INF 380C: INFORMATION IN SOCIAL AND CULTURAL CONTEXT, Summer 2016, Unique number: 79670

Syllabus

(Note: some details are subject to change.)

Course Meeting Times: We will meet for 40 face-to-face hours over 10 days in UTA 1.212.
Meeting dates [10 total meetings]:
Monday, 13 June – Friday, 17 June: 1:00 – 5:00 p.m. [5 meetings]
Monday, 20 June – Tuesday, 21 June: 1:00 – 5:00 p.m. [2 meetings]
Wednesday, 29 June – Friday, 1 July: 1:00 – 5:00 p.m. [3 meetings]

Note: Effective, Fall 2014: 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.

Course Description

Examines the role of information in human activities, particularly in relation to 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, Email: loriene@ischool.utexas.edu

Note: please communicate with me through Canvas with your questions. Remember to submit your assignments through Canvas as well.

Office phone: (512) 471-3959
Office: UTA 5.444

Teaching Assistant: Yalin Sun, iSchool doctoral student, clairesun05@utexas.edu

General Objectives

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 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. While you might feel that some content is similar to that presented in INF 380E (Perspectives on Information), the readings and assignments are unique.

Specific Learning Objectives

By the end of this course, you will:

- 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 effectively and professionally independently and with others.
• Formulate and clearly communicate creative ideas in writing and orally.

**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 miss class? 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 policies? Click this link: PoliciesSocCultSummer2016.docx
• Each class provides you with an opportunity to work on your presentation style. Here’s a list of behaviors you might consider. Click on this link:
• Where can you find copies of the class readings? Your readings are cited in the descriptions for each class. You should see .pdf copies linked to each class meeting in the class schedule, below, and in the modules. Also, look under "Files," then "Readings" for copies of the text. You will find the documents organized in two files for each topic: required readings and optional readings. Of course, you can always find copies of documents be searching in the University Libraries website: lib.utexas.edu.

Find advice on group work:

• Self-evaluation for your group assignments: SelfEvalSu2016.doc. Note: Please send these completed forms to me within 24 hours of completing your assignments. You will submit two self evaluations: one for the interactive activity and a second evaluation for your final presentation.
• Peer evaluation for your group assignments: PeerEvalSu2016.doc. Note: please send a completed form for each of your teammates within 24 hours of completing your assignments. You will submit peer evaluations or each person you collaborate with on the interactive activity and the final presentation.
• Here is an article I co-wrote with an iSchool alumna on working in groups:

RoyWilliamsGroupWork.pdf


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

Grades will be based on:

• Individual activities during our 10 meetings:
  ▪ Attendance and Participation: 160 points
  ▪ Summary or Story + Discussion Question: 240 points
• Group activities that involve you once:
  ▪ Interactive Activity: 200 points
• Individual and group projects that span the entire semester:
  ▪ Individual Paper: 200 points
  ▪ Group Presentation: 200 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**

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.” Remember that you can check the points you receive for individual assignments on Canvas and your final grade 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.**

**Meeting 1 (June 13): Welcome to the class!**

Overview of the class: assignments, requirements, and an orientation to key concepts.

Your responsibilities are: Class Attendance and Participation.

**Meeting 2 (June 14): Module I: Values**

We move into more concentrated work on key concepts. The first concepts (identified as A, B, and C) are grouped under Module I and refer to values.

A. **Information and Personal Identity**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion for: Information and Personal Identity. See the sample.

Required readings:

If you like this topic, you can explore it further in:


B. Information and Collective Identity

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Information and Collective Identity. See the sample.

Required readings:


Frost, Jeana H., and Michael P. Massagli. “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, no. 3 (July/September 2008).

If you like this topic, you can explore it further in:


Meeting 3 (June 15): Module I: Values

C. Information in International Context

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Information in International Context. See the sample.
Required readings:


If you like this topic, you can explore it further in:

James, Jeffrey. “Are Changes in the Digital Divide Consistent with Global Equality or Inequality?” The Information Society 27, no. 2 (June 2011).

