

MACS265 - Innovation Illinois: Final Project and Paper Overview

Presentation Due: 12/9 (in-class presentation at 11A sharp; email slides by 9A)

Paper Due: 12/16. Submit to teaching team via email by 11A

Workflow

- **October** - Your project is born – begin formulating and planning
- **Early/Mid November** - Game time – conduct your surveys and interviews
- **Mid/Late November** - Compile your research and draft your paper
- **Early December** - Get feedback on your drafts, present, make final edits

Schedule

- **Week 8, 10/16 - Group Lab:** EUI training @ NCSA 2103
- **Week 9, 10/21 - Independent Lab:** Communications Worksheet and Five Questions
- **Week 10, 10/28 - Ind. Lab:** Return to Archives independently
- **Week 11, 11/04 - Lab:** Interview - Alum and/or Key Campus Contact/Leader
- **Week 12, 11/11 - Ind. Lab:** Re-visit Alice Campbell Hall Alumni Center
- **Week 13, 11/18 - Ind. Lab:** Tech Buzzwords assignment
- **Week 14, 11/25 - Thanksgiving Break**
- **Week 15, 12/02 - Project Advising**
- **Week 16, 12/09 - Presentations in-class on Mon. 12/9** (beginning promptly at 11A)
- **Final Week, 12/16 - Papers due:** submit by email at 11A

Description

Students will develop a research project that explores innovation's multidisciplinary, and survey creative innovation practices across UIUC's campus. Students will develop surveys that gather feedback on what inspires, supports and fosters innovation practices in diverse settings across the campus – and will gather resources from archives to develop insights on relevant past innovation practices. Teams will meet with the course instructors to consult on project ideas. All projects will incorporate materials/draw analysis from the [University Archives](#), coverage from [The Daily Illini](#) or Illinois news resource, online data, and data from an interview conducted with either a UIUC alum, or key campus contact/leader from UIUC's past or present. Interviewees can include:

- One of the alum from the Radical Illini event held on campus
- An alum from organizations we've covered in class, such as DRES or the BSA
- An alum who is a friend or family member
- A representative/contact from any of our site visits: a DRES coach, a University and Student Life Archivist, an Alice Campbell Hall Exhibit Curator, etc.
- A contact from a key report or document found in the archives (who might have been part of a student or campus organization)
- A contact from a key report or document from an organization relevant to your topic area
- A contact from a contemporary campus actor who represents "innovation" practice related to your topic

Students will also design an outreach and communications strategy as part of the project deliverable. This should map a multi-pronged plan that can gather 10 or more individual responses for the survey. Your outreach plan should be included with your final paper's submission as an appendix.

Students will write a research paper (8-10 pages, double-spaced, 12-point font, 1-inch margins) that summarizes insights from the survey process and results on your Subject Area, drawing on readings from the syllabus and resources from the class and assignments to put your findings in dialogue with past innovation

practices, and any other appropriate secondary resources. (ie. Wikipedia doesn't count, although: feel free to use to find secondary resources)

Final papers should present a bibliography of sources, properly incorporated and cited (in a citation style of your choosing; for information on citation, [Purdue OWL](#) is highly recommended). Include ~~five~~ **three** sources from the syllabus and at least ~~three~~ **five** additional primary and secondary sources (at least 3 of which should be primary: ie. materials from the archives, photos, external reports, etc).

Students will present their work in class with a visual presentation (8-10 minutes, with additional time for questions) at the end of the semester. You're welcome to use a standard slideshow format, but if you're inclined toward multimedia contexts, you may create something unique with instructor approval (examples include: use of creative visualization techniques, videos, podcasts, archives, apps, etc.). **Email your slides or visual presentation to the teaching team by 9A on Monday 12/9 - the Final Day of Class and Presentation Day.**

The **final paper is due by email at 11:00am, Monday, December 16th.**

Paper Checklist:

- ____ 8-10 written pages* (double-spaced, 12-point font, 1-inch margins)
- ____ Consideration/Citation from one Interviewee (UIUC alum, or campus leader)
- ____ Consideration/Citation of at least 3 readings/texts/films/documentaries from the class and Syllabus (to be cited in your Bibliography)
- ____ Consideration of at least 5 additional resources (to be cited in your Bibliography)
 - ____ scholarly books/texts/articles related to your topic (a secondary source)
 - ____ reports/materials drawn from University Archives (a primary source)
 - ____ independent reports/films/news articles related to your topic (a primary source)
 - ____ photos/images/maps drawn from University Archives (a primary source) *
 - ____ your own contemporary photos from the campus (a primary source)*
- ____ Observations from past class assignments (ie. Alice Campbell Hall visit)
- ____ 1-2 page outreach plan *
- ____ 1 page bibliography *

** keep in mind: your paper should include 8-10 pages of written analysis; and images, bibliographies, and outreach plans do not count towards paper length.*

Presentation Checklist:

- ____ In class presentation length of 8-10 minutes
- ____ Visual presentation format (ie. slideshow or multimedia format, given prior instructor approval).
- ____ Representation of data from your interview (with UIUC alum, or leader)
- ____ Citation of at least 1 reading/text/film/documentary from the class syllabus
- ____ Representation/consideration of data from at least 2 additional resources:
 - ____ reports/materials drawn from University Archives
 - ____ independent reports/films related to your topic
 - ____ photos/images/maps drawn from University Archives *
 - ____ your own contemporary photos/images from the campus *
- ____ Observations from past class assignments (ie. Alice Campbell Hall visit)

Note: To prevent technical hang-ups, use browser-based content whenever possible (i.e. streaming a video from Vimeo instead of downloading a file to the classroom machine). And bring a backup of your presentation and visuals on a thumbdrive as a fail-safe.