**INFORMATION IN SOCIAL AND CULTURAL CONTEXT**

Many thanks to Dr. Kenneth Fleischmann who provided a large portion of the content for our syllabus.

**Course Meeting Times**

Wednesday, 3 p.m. - 6 p.m. in UTA 1.208

Unique number: 27680

**Course Description**

Examines the role of information in human activities, particularly in relation to particular social and cultural contexts. Examines how individuals, groups, organizations, institutions, and society at large create, find, use, understand, share, transform, and curate information.

**Instructor:** Dr. Loriene Roy, Professor

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**TA:** Ms. Rachel Simons, iSchool Ph.D. Student

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Note: please communicate with me through Canvas including submitting your assignments.

Phone: (512) 471-3959

Office: UTA 5.444

Office Hours: Mondays, 4:00 – 5:00 p.m.; Wednesdays, 1-2 p.m., or by appointment or via e-mail

**General Objectives**

Through the activities in this class we will examine the role of information in human activities, particularly how it shapes and is shaped by its social and cultural context. Students will consider how creating, finding, using, understanding, sharing, transforming, and curating information impacts and is affected by the social and cultural contexts of individuals, groups, organizations, institutions, and society at large. The goal of this course is to ensure that students have a general understanding of the ways in which information scholars study information and information technologies in social and cultural context.

**Specific Learning Objectives**

By the end of this course, you will:

* Connect theory and practice by understanding that they are mutually beneficial.
* Formulate and clearly communicate creative ideas in writing and orally.
* Critically examine the role of information in human activities and the role of social and cultural contexts.
* Examine how groups, organizations, and institutions create, find, use, understand, share, transform, and curate information, and connect them to individuals on the micro side and society at large on the macro side.
* Demonstrate your ability to work with others and independently effectively and professionally.

**General Course Resources:**

* You can print out a paper copy of the syllabus here:
* Can I show up 30 minutes late each week? How should I cite my sources? What happens if I want to miss class to attend a conference? What do you mean by a cover sheet? Do you want paper copies of class assignments? Read the answers to these questions and more in the course polices? Click this link: PoliciesSocCultFall2015.docxPreview the document
* Each class provides you with an opportunity to work on your presentation style. Here's a list of behaviors you might consider: LectContractF2015.docPreview the document

Advice on group work:

* Self evaluation for group work: SelfEvalFormFall2015.doc
* Peer evaluation for group work: PeerEvalFall2015.doc
* Here is an article I co-wrote with an iSchool student on working in groups:

RoyWilliamsGroupWork.pdf

Roy, Loriene, and Sarah E. Williams. "Reference Education: A Test Bed for Collaborative

Learning." The Reference Librarian 55, no. 4 (2014): 368-374.

**TIPS:** Be creative – push the boundaries of class engagement by doing outside reading beyond the

syllabus. Coordinate with your group members over several weeks to ensure you will be able to

produce a great end result.

**Grading** (Note: details on any one assignment are provided, below.)

Grades will be based on:

* Individual activities that involve you each week:
* Attendance and Participation, Weeks 1-15: 200 points
* Summary + Discussion Question(s), Weeks 2-13: 100 points
* Critical Examples, Weeks 2-13: 100 points
* Group activities that involve you once:
* Interactive Activity, Weeks 8-13: 100 points
* Individual and group projects that span the entire semester:
* Project Proposal, Week 5: 50 points
* Individual Report, Week 10: 200 points
* Group Report, Week 15: 150 points
* Group Presentation, Week 15: 100 points

No letter grades are assigned to individual assignments. Instead, each assignment will be worth a certain number of points, as designated above. Points will be totaled at the end of the semester.

**Grade Calculations**

NOTE: To count this course towards your MSIS degree, students must receive a grade of "B" or higher. If you receive a grade of "B-" or lower, then you will be required to repeat the course. If you receive a grade of "B-" or lower, the course will also not serve as an elective course; in other words, those three credits will not count toward your MSIS degree.

930-1000+ points = A; 900-929 = A-; 870-899 = B+; 830-869 = B; 800-829 = B-; 770-799 = C+; 730-769 = C; 700-729 = C-

I will award partial credit when possible. Totals are not rounded up: for example, cumulative scores of 899.5 points receive a grade of B+. I neither grade on a curve nor use a "quota system." It is a rough rule of thumb that in elective graduate courses in this department there will be one A awarded for every three B's. Check your grades online.

**Tentative Course Schedule** \*\*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Date - Topic/Debate - Readings to be completed before class - Evaluation

**Week 1** (8/26): Introduction N/A (no readings before first class) Class Attendance and Participation (CAP)

**Module I: Values and Epistemology**

**Week 2** (9/2): Information and Personal Identity

Barker, L., Cohoon, J., & Sanders, L. (2010). Strategy trumps money: Recruiting undergraduate women into computing. Computer, 43(6), 82-85.

Feinberg, M. (2011). Expressive bibliography: Personal collections in public space. Knowledge Organization, 38(2), 123–135.

Fleischmann, K.R. (2014). Information and Human Values (pp. 1-5). San Rafael, CA: Morgan & Claypool.

Floridi, L. (2011). The informational nature of personal identity. Minds and Machines, 21(4), 549 -566.

Turkle, S. (2011). The tethered self: technology reinvents intimacy and solitude. Continuing Higher Education Review, 75: 28-31.

Discussion Questions (DQ)

Critical Examples (CE)

CAP

**Week 3** (9/9) Information and Collective Identity

Ackland, R., & O’Neil, M. (2011). Online collective identity: the case of the environmental movement. Social Networks, 33, 177-190.

Bell, G. (2006). No more SMS from Jesus: Ubicomp, religion, and techno-spiritual practices. Ubicomp 2006, Lecture Notes in Computer Science, 4206, 141-158.

Frost, J. H., & Massagli, M. P. (2008). Social uses of personal health information within PatientsLikeMe, an online patient community: What can happen when patients have access to one another’s data. Journal of Medical Internet Research, 10(3).

Oudshoorn, N., Rommes, E., and Stienstra, M. (2004) Configuring the user as everybody: Gender and design cultures in information and communication technologies. Science, Technology & Human Values, 29(1), 30–63.

