

INF 391F: Qualitative Research Methods

Unique Number 28945

Instructor

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Class: Thursdays 3:30 – 6:30 PM in UTA 5.522

Zoom Office Hour: By Appointment

COURSE OVERVIEW

Qualitative research methods are useful for exploring a phenomenon and translating the understanding to theory. The goal of this course is to develop familiarity with and appreciation of these methods as research approaches to investigation. This course explores a variety of approaches to investigation, including ethnography, grounded theory, case studies, evaluation research, and action research. This course offers a hands-on opportunity for students to practice qualitative research. Students will conduct their own research project in which they will have opportunities to learn, discuss, and reflect upon the procedures of qualitative research such as developing qualitative inquiry, describing a qualitative research problem and research questions, identifying key informants, conducting fieldwork and interviews, analyzing and organizing data, interpreting findings, constructing theory from concepts, and writing a qualitative study.

LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

1. Distinguish a variety of qualitative approaches from ethnography, grounded theory, narrative research, phenomenology, and case studies to action research
2. Become familiar with qualitative research design with respect to elements, ethical consideration, and gaining access
3. Review published qualitative research articles critically in terms of research design and method choices
4. Gain techniques of data collection, including observation, development of field notes, interviewing, focus groups, and artifact collection
5. Gain research skills in qualitative data analysis and interpretation
6. Gain an understanding of enhancing the quality, credibility, and significance of qualitative research
7. Demonstrate an ability to conduct a qualitative research project and write a conference-ready qualitative research paper

COURSE MATERIALS

There are two required textbooks for this course:

- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th Edition). Sage.

- Bazeley, P. (2021). *Qualitative data analysis: Practical strategies* (2nd Edition). Sage.

Multiple chapters from the following books will be included in course readings. But, students DO NOT need to buy them. Chapters from these books will be available through our class Canvas site.

- Krathwohl, D. R. (2009). *Methods of educational and social science research: The logic of methods* (3rd Edition). Waveland Press.
- Lune, H. & Berg, B. L. (2018). *Qualitative research methods for the social sciences* (9th Edition). Pearson.

EXPECTATIONS

- 1) **Course Readings:** Read the course readings critically in advance of the class session.
- 2) **Before-Class Questions “What I want to know” and After-Class Reflections “What I learned this week”:** Post your questions and reflections every week.
- 3) **Canvas:** Check out the Canvas site on a regular basis. Course readings, lecture notes, assignment instructions, grading rubrics, and other course-related resources will be communicated via the Canvas site.

COURSE POLICIES

1. Email is the most reliable communication method with the instructor. Please include “INF 391F” or “Qualitative Research Methods” in a subject line. Do not use the messaging feature in Canvas because it is often getting lost. Although I will try my best to answer your questions promptly, please give me 48 hours to reply to your email. If you do not hear from me within 48 hours, please resend your email for my attention.
2. I use a 100-point scale to grade papers. Unless you are facing an emergency situation and you request an extension with a legitimate reason from me at least 48 hours in advance of the due date, points will be deducted for late submissions (3 points per day, including weekends).
3. Assignment guidelines and rubrics for each assignment will be available on Canvas – Assignments.
4. All assignments should be handed in using Canvas.
5. Every paper should include the course number, a **unique title**, the submission date, your name, and your email address at the top of the first page (no cover page).
6. All citations should use APA (American Psychological Association) style. For more information on APA style, please see the Purdue University OWL guide:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE REQUIREMENTS AND EVALUATION

| | |
|---|-------------|
| Class Participation | 10% |
| Assignment 1: Before-Class Questions and After-Class Reflection | 10% |
| Assignment 2: Being the Qualitative Researcher | 15% |
| Assignment 3: Non-Participant Observation Fieldwork Report | 20% |
| Term Project Part 1: Title and Problem Statement | 5% |
| Term Project Part 2: Research Questions and Interview Questions | 10% |
| Term Project Part 3: Paper | 30% |
| TOTAL | 100% |

POINTS AND LETTER GRADE

| | | |
|--------------|--------------|--------------|
| 95-100 = A | 90-94.9 = A- | |
| 88-89.9 = B+ | 85-87.9 = B | 80-84.9 = B- |
| 78-79.9 = C+ | 75-77.9 = C | 70-74.9 = C- |

