### Instructors

**Instructional team e-mail:** [si405.instructors@umich.edu](mailto:si405.instructors@umich.edu)
Please include [SI 405] in the subject line.
(Faculty and GSIs are on this email.)

- **D. Scott TenBrink**, Civic Engagement Program Manager, Lecturer (he/him)
  - dstb@umich.edu (517) 914-6605 (cell)

- **Florian Schaub**, Assistant Professor (he/him)
  - fschaub@umich.edu

Please contact us with any questions via email or Slack; if you do not hear from us within 48 hours, please ping us again.

### Meeting Time and Course Location

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI 405-002</td>
<td><strong>SI 405-002 - User Experience and Social Media</strong></td>
<td>Mondays 9:30–11:20am</td>
<td>Lecture Zoom link (remote)</td>
</tr>
<tr>
<td>SI 405-003</td>
<td><strong>SI 405-003 - Information Analysis</strong></td>
<td>Wednesdays, 2:30–4:20pm</td>
<td>Lecture Zoom link (remote)</td>
</tr>
</tbody>
</table>

### GSIs

- **Han Na Shin** ([hanshin@umich.edu](mailto:hanshin@umich.edu); she/her/hers) – UX
- **Eric Junhan Kim** ([ericjhk@umich.edu](mailto:ericjhk@umich.edu); he/him/his) – UX
- **Hayden Le** ([hayde@umich.edu](mailto:hayde@umich.edu); they/them/theirs) – IA

### Required Systems and Texts

- **Canvas**: announcements, assignments, lecture recordings, and other resources. Please note that the two sections have their own Canvas sites:
  - [SI405–002 UX/SM Canvas](https://canvas.umich.edu/courses/3333)
  - [SI405-003 IA Canvas](https://canvas.umich.edu/courses/3334)

- **Zoom**: all lectures and discussion sections will be held via Zoom unless indicated otherwise.

- **Slack**: we use Slack for informal communication and to facilitate interactions within and across student teams. You will receive an invitation for either the UX or IA Slack depending on your section. Please note that these Slack workspaces will continue to be used next term by SI485 and SI487/489.
  - [UX/SM Slack](https://join.slack.com/t/uxsm/partner) (for SI405 + SI487/489)
**Tandem:** we use the U-M tool Tandem for peer evaluations and team skill building. Details are provided in Canvas.

**Office Hours**

Instructors and GSIs hold office hours via Zoom.
- Please check for and book available appointment slots.
- If necessary, you can book two consecutive slots.
- If the offered times do not work for you, please reach out to schedule an appointment at a different time/day.
- At the scheduled time, please connect to the Zoom link. You will be placed in the virtual waiting room and will be led in once the previous meeting finishes.

**Scott:** Wednesdays, 10am to 12pm, via Zoom. Book one or two 10-minute appointment slots

**Florian:** Thursdays, 12–2pm, via Zoom. Book one or two 10-minute appointment slots

**Han Na:** Thursdays, 9am to 12pm, via Zoom. Book one or two 15 minute appointment slots

**Eric:** Tuesdays, 1pm to 4pm, via Zoom. Book one or two 15 minute appointment slots

**Hayden:** Mondays, 8-9:30am and Tuesdays, 10-11:30am, via Zoom. Book 15 minute appointment slots.

**Overview**

SI 405 is the first half of the two-semester BSI Capstone Experience. SI405 is followed by SI485 (for students in the IA path) and SI487/489 (for students in the UX/social media paths).

The goal of the capstone experience is to provide you with real world experience in working on a challenging information analysis, UX or social media project with a client. In these projects, you will apply the skills and knowledge you have obtained in the BSI program, and in the process gain valuable skills in managing complex projects, working with clients, and working effectively in a professional team.

SI405 focuses on understanding the problem and planning the project, whereas SI485 and SI487/489 focus on execution of the developed project plan by applying and deepening your IA, UX or Social Media expertise. SI405 further equips you with project management and team management skills and strategies that will enable you to thrive in professional project and team contexts.

In this Fall term, you will form a consulting team with 3-4 fellow students and be assigned to a client and their project. Your team will work with the client to understand the objectives of the project and the challenges the client is facing, scope the project, coordinate the resources
needed to address the identified objectives and challenges, establish a detailed project plan for completing the project in the winter term in alignment with client needs and the milestones required in SI485 or SI487/489.