Veinot, T. C., & Williams, K. (2012). Following the “community” thread from sociology to information behavior and informatics: uncovering theoretical continuities and research opportunities. Journal of the American Society for Information Science and Technology, 63(5), 847-864.

DQ

CE

CAP

**Week 4** (9/16):Information in International Context

Aspray, W. (2010). IT offshoring and American labor. American Behavioral Scientist,53(7), 962-982.

Castells, M. (2010). Globalisation and identity. Quaderns de la Mediterrània, 14, 254-262.

James, J. (2011). Are changes in the digital divide consistent with global equality or inequality? The Information Society, 27, 121-128.

Kolko, B. & Putnam, C. (2009). Computer games in the developing world: The value of non-instrumental engagement with ICTs, or taking play seriously. In Proceedings of the International Conference on Information and Communication Technologies and Development (pp. 46-55). Piscataway, NJ: IEEE.

Warschauer, M. & Ames, M. (2010). Can One Laptop Per Child save the world’s poor? Journal of International Affairs, 64, 33-51.

DQ

CE

CAP

**Module II: Information Policy**

**Week 5** (9/23): Standardization

Bates, M. J. (2006), Fundamental forms of information. Journal of the American Society for Information Science, 57, 1033–1045.

Fish, A., Kelty, C., Murillo, L.F.R., Nguyen, L., & Panofsky, A. (2011). Birds of the Internet: towards a field guide to the organization and governance of participation. Journal of Cultural Economy, 4(2), 157-187.

Olson, H. A. (2007). How we construct subjects: A feminist analysis. Library Trends, 56, 509-541.

Renear, A. H., & Palmer, C. L. (2009). Strategic reading, ontologies, and the future of scientific publishing. Science, 325, 828-832.

Star, S.L. & Lampland, M. (2009). Reckoning with standards. In M. Lampland & S.L. Star (Eds.), Standards and Their Stories: How Quantifying, Classifying, and Formalizing Practices Shape Everyday Life (pp. 3-34). Ithaca, NY: Cornell University Press.

DQ

CE

CAP

Project Proposal

**Week 6** (9/30): Intellectual Property

Dryden, J. (2012). Guidelines to support professional copyright practice. Journal of Archival Organization, 10, 150-154.

Howison, J., & Crowston, K. (2014). Collaboration through open superposition: A theory of the open source way. MIS Quarterly, 38(1), 29-50.

Jenkins, H. (2006). Searching for the origami unicorn: The Matrix and transmedia storytelling. In Convergence Culture: Where Old and New Media Collide. New York: NYU Press.

Lessig, L. (2010). Getting our values around copyright right. EDUCAUSE Review, 45(2), 26-42.

Moore, A. (2011). Intellectual property. Stanford Encyclopedia of Philosophy.

DQ

CE

CAP

**Week 7** (10/7): Privacy and Surveillance

Blanchette, J.-F., & Johnson, D. G. (2002). Data retention and the panoptic society: the social benefits of forgetfulness. The Information Society, 18 (1), 33-45.

Doty, P. (2011). Privacy, reading, and trying out identity: the digital millennium copyright act and technological determinism. In W. Aspray and P. Doty (Eds.), Privacy in America (pp. 211-245). Lanham: Scarecrow.

Dourish, P., & Anderson, K. (2006). Collective information practice: exploring privacy and security as social and cultural phenomena. Human-Computer Interaction, 21(3), 319–342.

Goodman, A. & Goodman, D. (2008). America’s most dangerous librarians: Meet the radical bookworms who fought the Patriot Act – and won. Mother Jones.

Lease, M., et al. (2013). Mechanical Turk is not anonymous. Social Science Research Network, 1-15.

DQ

CE

CAP

**Module III: Information Institutions**

**Week 8** (10/14): Libraries

Immroth, B. (2009). School and public youth librarians as health information gatekeepers: Research from the lower Rio Grande Valley of Texas. School Library Media Research, 12, 1-30.

Kinney, B. (2010). The Internet, public libraries, and the digital divide. Public Library Quarterly, 29, 104-161

Roy, L. (2013). The Role of tribal libraries and archives in the preservation of indigenous cultural identity through supporting native language revitalization. International Preservation News, 61, 8–11.

Westbrook, L. & Gonzalez, M.E. (2011). Information support for survivors of intimate partner violence: Public librarianship's role. Public Library Quarterly, 30(2), 132-157.

Zhang, Y. (2014). Beyond quality and accessibility: Source selection in consumer health information searching. Journal of the Association for Information Science & Technology, 65(5), 911-927.

DQ

CE

CAP

Interactive Activity (IA)

**Week 9** (10/21): Archives

Carter, R. G. S. (2006). Of things said and unsaid: Power, archival silences, and power in silence. Archivaria, 61, 215-233.

Galloway, P. (2014). From archival management to archival enterprise to the information domain: David Gracy and the development of archival education at the University of Texas. Information & Culture, 49(1), 3-33.

Manoff, M. (2004). Theories of the archive from across the disciplines. Libraries and the Academy, 4(1), 9-25.

O’Meara, E., & Tuomala, M. (2012). Finding balance between archival principles and real-life practices in an institutional repository. Archivaria, 73, 81-103.

Trace, C. (2011). Beyond the magic to the mechanism: Computers, materiality, and what it means for records to be “born digital.” Archivaria, 72, 5-27.

DQ

CE

CAP

IA

**Week 10** (10/28): Museums and Parks

Bennett, T. (1998). Speaking to the eyes: Museums, legibility and the social order. In S. Macdonald (Ed.), The Politics of Display: Museums, Science, Culture (pp. 25-35). New York: Routledge.

Kidd, J. (2011). Enacting engagement online: Framing social media use for the museum. Information Technology & People, 24(1), 64–77.

Marty, P. F. (2011). My lost museum: User expectations and motivations for creating personal digital collections on museum websites. Library & Information Science Research, 33(3), 211-219.

Neufeld, D. (2008). Parks Canada, the commemoration of Canada, and Northern Aboriginal oral history. In P. Hamilton & L. Shopes (Eds.), Oral History and Public Memories (pp. 7-30). Philadelphia: Temple U. Press.

Palmer, C.L. et al. (2014). Building a framework for site-based data curation. Proceedings of ASIS&T 2014, 50(1), 1-4.