ASSIGNMENT DUE DATES

| Week | Date | Assignment Due | Being the Qualitative Researcher (15%) |
|---------|-------|---|--|
| Week 1 | 8/26 | | |
| Week 2 | 9/2 | | Sign up |
| Week 3 | 9/9 | | |
| Week 4 | 9/16 | Project Part 1: Title and Problem Statement | Researcher 1 |
| Week 5 | 9/23 | | Researcher 2 |
| Week 6 | 9/30 | | Researcher 3 |
| Week 7 | 10/7 | Project Part 2: Draft of Research Questions and Interview Questions | Researcher 4 |
| Week 8 | 10/14 | | Researcher 5 |
| Week 9 | 10/21 | Assignment 3: Fieldwork Report | Researcher 6 |
| Week 10 | 10/28 | | Researcher 7 |
| Week 11 | 11/4 | | Researcher 8 |
| Week 12 | 11/11 | | Researcher 9 |
| Week 13 | 11/18 | | Researcher 10 |
| Week 14 | 11/25 | No Class, Thanksgiving Day | |
| Week 15 | 12/2 | Project Part 3: Term Paper | |

UNIT 1: FOUNDATIONAL RESEARCH SKILLS**Week 1 - August 26** Course Overview; Continuum of Research Approaches

- Patton, M. Q. Chapter 1. The Nature, Niche, Value, and Fruit of Qualitative Inquiry
- Krathwohl, D. R. Chapter 2. The Variety of Research Methods
- Saldana, J. (2011). Fundamentals of qualitative research. Oxford University Press. Chapter 1. Genres, Elements, and Styles of Qualitative Research (pp. 3-30).

Week 2 - September 2 Qualitative inquiry; Paradigms, Perspectives, and theoretical orientation

- Patton, M. Q. Chapter 3. Variety of Qualitative Inquiry Frameworks.
- Creswell, J. W. (2007). Qualitative inquiry & research design: Choosing among five approaches. 2nd Edition. Chapter 4. Five Qualitative Approaches to Inquiry (pp. 53-84).
- Talja, S., Tuominen, K. Savolainen, R. (2005). "Isms" in information science: Constructivism, collectivism and constructionism. *Journal of Documentation*, 61(1), 79-101.

Week 3 - September 9 Designing qualitative studies; Research problem; Developing research questions

- Patton, M. Q. Chapter 5. Designing Qualitative Studies.
- Krathwohl, D. R. Chapter 5. Creating Research Problems.
- Hernon, P. & Schwartz, C. (2007). What is a problem statement? *Library & Information Science Research*, 29(3), 307-309.

Week 4 – September 16 Preliminaries to data generation, gaining access, identification of informants, sampling; ethical concerns and consideration

- Fetterman, D. M. (2020). *Ethnography: Step by step*. 4th Edition. Sage. Chapter 3. Methods and Techniques: A Wilderness Guide (pp. 42-78).
- Burgess, R. G. (1982). Elements of sampling in field research. In R. G. Burgess (Ed.), *Field research: A sourcebook and field manual* (pp. 75-78). London: Routledge
- Lune, H. & Berg, B. L. Chapter 3. Ethical Issues in Research

UNIT 2: QUALITATIVE DATA COLLECTION

Week 5 – September 23 Ethnography; Fieldwork and observation

- Patton, M. Q. Chapter 6. Fieldwork Strategies and Observation Methods
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. University of Chicago Press. Chapter 1. Fieldnotes in Ethnographic Research (pp. 1-16).
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. University of Chicago Press. Chapter 2. In the Field: Participating, Observing, and Jotting Notes (pp. 17-38).
- Honigmann, J. J. (1982). Sampling in ethnographic fieldwork. In R. G. Burgess (Ed.). *Field research: A sourcebook and field manual* (pp. 79-90). London: Routledge.

Week 6 – September 30 Qualitative Interviewing

- Patton, M. Q. Chapter 7. Qualitative Interviewing
- Bernard, H. R. (2006). Interviewing: Unstructured and semistructured. In *Research methods in anthropology: Qualitative and quantitative approaches* (4th ed.), (pp. 203-239). Lanham, MD: AltaMira Press.
- Dervin, B. (2003). From the mind's eye of the user: The sense-making Qualitative-Quantitative methodology. In *Sense-Making Methodology Reader: Selected Writings of Brenda Dervin*. Edited by B. Dervin, L. Foreman-Werner, and E. Lauterbach (pp. 269-292). Cresskill, NJ: Hampton Press Inc.