In SI405, teams spend a portion of the course developing a professional relationship and working plan in collaboration with the client; in addition to this, teams will start to engage in project activities, which may include heuristic evaluation and developing user research studies for UX/Social Media projects; and may include data retrieval, data cleaning, and preliminary data analysis for IA projects. An important realization for you and your team should be that you are responsible for planning out your project from the beginning of the Fall term to the end of the Winter term. This includes deciding as a team what tasks you may want to get started on in the Fall already to starting making progress towards milestones in the Winter term.

An important part of both SI405 and the Winter capstone courses is sharing your team’s project progress with others in the class – both to get a range of suggestions and ideas for addressing challenges and to learn from each other’s projects. When talking about your project in class, you should however be mindful of your client’s privacy and confidentiality needs (some clients require you to sign an NDA). Do not reveal sensitive client data and keep identities of study participants confidential. Similarly, anything you learn about other projects/clients should be kept confidential to the class context.

Learning Objectives

At the end of this course, as a student you will have gained:

- **Competency** in gaining sufficient understanding of a real-world problem and its context to scope and plan a project for addressing the problem. This includes eliciting a client’s needs and goals, as well as researching the client organization and its industry peers for contextual knowledge.
- **Competency** in assessing project needs and potential impediments. This includes identifying logistical and resource needs, hurdles and impediments that are either present from the start or may arise in the course of the project.
- **Competency** in scoping a project, together with the client, so that the project is feasible to successfully complete the project in the given time frame. This includes developing acceptance criteria for deliverables and ensuring sustainability of the project.
- **Competency** in developing a detailed project plan that is aligned with both the client’s goals and your internal timeline and requirements, as well as clearly addresses the identified project needs and impediments. For the capstone experience, specifically, this also includes ensuring that the project plan is aligned with the milestones and timeline of the respective Winter-term capstone course (SI485 or SI487/489). An effective project plan considers both external deadlines and deliverables, as well as defines internal tasks, task timelines and deadlines.
- **Literacy** in developing effective teams. This includes determining team roles that leverage team members’ current strengths and skills, while also providing for individual growth by creating opportunities to gain new skills and experience through collaborative team work and in accordance with team members’ goals and expectations. Effective
teams are built on effective team communication, which includes articulating team goals and individual expectations, establishing responsibilities and creating accountability for them, as well as learning and applying practices to work through internal conflicts and external challenges.

- **Literacy in effective client relations management.** This includes clarifying and managing expectations, providing constructive input and developing project direction in the face of uncertainty, resolving disagreements with the client, working with and around the client’s schedule and availability, as well as exhibiting professional conduct towards the client.

- **Literacy in professional communication** with a client and other relevant stakeholders, as well as with team members, student peers, and instructors.

- **Literacy in working in cross-cultural and diverse professional settings.** This includes understanding challenges and opportunities in cross-cultural and diverse settings and how to effectively work with them.

**Course Organization**

SI405 is a **two-credit course** which is structured into **six modules**. Each module spans two weeks and consists of one class session, one discussion session in the following week, and a set of assignments, as well as out-of-class team activities. A detailed timeline is provided later on in the syllabus.

**All class sessions, discussion sessions and office hours will be held remotely via Zoom.** We also expect client interaction and team work to be remote. We may offer optional in-person activities, if we feel those activities provide a pedagogical value and are safe. If you have a suggestion for an in-person activity that could complement the remote activities please reach out to us. Note that any in-person activities will be complementary and optional. You will be able to be successful in this course regardless of whether you will be on campus or somewhere else.

While remote learning and teaching may not be what you or we had in mind for the capstone experience, we believe it will prove to be an asset for this course by equipping you with virtual collaboration skills. Virtual team collaboration and client interaction, often across different timezones, has become the norm for many companies and organizations even before the COVID-19 pandemic. Being effective and successful in virtual collaborations and team work requires organization, deliberation and practice. SI405 and the capstone experience will provide you with strategies, practice and support to excel in virtual teams and remote interactions.