DQ

CE

CAP

IA

Individual Projects

**Module IV: Information Work and Workers**

**Week 11 (**11/4):Professional Ethics

ACM Code of Ethics

ALA Code of Ethics and Core Values of Librarianship

SAA Code of Values Statement and Code of Ethics

SLA Professional Ethics Guidelines

Balsamo, A. & Mitcham, C. (2011). Interdisciplinarity in ethics and the ethics of interdisciplinarity. In A. Balsamo (Ed.), Designing Culture: The Technological Imagination at Work (pp. 259-272). Durham, NC: Duke U. Press.

Beghtol, C. (2005), Ethical decision-making for knowledge representation and organization systems for global use. Journal of the American Society for Information Science and Technology, 56, 903–912.

Budd, J. M. (2006). Toward a practical and normative ethics for librarianship. Library Quarterly, 76(3), 251-269.

DQ

CE

CAP

IA

**Week 12** (11/11): Roles for Information Professionals

Bailey, D.E., Leonardi, P.M., & Chong, J. (2010). Minding the gaps: Understanding technology interdependence and coordination in knowledge work. Organization Science, 21, 713-730.

Bias, R. G., Marty, P. F., & Douglas, I. (2012). Usability/user-centered design in the iSchools: Justifying a teaching philosophy. Journal of Education For Library & Information Science, 53(4), 274-289.

Clement, T., Hagenmaier, W., & Knies, J. (2013). Toward a notion of the archive of the future: Impressions of practice by librarians, archivists, and digital humanities scholars. Library Quarterly, 83(2), 112-130.

Dillon, A. (2012). What it means to be an iSchool. Journal of Education for Library and Information Science, 53(4-5), 267-273.

Xie, B. & Bugg, J.M. (2009). Public library computer training for older adults to access high-quality Internet health information. Library and Information Science Research, 31(3), 155-162.

DQ

CE

CAP

IA

**Week 13 (**11/18)**:** Invisible Work

Anderson, T.D. (2011). Beyond eureka moments: Supporting the invisible work of creativity and innovation. Information Research, 16(1), 1-24.

Bates, M. J. (1999). The invisible substrate of information science. Journal of the American Society for Information Science, 50, 1043-1050.

Shapin, S. (1989). The invisible technician. American Scientist, 7, 554–563.

Star, S. L., & Strauss, A. (1999). Layers of silence, arenas of voice: The ecology of visible and invisible work. Proceedings of CSCW 1999, 8(1-2), 9-30.

Suchman, L. (2002). Located accountabilities in technology production. Scandinavian Journal of Information Systems, 14(2), 91-105.

DQ

CE

CAP

IA

**Week 15** (12/2): Group Project Presentations

No Readings – Project Presentations

Group Project

Slides for Presenting

**Details about Course Assignments (also found under "Assignments" and in the "Files")**

**A. Class Participation**

Class attendance is expected and required. Each student's contribution to class discussion and group work is important to provide a positive learning experience for everyone. Students are expected to participate in general class discussion in class and online throughout the semester. Grades for participation are based on the quality, promptness, and consistency of student contributions.

Class participation accounts for 200 points. Make sure that you know how to access and use Canvas. We will use Canvas throughout the course for announcements, distribution of course material, sharing of documents, conversation about specific assignments, student submission of work, posting of grades and evaluations, as well as updates or revisions to documents. Canvas discussions and use will also be considered in Class Participation assessment

Your participation includes your in-class contributions as well as your frequent and timely posting on Canvas. In class, please speak clearly and loudly enough for all to hear. Oral presentations will be evaluating according to the Check List for Lecture Delivery. Late or missed postings on Canvas will result in lower class participation grades. Be mindful of the following information.

Similarly, make sure that you are subscribed to the Insider electronic list to receive important notifications from the iSchool such as when you might elect to schedule appointments with your faculty advisor to plan your courses for the next semester and how and when to apply for graduation.

Be mindful of the following information.

(a) Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period; if you are late to class, note the time of your arrival on the attendance sheet as well. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). Excessive tardiness may be considered as an unexcused absence except in situations following university policy.

(b) Class participation is a critical element of this course. The effectiveness of the course will be significantly impacted by the quality of your participation. Class participation is not merely attendance, but rather factors in your overall contributions to the collaborative learning environment, based on both the quantity and quality of your interactions in all aspects of the course. Discussion of class participation with the instructor is encouraged in order to ensure that you are making the most of the classroom experience and the accompanying opportunities for learning. You are expected to participate in all aspects of class discussion. You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions, and your participation will not be based on who speaks the loudest or the longest, but on consistent participation of significant quantity and, most importantly, quality. So, remember to speak up and actively contribute to in-class activities.

(c) Your attendance and class participation grade will be calculated by multiplying the numerical assessment of your class participation by the percentage of classes that you attend (with exceptions made for documented, university-recognized absences as noted above). Please note that regular attendance and active participation in each class session are critical for receiving a good grade in this course. For example, by actively participating in each class, you will receive a full letter grade higher than if you were to skip half of the classes or to be half-awake for all of the classes.

Note: If you have to miss class to attend a professional conference, you may make up this missed class by attending a meeting or program and reporting on this event in class. Along with this oral report you will need to submit a two-page (500 words) summary of the event. Please submit all extra credit documentation close to the time of the missed class and before the last day of class.

Note: Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 20 points for each class missed). This penalty also applies to the first class. Consistent late arrivals to class or departures after the break will also result in reduced credit for class participation. Also, it is not advisable to show up for class to submit an assignment on time and/or sign the roster and then to leave class. While these deductions may reduce a borderline grade from an A- to a B+, missing one class usually will not greatly impact a final grade. If you must miss class, secure the cooperation of a classmate to take notes for you and to pick up any distributed materials. It is best to designate a note taker early in the semester. Consider dropping the class if you miss four or more classes.

**B. Summary + Discussion Question(s)**

**Read, Summarize, Question, Write, Share, and Prepare to Discuss!**

**Summary of the assignment:** Each student is assigned to read five articles prior to each class meeting during weeks 2-13 of the semester. There are seven readings assigned for week 11, several of which are shorter in length. All readings are available as .pdf documents on the course Canvas site. You will see citations to the articles in the course modules and the full text in the “Readings” folder in the “Files” section of our Canvas page.