Meeting 4 (June 16): Module II: Information Policy

A. Standardization

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Standardization. See the sample.

Required readings:


If you like this topic, you can explore it further in:

Meeting 5 (June 17): Module II: Information Policy

B. Intellectual Property

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Intellectual Property. See the sample.

Required readings:


If you like this topic, you can explore it further in:


C. Privacy and Surveillance

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Privacy and Surveillance. See the sample.

Required readings:

If you like this topic, you can explore it further in:


Meeting 6 (June 20): Module III: Information Work and Workers

A. Professional Ethics

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Professional Ethics. See the sample.

Required readings:


If you like this topic, you can explore it further in:


Meeting 7 (June 21): Module III: Information Work and Workers

B. Roles for Information Professionals

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Roles for Information Professionals. See the sample.

Required reading:


If you like this topic, you can explore it further in:


Xie, Bo, and Julie M. Bugg. “Public Library Computer Training for Older Adults to Access High-Quality Internet Health Information.” Library and Information Science Research 31, no. 3 (2009): 155-62.
Meeting 8 (June 29): Module IV: Information Institutions

A. Libraries

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Libraries. Interactive Activity: Libraries Group. See the sample.

Required reading:


If you like this topic, you can explore it further in:


B. Archives

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Archives. Interactive Activity: Archives Group. See the sample.

Required reading:

If you like this topic, you can explore it further in:

Trace, Ciaran B. “Beyond the Magic to the Mechanism: Computers, Materiality, and What it Means for Records to be ‘Born Digital.’” *Archivaria* 72 (Fall 2011): 5-27.

**Meeting 9 (June 30): Module IV: Information Institutions**

C. Museums and Parks

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Museums and Parks. Interactive Activity: Museums and Parks Group. See the sample.

Required reading:


If you like this topic, you can explore it further in:


D. Invisible Work

Your responsibilities are: Class Attendance and Participation; Complete required readings before class; Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or Story + Discussion Question for: Invisible Work. Interactive Activity: Invisible Work Group. See the sample.
Required reading:


If you like this topic, you can explore it further in:


Meeting 10 (July 1): Individual Projects

**Your responsibilities are:** Class Attendance and Participation; Individual Paper; Final presentation with PowerPoint Slides. Submit PowerPoint slides and Self and Peer Evaluations within 24 hours of your final presentation. See the sample.

Details about Course Assignments (also found under "Assignments" in Canvas)

A. Class Participation (160 points)

Class attendance is expected and required. Grades for participation are based on the quality, promptness, and consistency of student contributions. Class participation accounts for 160 points.

Students are expected to participate in general class discussion in class and online throughout the semester. Make sure that you know how to access and use Canvas: Your participation includes your in-class contributions as well as your frequent and timely posting on 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.

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.
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, sometimes through an attendance sheet. 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. Each student's contribution to class discussion and group work is important to provide a positive learning experience for everyone. 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.

Note: Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 25 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. That said, 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 three or more classes.

B. Summary or Story + Discussion Question (240 points total)

Send me a brief summary of at least 2 readings or contribute a story tied to one reading. Then, ask a question! Add your first and last name in parentheses at the end of your summary/story. See the sample.

Remember: questions end with a ?

Advice: Develop open ended questions. Consider asking: the 5 W's and 1 H! Who, what, when, where, why, and how!
Summary of the assignment: Each student is assigned to read the required readings prior to each class. All readings are available as .pdf documents or through links 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 required readings, each student should prepare one or more “Summary or Story + Discussion Question” documents by 11 a.m. on each class meeting. You will submit the document on Canvas. Through sharing your “Summary + Discussion Question” you will assist the entire class in discussing and understanding the readings.