**Class:** each two-hour class consists of lectures, discussions, class activities and small group activities. We will use a mix of asynchronous and synchronous activities:

- **Asynchronous class activities.** We will make relevant materials, including pre-recorded lecture videos, available at least one day before the lecture session. We
will make sufficient time at the beginning of each class session for you to complete all asynchronous activities, but you can also complete them earlier. **We expect that you complete all asynchronous class activities (e.g., watch lecture videos, read required texts, etc.) before the synchronous class session starts.**

- **Synchronous class activities.** The synchronous class activities build on the asynchronous class activities, e.g., by discussing presented concepts and respective questions and by completing group, individual or team activities in which the presented concepts are applied. **You are expected to connect at the posted synchronous class time for a given week.** If you are unable to attend, you need to inform the instructors in advance. Synchronous class sessions will be recorded, and recordings made available for those who were unable to attend.

- **Class reflection prompts.** We will ask you to complete a class reflection prompt after each class and discussion session. These prompts will consist of a few short questions to help you reflect on the class content. These prompts further serve to track attendance and class participation. You will not get participation/engagement points if you do not complete the class reflection prompt.

**Discussion sections:** Discussion sections are held in the week after a class module. Discussion sections are led by a GSI. The primary purpose of the discussion sections is to give you and your team time to make progress on your project and work on team assignments. Discussion sections will typically follow this structure:

- **Short plenary discussion** of the week’s team goals and tasks, discussion of any questions regarding those tasks.
- **Self-guided team work** in Zoom breakout rooms. The GSI will move between teams/breakout rooms to hear about your progress and provide feedback and suggestions.
- **Plenary reporting out** at the end of the session, in which each team talks about their progress, their current challenges and tasks they will complete outside of class.

**GSIs as project mentors:** We are fortunate to have three full-time GSIs for this course. Each team will be assigned to one GSI as their mentor. Your GSI mentor is a resource for you to gain detailed feedback and suggestions on your project, your project plan and the interactions with your client. Your GSI mentor will be leading your discussion section and will interact with your team during the discussion session, but time in the discussion sessions will be limited. We strongly encourage you to make use of your GSI mentor’s weekly office hours to be able to discuss aspects in more detail and get deeper feedback even before you submit assignments. Our GSIs have lots of project experience and are eager to assist you with your projects – please leverage their expertise!

**Out-of class team/project work:** Your project will require extensive team work. This includes but goes beyond the team assignments you need to complete in SI405. In SI405 you’re laying the foundations for successfully navigating and completing your project in the Winter term. Any additional effort you put into your project during the Fall will make your work easier and
potentially lighten your load in the Winter term. Conversely, putting minimal effort into your project during SI405 will haunt you in the Winter term and send you scrambling to complete insufficiently planned project activities under time constraints. We encourage you to leverage SI405 to really think about, plan, and work on your project with the overall project activities, tasks and timeline across both terms in mind.

While the discussion sessions provide some time for your team to work together, this will very likely not be sufficient to advance your project to a stage that sets you up for success. Your team will need to coordinate and work together outside of class to be successful. Typically, the most successful projects are those in which the team works closely together with at least one weekly out-of-class team meeting and clear tasks assigned to every team member in between. Make sure to set internal deadlines for tasks in advance of class deadlines. Because everyone has busy and demanding schedules, as well as the additional challenges posed by potentially working across time zones or accommodating for someone falling sick, it is important to early-on identify joint availability and schedule internal team meetings and joint work sessions to advance your project.

We recommend using Zoom for synchronous collaboration and productivity tools such as Slack, Google GSuite and Miro for asynchronous coordination and collaboration.

Project & Team Matching

The SI405 instructional team works closely with the Engaged Learning Office, as well as the instructors for SI485 and SI487/489, to recruit clients with exciting and challenging projects for the BSI capstone experience. Projects and clients go through an extensive recruitment, scoping and selection process over the summer before SI405 starts.

Project descriptions for IA and UX/Social Media projects will be made available in the first week of SI405. We encourage you to read the project descriptions in detail and research potential clients and the project context. You will be asked to indicate your preferred project choices and reflect on your skill set. This information will be used to form project teams that respect individual preferences while creating diverse teams.

We do not consider preferences for preferred team mates in this process for two reasons: we want to give priority to preferred project choices and in professional settings you are often not able to pick who is on your team. We consider it an important learning outcome for the capstone experience to be able to work effectively and professionally in teams regardless of prior personal relationships.