In addition to reading all articles in the “Readings” folder, each student should prepare a “Summary + Discussion Question(s)” document for each week of readings. You will submit the document on Canvas by the deadline. Through sharing your “Summary + Discussion Question(s)” you will assist the entire class in discussing and understanding the readings.

**What:** Two days prior to your selected class day, post a 100-200 word document on Canvas that (a) provides a brief summary of the readings; and (b) includes one or two sentences posed as questions about the reading(s). Mention at least three of the authors by their last names. Make sure that you place any phrases or statements used by the authors in direct quotations (see the class policies) but do not rely on extensive quotations to get your points across. While you may use the personal voice (“I”), your essay should focus on the readings instead of yourself (e.g., avoid autobiographical references because your word limit is very strict). You will have opportunities to bring you background into other assignments.

In discussing the readings, identity a theme that you believe spans several readings. Focus on what you believe is worth discussing such as the central idea or even gaps in the author(s)’s reasoning or content you find unclear or confusing. Strong “Summary + Discussion Question(s)” documents are well written and focused and will display your reactions and insights on the readings.

Before class, I will return a document with several of your colleagues’ questions. Be prepared to discuss them in class. At the beginning of our class meeting, these students will read out loud his/her “Summary + Discussion Question(s)” to help launch the discussion.

**When:** Mondays, by 12:00 noon, Weeks 2-13. Two days prior to the class day, post your “Summary + Discussion Question(s)” in the relevant folder in Canvas.

**Why:** Developing critical reading skills and intellectual curiosity are essential for success in the information field and in this course. The discussions initiated by the discussion questions contribute to our course objectives.

**How:** Read and synthesize the assigned material, comparing the readings over time, interpreting them through their social as well as your cultural and personal worldviews.

We will not be able to accept and review drafts for your assignments. If you need assistance with your writing, please seek help at the University Writing Center (http://uwc.utexas.edu/). Assistance should be available this fall at the Learning Commons in the Perry-Castaneda Library on Campus.

**Grading criteria for your “Summary + Discussion Question(s)”**

We will evaluate your “Summary + Discussion Question(s)” document according to:

* Quality of your discussion: Clear summary statements of at least three writings, including references to the authors’ last names. Identity the theme(s) that cross the readings. (40 points)
* Quality of questions: Effective, challenging questions with the capacity to spark and enrich our discussion. (40 points)
* Quality of writing: Check our document on “General Writing Mechanics.” (20 points)

**TIPS:** Make sure to explicitly refer to and synthesize multiple readings to improve your grade. Mention at least three of the five authors featured.

**USEFUL SOURCE:** General Writing Mechanics.docxPreview the document

**C. Critical Examples**

**Contemplate, Search, Summarize, Reflect, Personalize, Write, Share, and Prepare to Discuss!**

**Summary of the assignment:** Each student is assigned to read five articles prior to each class meeting during weeks 2-13 of the semester. There are seven readings assigned for week 11, several of which are shorter in length. All readings are available as .pdf documents on the course Canvas site. You will see citations to the articles in the course modules and the full text in the “Readings” folder in the “Files” section of our Canvas page.

In addition to reading all articles in the “Readings” folder, each student should prepare a “Critical Example” document inspired by one set of readings. You will submit the document on Canvas by the deadline. Through sharing your “Critical Example” you will assist the entire class in discussing and understanding the readings and connecting to everyday life.

**What:** Two days prior to your selected class day, post a 100-250 word document on Canvas that introduces an example from everyday life that illustrates a theme inspired by one or more of your readings for the week. Sample “Critical Examples” contributed in the past included public service announcements (PSAs), personal experience working in a public library, a news report, personal experience living in Brazil, a known school of philosophy, the activities of a professional organization, currency used during summers spent in Europe, a patent dispute, legal cases, views of copyright in another country, an online archive, a museum in Amsterdam, the Digital Public Library of America, a mobile app, work in an archives, codes of ethics for other organizations, well known quotations or adages, the biography of a scientist, and a joke found on Facebook.

Mention the author(s) by his/her last name(s). Make sure that you place any phrases or statements used by the authors in direct quotations (see the class policies) but do not rely on extensive quotations to get your points across. You may use the personal voice (“I”) and you may provide autobiographical references.

Strong “Critical Example” documents are creative, clear, and well written and will display you reactions and insights on the readings.

Before class, I will return a document with samples of your colleagues’ “Critical Example” documents. These students will read out loud his/her “Critical Example” in class. Be prepared to discuss them in class.

**When:** Mondays, by 12:00 noon, Weeks 2-13. Two days prior to the class day, post your “Critical Example” in the relevant folder in Canvas.

**Why:** The information interactions that we experience daily can help bring the course concepts to life. The discussions initiated by the critical examples contribute to four course objectives.

**How:** Apply concepts from the assigned readings to everyday life, finding examples to which others can relate.

We will not be able to accept and review drafts for your assignments. If you need assistance with your writing, please seek help at the University Writing Center (http://uwc.utexas.edu/). Assistance should be available this fall at the Learning Commons in the Perry-Castaneda Library on Campus.

**Grading criteria for your “Critical Example”**

We will evaluate your “Critical Example” document according to:

* Relevance of your example: A clear summary describing your example and its relevance to the week’s discussion. (40 points)
* Creativity and effectiveness: An interesting example that has the capacity to spark and enrich our discussion. (40 points)
* Quality of writing: Check our document on “General Writing Mechanics.” (20 points) Total: 100 points

**TIPS:** Ten minutes with the news (e.g., web sites of online news sources such as The New York Times, PBS, or BBC) may show you the implications and even outcomes of our course material.

**USEFUL SOURCE:** General Writing Mechanics.docxPreview the document

**D. Interactive Activity**

**Read, Understand, Collaborate, Develop, Experiment, Engage, Learn!**

**Summary of the assignment:** Within the LIS fields there is a strong commitment to assist our patrons/users/clients to learn how to be good learners. Those information professionals involved in library instruction/information literacy are especially committed to assisting patrons in becoming information literate and have the skills to seek, find, evaluate, and use information. A body of techniques that our instruction community employs in their classes is what we refer to as active learning techniques or interactive activities. Interactive activities are designed to engage learners, accommodate a variety of learning styles, and make teaching more fun and interesting!