What: By 11 a.m. on each class day, post a 50-150 word document on Canvas with (a) a one to three sentence brief summary of at least two of the readings or a personal story that illustrates a connection to one or more of the readings; and (b) includes one question about the reading(s) that can be used in class discussion. Mention at least two of the authors by their last names in your summaries; if there is only one reading you need only mention that publication. 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 summary should focus on the readings instead of yourself (e.g., avoid autobiographical references because your word limit is very strict). Note that on some days you will submit two of these documents. Please provide citations if you mention sources other than the course readings.

In discussing the readings, identify 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 or Story + Discussion Question(s)” documents are well written and focused and will display your reactions and insights on the readings.

Personal stories that students contributed in the past included stories of working in a public library, living in Brazil, involvement in the activities of a professional organization, currency used during summers spent in Europe, views of copyright in another country, use of an online archive, a visit to a museum in Amsterdam, a reflection on the Digital Public Library of America, use of a mobile app, work in an archives, and a joke found on Facebook.

I will return a document with several of your colleagues’ questions in class for in-class discussion.

When: Two hours prior to the class day, post your “Summary or Story + Discussion Question(s)” in the Assignment area 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/).

Grading criteria for your “Summary or Story + Discussion Question(s)”
Each of your 12 documents will each be worth 20 points or 240 points total. I will evaluate each of your “Summary or Story + Discussion Question” documents according to:

- Quality of your discussion: Clear summary statements of at least two class readings, including references to the authors’ last names. Identify the theme(s) that cross the readings. (9 points)
- Quality of questions: Effective, challenging questions with the capacity to spark and enrich our discussion. (9 points)
- Quality of writing: Check our document on “General Writing Mechanics.” (2 points)

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

**USEFUL SOURCE:** General Writing Mechanics.docx

**C. Interactive Activity (200 points)**

**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 during our 8th and 9th meetings. 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 8th and 9th meetings.

**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 1 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. PeerEvalSu2016.doc SelfEvalFormSu2016.doc

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

I 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.

**D. Individual Class Paper on the Information Life Cycle of a Group/Organization/or Institution (200 points)**

**See the sample.**

**Summary of the assignment:** Work with a team to investigate the social and cultural context for information within a selected group/organization/institution. Individual students will write segments of this investigation as individual papers. Each paper will examine one aspect of the information lifecycle of the group/organization/institution.

The information lifecycle refers to how the group/organization/institution creates, finds, uses, understands, shares, transforms, and curates information. Students will submit separate individual papers but they will collaborate in delivering a final presentation supported with a set of PowerPoint
slides on their work on the last class meeting. The final presentation is an opportunity to share your work with the entire class.

I will not be able to accept and review drafts for your assignments. Remember to review the course policies as well as the “General Writing Mechanics” document.

**What:** This assignment includes individual written papers and a formal presentation with PowerPoint slides.

**When:** At our first class meeting, we will form teams with 2-3 students per team. You will work with your team throughout the semester on your interactive activity, class paper, and final presentation.

Individual papers must be submitted via Canvas by 6 p.m. on the last day of our class. Each team member must submit peer and self-evaluations within 24 hours of the last day of class via Canvas. Please submit a peer evaluation for each person on your team.

**Why:** Projects combine teamwork with individual accountability and include individual papers and a final presentation.

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

**Individual Paper:** Your paper should be 3-5 pages (750-1250 words) in length and can be based largely on information you gathered through a literature review. A literature review involves locating published information about your group/organization/institution. Use sources beyond the group/organization/institution’s website. Go beyond Google or Wikipedia. For an idea of some reference sources, check Joe Dobb’s subject guides for library and information science on the lib.utexas.edu website. Go to lib.utexas.edu. Click on the “Research Tools” tab, then click on “Research by Subject.” Scroll down until you locate “Library and Information Science.” Click on both RG (for “Research Guide”) and DB (for “Databases”) to identify some reference sources.