Non-Disclosure Agreements and Intellectual Property

UMSI discourages organizations from using NDA and IP agreements. However, some project clients may require you to sign intellectual property (IP), confidentiality or non-disclosure agreements (NDA) to work on their project. This is common practice to protect clients’ business interests. The terms of such agreements can vary from just allowing the client to continue work on the project after the course is over to signing away all rights to royalties and the use of any
patent. Non-disclosure agreements may require you to keep the information you obtain about the client’s products and the project confidential for a specified period of time. **It is your responsibility to read any such agreements associated with a project and ask questions prior to selecting a project.**

If NDA or IP agreements are required, this will be noted as part of the project descriptions shared. **You have the right to ask to not be assigned a project that has an NDA or IP agreement associated with it.**

By selecting a project that requires an NDA or IP agreement, you are agreeing to the terms of the IP/NDA contract, even before signing the contract. You are strongly encouraged to read the IP/NDA agreements associated with your project as soon as it is available to you. If you have already signed any sort of agreement with a future employer or a past employer, you may want to consider these agreements and contracts when indicating a preference for your BSI Capstone project. You can discuss questions regarding intellectual property and confidentiality obligations with the instructors or you may contact Drew Bennett, Associate Director of Licensing, Software, Mobile and Digital Technologies at the U-M Office of Technology Transfer (734.615.4004, andbenne@umich.edu).

Please note that SI405 and SI485, SI487/489 instructors are not responsible for your NDA/IP agreements. These agreements are signed between student teams and the project client.

**If you signed a confidentiality agreement with your client, always seek prior approval from your client for (semi-)public presentations of your work** (e.g., exposition poster, final presentation, UMSI portfolio entry, own portfolio website). Almost always clients are fine with you talking about the project, but the client may want to have a say in the level of detail to ensure that you’re not revealing confidential information. **It is your responsibility to obtain the client’s approval.**

**Course Assignments**

You will gain points towards your grade in SI405 through a range of activities and assignments. **Note: total point numbers are not yet finalized and are subject to change.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points Possible</th>
<th>Description</th>
</tr>
</thead>
</table>
| Attendance and in-class engagement | 60 points             | • 12 class/discussion sessions, 5 points each  
• Active participation is required for all sessions.  
• You will complete a short class reflection for each class/discussion session to track participation and gain engagement points. Class reflection prompts will be provided as part of a given module.  
• If you are unable to attend a class/discussion session and provided a valid excuse in advance you will be able to submit class reflection prompts |
based on the session recordings. Note that discussion sessions will not be recorded.

<table>
<thead>
<tr>
<th>Team assignments</th>
<th>109 points</th>
</tr>
</thead>
</table>
| • The team assignments contribute to one consistent project planning report, each part is worth 30 points:  
  ○ Problem statement and context (30)  
  ○ Project resources and needs (30)  
  ○ Project plan (40)  |
| • The goal of SI405 is to iteratively develop a solid project plan, as such you can and are expected to revise prior parts of the report based on grading feedback, GSI/instructor feedback, client feedback and new insights. Revised report parts will be re-graded, providing you an opportunity to increase your points.  |
| • Each team is responsible for completing team assignments, and uploading them to Canvas. A rubric will be provided for assessment for each assignment.  |
| • We recommend that you create one Google Doc for the overall report, which you keep adding to and revising. If you provide the link to your report doc as part of assignment submissions, we will provide improvement suggestions/comments there. However, you are required to submit a pdf/doc for assignments as a snapshot of the document.  |
| • In addition to the project report there are some smaller team assignments:  
  ○ Drafting first client emails with Lettersmith (9)  |

<table>
<thead>
<tr>
<th>Individual team reflections &amp; lessons (Tandem)</th>
<th>85</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project preference survey (5 points)</td>
<td></td>
</tr>
<tr>
<td>• 16 Tandem assignments (8 surveys and 8 lessons), 5 points each</td>
<td></td>
</tr>
<tr>
<td>• We will use the Tandem tool for individual reflections surveys and team checks and to provide additional lessons on team dynamics and team management.</td>
<td></td>
</tr>
<tr>
<td>• These surveys and lessons will help you reflect on your team’s dynamics and provide you with strategies for effective team management; we will use these assignments to learn about and support team issues.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points Available</th>
<th>245</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 70% (171 points) needed to pass</td>
<td></td>
</tr>
</tbody>
</table>
Course Credit and Grading

SI405 is a 2-credit graded course. 70% or higher will merit a passing grade for the course. Note that failure to pass this course will hinder your ability to graduate. You cannot successfully enter the BSI Final Project Course (SI485 or SI487/489) without passing SI405.