Each student will work in a team to develop and deliver an interactive activity for the entire class, starting in week 8 of the semester. The activity should be designed to assist students in more deeply understanding the day’s material.

**What:** Create and lead an engaging interactive activity that furthers our understanding of the day’s material.

**When:** During the second half of class in the second half of the semester (Weeks 8-13).

**Why:** This assignment requires you to move from the reflective thinking of our question/example discussions into active application of the material.

**How:** Reflect on the interactive activities you have participated in other classes. Review the “Active Learning Techniques from Library Instruction” document on Canvas. If you need additional ideas, browse the literature for interactive activities, searching under phrases such as “active learning,” “active participation,” and/or “student involvement.” For examples within the field of library instruction/information literacy, search under these subject headings in the database, “Library Literature and Information Science Full Text.”

Go to the University of Texas Libraries’ website at lib.utexas.edu. Look under “databases” for “Library Literature and Information Science Full Text.”

While you will find many examples, create your own activity! Remember to prepare one PowerPoint slide that provides instructions for your audience. The entire activity should take no more than 30 – 40 minutes.

Remember to send Dr. Roy these items via Canvas within 24 hours of your “Interactive Activity” by 3 p.m. on the day following the class when your “Interactive Activity” took place):

A copy of your PowerPoint slide with the instructions to your Interactive Activity; and

Your peer and self-evaluations. Submit a peer evaluation for each person on your team. PeerEvalFall2015.docPreview the document SelfEvalFormFall2015.docPreview the document

**Grading criteria for your “Interactive Activity”**

We will evaluate your “Interactive Activity” based on the:

* Introduction of “Interactive Activity” to the class.
* Quality of your instructions, including time limits.
* Projection of instructions on a PowerPoint slide.
* Quality of the design of your “Interactive Activity.”
* Creativity/originality of your “Interactive Activity.”
* Relevance and connection of your “Interactive Activity” to the day’s course content.
* Involvement of students in your “Interactive Activity.”
* Involvement in all team members in all portions of the “Interactive Activity.”
* Pacing and Time Management.
* Transitions from one action to another.
* Contributions during your “Interactive Activity” including answering audience questions, assistance provided to students during exercise, and keeping audience on time.
* Adherence to time limits.
* General presentation mechanics (see the checklist for lecture delivery).
* Contributions to wrap-up/summary.
* Details provided on your peer and self-evaluations. Failure to submit self and peer evaluations will result in -10 points. The late penalty also applies to these evaluations; see the class policies **document for details.**

**TIPS**: Be creative – push the boundaries of class engagement by doing outside reading beyond the syllabus. Coordinate with your group members over several weeks to ensure you will be able to produce a coherent and dynamic interactive activity.

**E. Projects**

**Brainstorm, Collaborate, Plan, Propose, Prepare, Write, Share, Engage, Interact, Collaborate, Report, Present, Learn!**

**Summary of the assignment:** Work with a team to prepare a report that articulates the social and cultural context for information within a selected group, organization, or institution. Individual students will submit separate proposals. They will then write segments of a report, each of which will examine one aspect of the information lifecycle of the group/organization/or institution. The information lifecycle refers to how the group/organization/or institution creates, finds, uses, understands, shares, transforms, and curates information. The group will combine all individual reports into a single final report that reflects a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution’s social and cultural context. Students will deliver a final presentation supported with a set of PowerPoint slides on their work on the last class meeting.

We will not be able to accept and review drafts for your assignments. If you need assistance with your writing, please seek help at the University Writing Center (http://uwc.utexas.edu/). Assistance should be available this fall at the Learning Commons in the Perry-Castaneda Library on Campus.

Remember to review the course policies as well as the “General Writing Mechanics” document.

**What:** This assignment includes a project proposal; individual report; combined final report; and a formal presentation with PowerPoint slides.

The project proposal involves deciding on a group, organization, or institution to study, and articulating the social and cultural context for information in that group, organization, or institution. The individual report involves writing your own report on how the cultural and social context of your study group, organization, or institution impacts the aspect of the information lifecycle you have proposed to study. The final report should provide a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution’s social and cultural context, including providing answers for all questions from the individual report. The final presentation is an opportunity to share your collaborative work with the entire class.

**When:** At our first class meeting, we will form teams with 5-6 students per team. You will work with your team throughout the semester on your interactive activity, project proposal, final report, and final presentation.

Each team will submit a project proposal (including all team members’ names) via Canvas by noon on Wednesday, September 24, 2014.

Individual reports must be submitted via Canvas by noon on Week 10, Wednesday, October 28, 2015.

Final reports must be submitted via Canvas by noon on Week 15, Wednesday, December 2, 2015.

Each team must submit PowerPoint slides via Canvas by noon on Week 15, Wednesday, December 2, 2015.

Remember to send Dr. Roy your peer and self-evaluations by 3 p.m. on Thursday, 3 December. Submit a peer evaluation for each person on your team.

**Why:** Projects combine teamwork with individual accountability, and include a project proposal, individual report, final report, and final presentation.

**How:** Check the course policies for guidance on following the Chicago Manual of Style as your style manual.

**Project Proposal:** Focusing on the different aspects of the information lifecycle (how they create, find, use, understand, share, transform, and curate information), you will submit a two-page proposal addressing the following elements.

(i) What group, organization, or institution have you decided to study?

(ii) Why have you selected this group, organization, or institution?

(iii) What do you expect are the social and cultural context for this organization?

(iv) What is their mission or goal?

(v) On which 4-5 aspects of the information cycle will your team focus?

(vi) Who will focus on which component (each student picks a different component)?

(vii) What approach will you use across components and for each particular component?

**Individual Report:** Your report should be 5-10 pages (1250-2500 words) in length and can be based on information you gathered through any kind of research including literature review, interviews, surveys, or any other appropriate research methods. Please note that experience with research methods is not necessary, as you may elect to write a literature review. You should make sure to answer the following questions in your report:

* How did you study your selected aspect? Please be as detailed as possible.
* What did you find? What were the findings of your data collection, that is, your lit review, interviews, survey, or other data collection method?
* What does it mean? What would you conclude based on your findings?
* What can we learn from? What best practices used here can apply elsewhere?
* What can be improved? e.g., Based on what you have articulated as the organization’s social and cultural context, how could the information they produce or use better serve them?

