

Office of Interdisciplinary Studies

<http://www.uofaweb.ualberta.ca/ois/>

2009 – HuCo 530 (*Winter Term*) *Project Management*

Instructor: Stan Ruecker

Time: 9:00-11:50 a.m.

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Place: Arts 112

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Office Hours: by appointment

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Personal Website: www.ualberta.ca/~sruecker Course Website: <http://huco.ualberta.ca/moodle/>

Course Prerequisite: none

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects involved

Course Description and Objectives:

Humanities Computing research is unlike traditional humanities research in many respects: the scope of projects usually extends beyond the single-scholar research model, the computer tools needed for research are expensive and the technology changes rapidly, electronic publishing is a largely unknown and expensive undertaking rarely tackled by conventional print publishers, and electronic research requires updating and maintenance beyond project funding. This course will prepare students for the various aspects of designing, implementing, managing, and maintaining a collaborative, interdisciplinary Humanities Computing research project.

Texts:

See course web site on the moodle.

Grade Distribution (see “Explanatory Notes”):

The University Calendar states, “Grades reflect judgments of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in class.” As such, the following mathematical distribution of grades should be viewed as a guideline for course evaluation.

Community Service Learning

The primary purpose of this course is to give students direct experience as well as theoretical knowledge on project management of interdisciplinary research teams. Those students who choose the CSL option will carry out a research project that will benefit one of the university’s Community Service Learning (CSL) partners. It is important to remember that CSL is not a one-way process with only the community organization benefiting from the expertise of Humanities Computing students. Participation with a CSL group offers a significant learning opportunity as the completion of the CSL Project will provide you with a number of significant opportunities to address challenges that shape project management issues.

Evaluation

The main assignment for this course is to recruit an interdisciplinary research team and work with them to develop and carry out a small research project related to some topic in Humanities Computing. Each team will be responsible for researching and writing an extended abstract and presentation slides suitable for submission to the next annual SDH/SEMI or international Digital Humanities conference.

The purpose of this project is to gain experience in assembling and managing a variety of colleagues to accomplish a small contribution to the field. Teams that opt to take on a CSL project may tailor their project to a research outcome that helps to address the needs of the CSL partner. They should also arrange if possible for a representative from the community organization to fill a role on the team.

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Research Project, Team Recruitment, and Team Justification 15% of the total grade

Students will recruit a collaborative, interdisciplinary research team consisting of not fewer than three and not more than five members, including the student. Team members may be academic colleagues at the same point in their career trajectory, junior academic colleagues, or senior academic colleagues. The only limitation is that no research team shall include another member of the class. Students will submit a short description of the research team, including one paragraph describing the project and no more than two paragraphs each describing every member of the research team. The paragraph on the project should outline the research goal. The descriptive paragraphs about the team members should include a very brief description of their expertise, role on the project, relationship to the team leader, and potential strengths and weaknesses. The purpose is to explain their role and justify the choice of including them. Team members don't need to be perfect matches in order to adequately fill a role. This synopsis will be due at the start of class the third week of the course.

Gantt Chart and Weekly project reports 25% of the total grade

One of the goals of this course is to provide hands-on experience in planning and carrying out at least the first phases of a collaborative research project, such as may be reported at one of the annual conferences in our field. Students will identify an appropriate research topic, divide it into weekly tasks, and create a Gantt chart that includes the first phase of the project, to be completed by the end of the course. Students will subsequently fill out each week a one-page report, using the following headings: team identification and date, work planned, work accomplished, work planned but not accomplished, work accomplished but not planned, and plans for next week. Regular team meetings should be part of the plans. These sections should include brief explanations. The project reports will be due at the start of class each week beginning in the fourth week of the course. The Gantt chart is also due at the start of class on the fourth week of the course.

Extended abstract
20% of the total grade

Each research team will write an extended abstract suitable for submission to SDH/SEMI, DH, or a similar conference. The extended abstract should be between 750-1500 words in length. Its primary purpose is to explain the project goal, research method, and outcomes. The extended abstracts are due at the start of class, two classes before the last class of the course.

Conference Presentation
25% of the total grade

Students will produce and give a conference presentation consisting of slides, an outline, or a reading script appropriate for a 20-minute talk at a digital humanities conference. The presentation should relate to the extended abstract. The goal is to be interesting and useful, and to make a contribution to the field. Presentations will be made during the last two classes of the course. Presentation materials should be submitted at the start of the class on the day the presentation is made.

Participation
15% of the total grade

Students should contribute positively and effectively during class time. Please come to class prepared. Students are strongly encouraged to help one another with technical tasks during class as well as for assignments (individual and unique assignments are required).

Explanatory Notes on Assignments:

–see above

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University calendar.” (GFC 29 SEP 2003). “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)



Plagiarism and Cheating:

All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected.

Students involved in translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.”

Students not writing in their native language should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the

Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

 ***Attendance, Absences, and Missed Grade Components:***

In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. For further details, see “Participation” under the section Grade Distribution, above.

 ***Policy for Late Assignments:***

The standing policy of this course is that late papers and assignments will be penalized one letter grade per week. Extensions may be granted if the professor is approached in advance.

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“**OIS Graduate Grading Scale**”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

“OIS Graduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7
	C+	2.3
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0.0