<table>
<thead>
<tr>
<th>Points/Percentage</th>
<th>Letter Grade</th>
<th>Numeric Grade</th>
<th>Points/Percentage</th>
<th>Letter Grade</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>232 / 95%</td>
<td>A</td>
<td>4.0</td>
<td>188 / 77%</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>220 / 90%</td>
<td>A-</td>
<td>3.7</td>
<td>178 / 73%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>213 / 87%</td>
<td>B+</td>
<td>3.3</td>
<td>171 / 70%</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>203 / 83%</td>
<td>B</td>
<td>3.0</td>
<td>164 / 67%</td>
<td>D*</td>
<td>1.0</td>
</tr>
<tr>
<td>196 / 80%</td>
<td>B-</td>
<td>2.7</td>
<td>159 / 65%</td>
<td>E*</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*In Fall 2020, students who would earn a D or E grade will receive a “No Record Covid (NRC)”.

Course Schedule

All students will attend a total of six class sessions in the fall term. Once project teams have been formed, student teams will be assigned to a sub-section: UX-A or UX-B for UX/Social media projects; IA-A or IA-B for IA projects. Your sub-section will determine in which weeks you have class and in which weeks you have discussion sections. Note that class and discussion sections always happen at the same time (just in different weeks):

- UX-A/UX-B: Mondays, 9:30-11:30am
- IA-A/IA-B: Wednesdays, 2:30-4:30pm

<table>
<thead>
<tr>
<th>Week</th>
<th>UX-A</th>
<th>UX-B</th>
<th>IA-A</th>
<th>IA-B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/31</td>
<td>Lecture 1 (all meet)</td>
<td>9/2</td>
<td>Lecture 1 (all meet)</td>
</tr>
<tr>
<td>2</td>
<td>9/7</td>
<td>no class</td>
<td>9/9</td>
<td>no class</td>
</tr>
<tr>
<td>3</td>
<td>9/14</td>
<td>Lecture 2</td>
<td>9/16</td>
<td>Lecture 2</td>
</tr>
<tr>
<td>4</td>
<td>9/21</td>
<td>Discuss 2</td>
<td>9/23</td>
<td>Discuss 2</td>
</tr>
<tr>
<td>5</td>
<td>9/28</td>
<td>Lecture 3</td>
<td>9/30</td>
<td>Lecture 3</td>
</tr>
<tr>
<td>6</td>
<td>10/5</td>
<td>Discuss 3</td>
<td>10/7</td>
<td>Discuss 3</td>
</tr>
<tr>
<td>7</td>
<td>10/12</td>
<td>Lecture 4</td>
<td>10/14</td>
<td>Lecture 4</td>
</tr>
<tr>
<td>8</td>
<td>10/19</td>
<td>Discuss 4</td>
<td>10/21</td>
<td>Discuss 4</td>
</tr>
<tr>
<td>9</td>
<td>10/26</td>
<td>Lecture 5</td>
<td>10/28</td>
<td>Lecture 5</td>
</tr>
<tr>
<td>10</td>
<td>11/2</td>
<td>Discuss 5</td>
<td>11/4</td>
<td>Discuss 5</td>
</tr>
<tr>
<td>Module Overview</td>
<td></td>
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<td>-----------------</td>
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<td></td>
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</tr>
<tr>
<td><strong>Agenda</strong></td>
<td><strong>Actions/Assignments Following Class</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>Lecture 1: Course Overview</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Lecture 1: Course Overview | Review project descriptions  
Project preference survey (5)  
Tandem Welcome lesson (5)  
Tandem Beginning of Term survey (5)  
Tandem Meet yourself lesson (5)  
Project teams and subsections are announced before module 2 |
| **Module 2**    | **Lecture 2: Team building & engaging with client** |
| Lecture 2: Team building & engaging with client  
Discussion 2: prep first client meeting and report part 1 | Tandem Meet your team (5)  
Tandem Team check (5)  
Drafting first client emails with LetterSmith (9 points total, 3 points per email)  
First client meeting: Introduction  
Submit report part 1 (30) |
| **Module 3**    | **Lecture 3: Project Scoping and Clarification** |
| Lecture 3: Project Scoping and Clarification  
Discussion 3: prep second client meeting and report part 2 | Second client meeting: Clarification of project scope, stakeholders and resources  
Submit report part 2 (incl. revised part 1) |
Class Attendance and Participation

If you are unable to attend a lecture or discussion session for a valid reason, you are expected to notify the instructional team in advance, in which case we may grant extensions on a case by case basis for completing in-class components (e.g., quizzes/polls) that count towards attendance/engagement.