**Final Report:** You will need to work together to synthesize your answers into a coherent report that must begin with an executive summary and end with takeaways. Your final report should be a double-spaced document that is 20-30 pages (2,500 – 7,500 words) in length and must be collaboratively written by all team members based on each team member's individual reports.

**Final Presentation:** Each presentation will be 15 minutes in length, with an additional five minutes for questions and discussion. All team members must participate in both preparing and presenting the final presentation.

Remember to send Dr. Roy these items via Canvas within 24 hours of your “"Final Presentation"

* A copy of your PowerPoint slide with the instructions to your Interactive Activity; and
* Your peer and self-evaluations. Submit a peer evaluation for each person on your team.PeerEvalFall2015.doc SelfEvalFormFall2015.doc

**TIPS:** Carefully select an organization involved in creating, finding, using, understanding, transforming, sharing, and curating information. Develop a coherent theme across the different individual components of the report.

**Evaluation for: Project Proposal**

Criterion 1: What organization are you studying?

* Mentioned and with a thorough explanation: 5 pts
* Mentioned and with a reasonable explanation: 4 pts
* Mentioned, with a brief but incomplete explanation: 3 pts
* Mentioned but not explained at all: 2 pts
* Not mentioned at all: 0 pts

Criterion 2: Why have you selected this organization?

* Mentioned with thorough detail: 5 pts
* Mentioned with reasonable detail: 4 pts
* Mentioned but with very little detail: 3 pts
* Not mentioned in any detail: 2 pts
* Not mentioned at all: 0 pts

Criterion 3: What do you expect are the social and cultural context for this organization?

* Discussion of social and cultural context is well-thought-out and compelling: 5 pts
* Discussion of social and cultural context is complete: 4 pts
* Discussion of social and cultural context is not fully developed: 3 pts
* Discussion of social and cultural context is overly simplistic and lacks depth: 2 pts
* Did not mention social and cultural context of the organization: 0 pts

Criterion 4: What is their mission or goal?

* Discussion of mission or goal is well-thought-out and compelling: 5 pts
* Discussion of mission or goal is complete: 4 pts
* Discussion of mission or goal is not fully developed: 3 pts
* Discussion of mission or goal is overly simplistic and lacks depth: 2 pts
* Did not mention mission or goal: 0 pts

Criterion 5: What aspects of the information lifecycle?

* Mention number of aspects of the information lifecycle that matches team size: 5 pts
* Mention 4-6 aspects of the information lifecycle (but number of aspects to be studied does not match group size, with no explanation provided): 4 pts
* Mention 2-3 aspects of the information lifecycle: 3 pts
* Mention only one aspect of the information lifecycle: 2 pts
* Did not mention any aspects of the information lifecycle: 0 pts

Criterion 6: Who will focus on which component?

* Complete description of which team members will focus on which component: 5 pts
* Almost complete explanation of which team members will focus on which component: 4 pts
* Incomplete explanation of which team members will focus on which component: 3 pts
* Mention team members but don't explain who will focus on which component: 2 pts
* Don't list all team members: 0 pts

Criterion 7: What approach will you use across components and for each particular component?

* Thorough explanation of approach across and/or within components: 10 pts
* Good explanation of approach across and/or within components: 8 pts
* Satisfactory explanation of approach across and/or within components: 5 pts
* Insufficient explanation of approach across and/or within components: 2 pts
* No explanation of approach: 0 pts

Criterion 8: Quality of writing: Check our document on “General Writing Mechanics”: 0-10 points

**Total Points: 50**

**Evaluation for: Individual Report**

Criterion 1: How did you study your selected aspect?

* Described with thorough detail: 35 pts
* Described with reasonable detail: 25 pts
* Described, but not enough detail: 15 pts
* Not described in any detail: 5 pts
* Not described at all: 0 pts

Criterion 2: What did you find?

* Described with thorough detail: 35 pts
* Described with reasonable detail: 25 pts
* Described, but not enough detail: 15 pts
* Not described in any detail: 5 pts
* Not described at all: 0 pts

Criterion 3: What does it mean?

* Excellent analysis: 35 pts
* Good analysis: 25 pts
* Acceptable analysis: 15 pts
* Weak analysis: 5 pts
* No analysis: 0 pts

Criterion 4: What can we learn from?

* Excellent best practices: 35 pts
* Good best practices: 25 pts
* Acceptable best practices: 15 pts
* Weak best practices: 5 pts
* No best practices: 0 pts

Criterion 5: What can be improved?

* Excellent recommendations: 35 pts
* Good recommendations: 25 pts
* Acceptable recommendations: 15 pts
* Weak recommendations: 5 pts
* No recommendations: 0 pts

Criterion 6: Quality of writing: Check our document on “General Writing Mechanics”: 0-25 points

**Total Points: 200**

**Evaluation for: Final Report**

Criterion 1: How did you study your selected aspect?

• Described with thorough detail: 25 pts

• Described with reasonable detail: 20 pts

• Described, but not enough detail: 15 pts

• Not described in any detail: 5 pts

• Not described at all: 0 pts

Criterion 2: What did you find?

• Described with thorough detail: 25 pts

• Described with reasonable detail: 20 pts

• Described, but not enough detail: 15 pts

• Not described in any detail: 5 pts

• Not described at all: 0 pts

Criterion 3: What does it mean?

• Excellent analysis: 25 pts

• Good analysis: 20 pts

• Acceptable analysis: 15 pts

• Weak analysis: 5 pts

• No analysis: 0 pts

Criterion 4: What can we learn from?

• Excellent best practices: 25 pts

• Good best practices: 20 pts

• Acceptable best practices: 15 pts

• Weak best practices: 5 pts

• No best practices: 0 pts

Criterion 5: What can be improved?

• Excellent recommendations: 25 pts

• Good recommendations: 20 pts

• Acceptable recommendations: 15 pts

• Weak recommendations: 5 pts

• No recommendations: 0 pts

Criterion 6: Quality of writing: Check our document on “General Writing Mechanics”: 0-25 points

**Total Points: 150**

**Evaluation for: Final Presentation**

Criterion 1: How did you study your selected aspect?

* Described with thorough detail: 17 pts
* Described with reasonable detail: 12 pts
* Described, but not enough detail: 7 pts
* Not described in any detail: 5 pts
* Not described at all: 0 pts

Criterion 2: What did you find?

