALS

|  |  |  |
| --- | --- | --- |
| a. Understand the ecology of libraries and information networks, their unique environments and how they are governed; |  |  |
| b. Articulate and employ professional values and ethics in a variety of situations and circumstances; |  |  |
| c. Apply and assess management strategies, practices and decisions. |  |  |
| d. Develop and manage content, including negotiating with vendors and licensors, for targeted communities of users; |  |  |
| e. Organize, retrieve and manage information for stakeholder benefit; |  |  |
| f. Locate, synthesize and translate information to intelligence for various client groups; |  |  |
| g. Develop, implement and assess programs and services for enhancing use of information and ideas; |  |  |
| h. Understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery; |  |  |

|  |  |  |
| --- | --- | --- |
| i. Design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions. |  |  |
| j. Manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction. |  |  |
| k. Apply persuasion and influence through networking, collaboration, and relationship- building; |  |  |
| l. Demonstrate a commitment to continued professional education and lifelong learning. |  |  |