You are also expected to notify your teammates if you are unable to attend class/discussion sessions, internal team meetings, or scheduled client meetings.

Excusable absences include illness, special requests such as job interviews which could not be scheduled at other times, representing the university, or observance of religious holidays. In addition, we understand and anticipate that the changing situation with the COVID-19 pandemic may require unexpected travel, care for family members, internet connectivity issues, or create other situations that may affect your ability to participate in class/discussion sessions or team meetings. Please contact the instructors in such cases and we will find an accommodation.

General Class Participation Guidelines

It is expected that students will actively engage in small group activities and large group discussions in order to gain the most from this course.

The instructional team’s experience is that projects fail most often when student teams do not develop trust, do not respect each other’s unique working styles, and do not effectively communicate openly and/or regularly, and will not engage in difficult dialogue. It is our intention to help teams establish the foundational skills to open up to others and to effectively and consistently communicate about all project matters.

We encourage you to consider these class participation guidelines. If you would like for us to
consider an addition or amendment, please contact us.

- Respect others’ rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen respectfully. Don’t interrupt, engage in private conversations, or turn to technology while others are speaking. Use attentive, courteous body language.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker’s comments.
- Be courteous. Don’t interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.
- Be aware of how much you are contributing to in-class discussions. Try not to silence yourself out of concern for what others will think about what you say. If you have a tendency to contribute often, give others the opportunity to speak. If you tend to stay quiet, challenge yourself to share ideas so others can learn from you.
- Understand that there are different approaches to solving problems. If you are uncertain about someone else’s approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.
- Take pair-work or small group work seriously. Remember that your peers’ learning partly depends upon your engagement.
- Make an effort to get to know other students. Introduce yourself to students sitting near you. Refer to classmates by name and make eye contact with other students.
- Keep in mind that we are all still learning and are bound to make mistakes in this setting, as anyone does when approaching a complex task or exploring new ideas. Be open to changing your mind, and make space for others to do so as well.
- 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.
- We will not demean, devalue, or “put down” people for their experiences, lack of experiences, or difference in interpretation of those experiences.
- 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.
- 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.

Remote meeting etiquette

Virtual meetings and classes can make interpersonal interaction more challenging due to less
access to visual cues and body language. Please follow the following guidelines for participating in virtual meetings:

- **Connect on time.** If you can’t attend the class/discussion session or team meeting, let instructors or team members no in advance.
- **Turn on your video camera.** Seeing each other allows us to read body language and feel more connected. We encourage you to turn on your video camera. If you cannot use video (no camera, low bandwidth internet, can only call in via phone, health or personal constraint) please contact the instructors in advance so we can work out accommodations with you. Note that you can use virtual backgrounds to preserve the privacy of your physical environment. Zoom also allows you to hide your self-view during calls.
- **Mute yourself when not speaking.** When you’re not speaking, please mute yourself to reduce background noise for everyone. However, when you want to speak you can just unmute yourself you don’t have to wait for permission to unmute.
- **Raise hand / use chat to ask questions.** When you want to ask a question or say something please either raise your hand in Zoom meetings by clicking on the respective button in the participant list or type in the Zoom chat.

**Academic Integrity and Misconduct**

Unless otherwise specified in an assignment all submitted work must be your own and/or your team’s 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 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.

**Accommodations for Students with Disabilities**

If you think you need an accommodation for a disability, please let us 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 us 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; ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. We 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. 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.

Since many students are remote during fall 2020, CAPS COVID-19 Support features SilverCloud, an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: http://umich.edu/~mhealth

COVID-19

Please note that you are able to participate in all SI405 class activities remotely. The following applies to any optional in-person activities.

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis or to disenroll from the class. We also encourage you to review the Statement of Students Rights and Responsibilities, which includes a COVID-related Statement Addendum.