* Described with thorough detail: 17 pts
* Described with reasonable detail: 12 pts
* Described, but not enough detail: 7 pts
* Not described in any detail: 5 pts
* Not described at all: 0 pts

Criterion 3: What does it mean?

* Excellent analysis: 17 pts
* Good analysis: 12 pts
* Acceptable analysis: 7 pts
* Weak analysis: 5 pts
* No analysis: 0 pts

Criterion 4: What can we learn from?

* Excellent best practices: 17 pts
* Good best practices: 12 pts
* Acceptable best practices: 7 pts
* Weak best practices: 5 pts
* No best practices: 0 pts

Criterion 5: What can be improved?

* Excellent recommendations: 17 pts
* Good recommendations: 12 pts
* Acceptable recommendations: 7 pts
* Weak recommendations: 5 pts
* No recommendations: 0 pts

Criterion 6: Quality of writing: Check our document on “General Writing Mechanics”: 0-15 points

**Total Points: 100**

**Course Policies**

“Without overdrawing the contrast, students leaned toward a vision of the student professor relationship as easygoing, familiar, and accommodating, whereas professors contemplated a relationship marked by fair dealing, clarity of expectations, and a strong commitment to learning by both parties.”

-Walsh, David J. and Mary Jo Maffei, “Never in a Class by Themselves: An Examination of Behaviors Affecting the Student-Professor Relationship,” The Teaching Network 20 (1) (Oct. 1998): 2.

As I interpret my role in this class, my responsibility is to provide you with an opportunity to meet the objectives outlined in the syllabus. I am willing to help, and sincerely hope that, students achieve these objectives. I have developed the following policies for my classes with the advice of students over the semesters and through conversations with other faculty. Some of these statements set the boundaries for the class content and schedule. Others outline expected behavior. Many of the policies arose as a result of unexpected situations that may never occur again; I now know how I would handle these situations. The policies should help you to know what you can expect of me, yourself, and your classmates. I hope they help me deal fairly and consistently with students. Please contact me if situations arise where you have questions.

Prerequisite: Graduate standing in the School of Information.

Start of Class, End of Class, and Breaks: We will begin class at the top of the hour and strive to end class fifteen minutes before the posted end of the class. We will have a fifteen minute break approximately half way through the class. Please return promptly after the break.

Attendance: Most of the discussion around assignments, visits from clients and guest speakers, and much group work will take place face-to-face within the class meeting times. Class attendance is expected and required. Attendance will be taken during each class meeting; please sign the roster sheet when it is distributed in class. If you are late to class, note the time of your arrival on the roster sheet as well.

Absences will be excused only in certain situations including documented illness, religious holy days, and case specific special reasons such as involvement in University activities in response to a documented request by a university authority. Please provide written documentation for such absences and inform me in writing of planned non-emergency absences weeks in advance.

If you have to miss class to attend a professional conference, you may make up this missed class by attending a meeting or program and reporting on this event in class. Along with this oral report you will need to submit a two-page (500 words) summary of the event. Please submit all extra credit documentation close to the time of the missed class and before the last day of class.

Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 20 points for each class missed). This penalty also applies to the first class. Consistent late arrivals to class or departures after the break will also result in reduced credit for class participation. Also, it is not advisable to show up for class to submit an assignment on time and/or sign the roster and then to leave class. While these deductions may reduce a borderline grade from an A- to a B+, missing one class usually will not greatly impact a final grade. If you must miss class, secure the cooperation of a classmate to take notes for you and to pick up any distributed materials. It is best to designate a note taker early in the semester. Consider dropping the class if you miss four or more classes.

Participation: Students are expected to participate in general class discussion in class and online throughout the semester. Grades for participation are based on the promptness, quality, and consistency of student contributions.

Make sure that you know how to access and use Canvas. We will use Canvas throughout the course for announcements, distribution of course material, sharing of documents, conversation about specific assignments, student submission of work, posting of grades and evaluations, as well as updates or revisions to documents. Canvas discussions and use will also be considered in Class Participation assessment.

Similarly, make sure that you are subscribed to the Insider electronic list to receive important notifications from the iSchool such as when you might elect to schedule appointments with your faculty advisor to plan your courses for the next semester and how and when to apply for graduation.

Deadlines and Submission of Work, Including Cover Pages: Assignments are all due on or by the stated due dates. Please pay attention to dates you are scheduled to give oral presentations; if you are unprepared on that day, the late penalty also applies. In fairness to those who complete work on time, a penalty of 20% will be assessed for each 24-hour an assignment is overdue; deductions will be prorated per hour an assignment is overdue. This penalty is taken off the top. The overdue clock will begin at the beginning of the class period that the assignment is due.

Please submit assignments in complete form; incomplete assignments will not be accepted and the late penalty will apply. If you anticipate submitting work late, tell me in writing with an estimate of when you expect to submit the work. It is the student's responsibility to ensure that I have copies of your work. We will cover assignment details in class. I will not review drafts of assignments.

Please submit all completed work to me electronically through Canvas as .doc or .docx files. In some cases you will also bring paper copies of completed work to class. Since I will use ‘track changes’ to add comments to your work, please do not submit .pdf files. Assignments are due at the beginning of class on the assigned due dates. I will not accept handwritten work; even cover sheets need to be printed. Any handwritten work will be subject to the late penalty. For our paper copies, please use a relatively new cartridge to print your work so that the type is legible. Staple your pages together and print single sided on clean pages.

Note carefully the required page length for assignments. One page is the equivalent of 250 words. More detail on page length is found in specific assignment descriptions. YOU WILL LOSE CREDIT IF YOU EITHER DO NOT REACH THE MINIMUM PAGE LENGTH OR EXCEED THE MAXIMUM ALLOWABLE PAGE LENGTH. For example, a student would receive only half-credit on an assignment if he or she submitted a paper half or twice the stipulated length.

Attach a cover sheet to your assignments including paper as well as electronic copies. This is a separate page. Provide this information in the upper left hand corner of the cover page: your name, the title of the assignment, and the date and time you submitted your work. Deductions (-5 points) will be made when cover sheets are missing on paper as well as electronic submissions. Handwritten cover sheets will receive a deduction of 4 points.