You should make sure to answer the following questions in your paper:

- What aspect of the information life cycle did you select? You may select one of the following aspects: creating, finding, using, understanding, transforming, sharing, or curating information.
- How did you study your selected aspect? Please be as detailed as possible. Tell me which sources you consulted.
- What did you find? What were the findings of your data collection, that is, your lit review?
- 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?

**Evaluation criteria for your Individual Paper:**

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

E. Presentation on the Information Life Cycle of a Group/Organization/or Institution (200 points)

Summary of the assignment: Work with a team to investigate the social and cultural context for information within a selected group/organization/or institution. Individual students will write segments of this investigation as individual papers. Each paper 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. Students will submit separate individual papers but they will collaborate in delivering a final presentation supported with a set of PowerPoint slides on their work on the last class meeting. The final presentation is an opportunity to share your work with the entire class.

I will not be able to accept and review drafts for your assignments. Remember to review the course policies as well as the “Lecture Delivery Contract” document for advice on delivering presentations.

**What:** This assignment involves students collaborating on a joint formal presentation with PowerPoint slides.

**When:** At our first class meeting, we will form teams with 2-3 students per team. You will work with your team throughout the semester on your interactive activity, class paper, and final presentation.

Each team member must submit peer and self-evaluations within 24 hours of the last day of class via Canvas. Please submit a peer evaluation for each person on your team.

**Why:** Projects combine teamwork with individual accountability and include individual papers and a final presentation.

**Final Presentation:** Students will deliver their presentations on the last day of class. Each presentation will be 30 minutes in length, with additional time 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

**TIPS:** Develop a coherent theme across the different individual components of your presentation. Remember to introduce your topic and each member of your team to the audience. Speak loudly enough for all to hear. Provide good eye contact and minimize iteratives (such as ums or ahs). Provide an introduction to your presentation as well as a conclusion. And don’t forget to invite your audience to ask questions!

**Evaluation Criteria for Group Presentation:**

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 presentation: Check the “Contract for Lecture Delivery” document: 0-25 points

Total Points: 200

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.”


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
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 or admission to the Bachelor’s in Computer Science/MSIS program. Students in other departments may be able to enroll in the class if there is room after iSchool students have been given an opportunity to register.

**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:**
Everyone benefits when you are in class! Class attendance is expected and required. Attendance may be taken during class meetings; please sign the roster sheet if it is distributed in class. 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 must miss class, secure the cooperation of a classmate to take notes for you and to pick up copies of any distributed materials. It is best to designate a note taker early in the semester.

Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 25 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.

Consider dropping the class if you miss three 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. Participation includes responding when called upon, volunteering comments, and contributing to reporting out during group activities. Failure to contribute to group work will result to losing up to 100 percent of your participation grade.

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. Note that I am able to see when you have logged onto Canvas, so please visit it frequently.
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. This is especially important given our condensed course schedule. 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 50% 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 be able to 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 some completed work to class. Since I will use ‘track changes’ to add comments to your work, please do not submit .pdf files. Assignments submitted in formats other than .doc or .docx will receive a deduction of -10.0 points.

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.

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. Attach a cover sheet to your assignments. This is a separate unnumbered page at the beginning of your document. 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.

**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. At the same time, please do not overly rely on lengthy quotations.

For citation style, use The Chicago Manual of Style (15th edition or 16th edition). Use the notes and bibliography system rather than the author-date system. Use a citation manager such as NoodleBib, EndNote, or Zotero. See the “NoodleTools (NoodleBib)/Cite Your Sources” section under the “for Students” area at lib.utexas.edu. You will also find the free Quick Guide to the Chicago Manual of Style at http://www.chicagomanualofstyle.org/tools_citationguide.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.

• 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. See the note under participation about the impact that not working with your group will have on your participation assessment.

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 B- grade or lower. Please keep track of the points you earn in your assignments. While you have until the last class day at the University to submit a drop form, you will want to do this earlier.

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@aust.utexas.edu.

**UT Honor Code and Academic Integrity:**


**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.