Citing Sources and Style Manual:

Be sure to cite sources you use in assignments. Use quotation marks or block quotations for direct quotes (five or more words used verbatim from a source and/or significant words or phrases). Credit sources when you paraphrase. FIVE POINTS WILL BE DEDUCTED FOR EACH SENTENCE THAT IS DRAWN TOO CLOSELY FROM SOURCES WHEN SUCH SOURCES SHOULD BE CREDITED. THIS DEDUCTION IS MADE OFF THE TOP OF THE MAXIMUM CREDIT FOR AN ASSIGNMENT.

For citation style, use The Chicago Manual of Style (15th edition or 16th edition). Please cite your style manual like this:

The Chicago Manual of Style. 16th ed. Chicago: The University of Chicago Press, 2010.

Use the notes and bibliography system rather than the author-date system. For guidance check:

the free Quick Guide to the Chicago Manual of Style at http://www.chicagomanualofstyle.org/tools\_citationguide.html

use a citation manager. See the “NoodleTools (NoodleBib)/Cite Your Sources” section under the “for Students” area at lib.utexas.edu

To cite a book:

Pollan, Michael. The Omnivore’s Dilemma: A Natural History of Four Meals. New York: Penguin, 2006.

Ward, Geoffrey C., and Ken Burns. The War: An Intimate History, 1941–1945. New York: Knopf, 2007.

To cite a chapter in a book:

Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In Anthropology and Global Counterinsurgency, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

To cite a journal article:

Weinstein, Joshua I. “The Market in Plato’s Republic.” Classical Philology 104, no. 4 (2009): 439–58.

Kossinets, Gueorgi, and Duncan J. Watts. “Origins of Homophily in an Evolving Social Network.” American Journal of Sociology 115, no. 3 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/ 599247.

To cite a website:

Google. “Google Privacy Policy.” Last modified March 11, 2009. http://www.google.com/intl/en/privacypolicy.html.

McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008. http://www.mcdonalds.com/corp/about/factsheets.html.

Class Etiquette:

* Kindly wait for the class break to send or receive text messages or phone calls. Please place your phone on silent mode during class. You are welcome to use your laptops for note taking or for accessing course relevant information. Please save other uses for the break or outside of face-to-face class meetings.
* Please limit your snacking in class breaks unless you have a medical reason for in-class snacking. Feel free to partake of liquids unless there is a no-liquid restriction on the classroom setting.
* If you have questions about an assignment, it is best that you ask questions orally in class. An alternative is to post your question on Canvas and I will respond as promptly as possible.
* Reserve and reference materials: Students are asked to control access to materials in libraries, especially with regards to reference materials. Return reference materials to their proper place on the shelves in consideration of others trying to use these sources.
* Class participation is encouraged and important, but please do not engage in side conversations during class time. Please save this for breaks or outside of class.
* Group Work: Be a responsible team member: follow through with correspondence and negotiated work. Please treat any client with respect. This includes providing the client with advance notice regarding input on class work and reducing their burden of compliance with the class assignments. Communication with clients should be fair and accurate; please copy me in your communication. Students will provide peer and self-evaluations of their group work experiences. See the article by Roy and Williams on group projects.
* Incompletes: A grade of incomplete will NOT be given except in extremely exceptional circumstances of a nonacademic nature. Generally, an incomplete is given only if a student cannot finish the last assignment due to illness or a family emergency.

Drops: A student should consider dropping the class if the quality of his/her work indicates that he/she will receive a C grade or lower. Please keep track of the points you earn in your assignments. If in dropping this class you are dropping all your UT-Austin classes, you will have to officially withdraw from the University. See the Graduate Coordinator, Carol Carreon (471-2416), and/or the Graduate Advisor for advice.

Credit/No Credit: Students enrolled in the class on a credit/no credit basis must still complete all assignments and receive the equivalent of a B as a final grade. Note that courses taken on a credit/no credit basis do not count toward the 40 credit hours needed for the MSIS degree.

Conditional or Probational Status: You may tell me if you are on conditional or probational status and 'need' to make an A grade in the class. I can attempt to provide additional encouragement to assist you.

Students with Disabilities: Any student with a documented disability (physical or cognitive) may submit an academic accommodation request. See the Division of Diversity and Community Engagement, Services for Students with Disabilities for more details at http://ddce.utexas.edu/disability/. You can also contact this office by phone at 512-471-6259, by videophone at 1-512-410-6644, or by email at ssd@austi.utexas.edu.

UT Honor Code and Academic Integrity: I adhere to the University Honor Code. Students should review UT-Austin’s information about Academic Integrity (http://deanofstudents.utexas.edu/sjs/acint\_student.php). For information about plagiarism, see the link to “A Brief Guide to Avoiding Plagiarism” (http://www.utexas.edu/cola/centers/cwgs/\_files/pdf-4/ai2012.pdf).

Use of E-Mail: UT-Austin has an official policy that requires all students to provide a current email address. You can review this policy at http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy.

Behavior Concerns Advice Line: UT-Austin’s Campus Safety & Security offers the “Behavior Concerns Advice Line (BCAL) service. For more information see http://www.utexas.edu/safety/bcal/ or call 512-232-5050.

Emergency Evacuation Policy: When a fire alarm is activated or an emergency announcement is made, occupants of buildings on the campus of UT-Austin must evaluate the buildings and assemble outside. Students can plan for such events by familiarizing themselves with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one used to enter the building. Students who might require assistance during an evacuation should inform their instructor in writing during the first class week. Students should follow the instructions of the instructor of record and should not re-enter the building until they have received instructions to do so by a representative of the Austin Fire Department, UT-Austin Fire Department, or the Fire Prevention Services office.

**Instructor Behavior:**

As your instructor, I will endeavor to:

* return assignments promptly;
* negotiate an office meeting time with you upon your request;
* grade fairly and consistently;
* tell you in advance what I expect of you;
* encourage individual class participation while preventing any one student from monopolizing the discussion, from treating other students without respect or from otherwise making class discussion disagreeable;
* make explicit a rationale for assigning grades;
* help maintain an atmosphere of learning in the classroom;
* serve as 'fairness monitor' or otherwise mediate in difficulties students might be having related to the class;
* come to class prepared and organized;
* maintain confidentiality concerning student grades and information you give me in confidence;
* apply class policies fairly and consistently.