Week 7 – October 7 Case Studies; Evaluation Studies; Action research

- Krathwohl, D. R. Chapter 23. Evaluation Studies and Action Research
- Lune, H. & Berg, B. L. Chapter 7. Participatory Action Research.
- Lune, H. & Berg, B. L. Chapter 10. Case Studies.

UNIT 3: QUALITATIVE DATA ANALYSIS

Week 8 – October 14 Analysis and Interpretation

- Patton, M. Q. Chapter 8. Qualitative Analysis and Interpretation.
- Bazeley, P. Chapter 5. Read, Reflect, and Connect: Initial Explorations of Data
- Bazeley, P. Chapter 6. Coding as an Analytic Strategy

Week 9 – October 21 Codes, themes, coded categories, interpretation

- Bazeley, P. Chapter 7. Tools to Manage the Coding Process
- Bazeley, P. Chapter 8. Codes, Themes, and Descriptive Writing

Week 10 – October 28 Coding in-class exercise; NVivo workshop

- Bazeley, P. Chapter 13. Exploring, Seeing, and Investigating Connections in Data

- Bazeley, P. Chapter 14. Elaborating Concepts, Developing Theory
- Getting Started with Nvivo: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/support-services/customer-hub/getting-started>

Week 11 – November 4 Grounded theory; from concepts to theory

- Corbin, J. M. & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology*, 13(1), 3-21.
- Strauss, A & Corbin, J. (1994). Grounded theory methodology: An overview. In N. K. Denzin & Y.S. Lincoln (Eds). *Handbook of qualitative research* (pp. 273-285). Thousand Oaks, CA; Sage.
- Charmaz, K., Thornberg, R. & Keane, E. (2018). Evolving grounded theory and social justice inquiry. In N. K. Denzin and Y. S. Lincoln (Eds). 5th Edition. *The Sage handbook of qualitative research* (pp.411-443). Sage.

UNIT 4: EVALUATION, PRESENTATION, AND WRITING

Week 12 – November 11 Evaluating qualitative inquiry; credibility, internal integrity, reliability, validity

- Patton, M. Q. Chapter 9. Enhancing the Quality and Credibility of Qualitative Studies.
- Bazeley, P. Chapter 16. Defending and Extending: Issues of Quality and Significance
- Krathwohl, D. R. Chapter 16. Quality Considerations, Conclusions, and Reporting in Qualitative Research

Week 13 – November 18 Writing up and reporting findings

- Lune, H. & Berg, B. L. Chapter 12. Writing Research: Finding Meaning in Data.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. 2nd Edition. Chapter 9. Writing a Qualitative Study (pp. 177-200).
- Rieh, S. Y. (2004). On the web at home: Information seeking and web searching in the home environment. *Journal of the American Society for Information Science and Technology*, 55, 743-753.

Week 14 – November 25 Thanksgiving Day

Week 15 – December 2 Class Wrap; Term project discussions

COURSE REQUIREMENTS, ASSIGNMENTS, AND TERM PROJECT

Participation (10%)

This is a graduate course and requires active participation throughout. I will not take attendance each week, but I will be aware of and take note of absences and late arrivals. When you must be absent, please let me know via email. My expectations for class participation and grading criteria are as follows:

Outstanding Contributor (95-100): This student consistently asks questions in class and volunteers answers that contribute to the learning of the class by suggesting thoughtful ideas or encouraging more students to participate in discussions. Posts questions before class and writes reflections after class almost every week. Attends every class session and always arrives to class on time.

Good Contributor (90-94): This student often volunteers answers to questions and asks questions that are appropriate and helpful to class. Posts questions before class and writes reflections after class frequently. Absent from 1-2 class sessions and always arrives to class on time.

Adequate Contributor (85-89): This student infrequently volunteers answers to questions or asks questions, but his or her contributions are relevant. Posts questions before class and writes reflections after class once in a while. Absent from 3 class sessions. Arrives to class late occasionally.

Non-Participant (80-84): This student rarely participates in class. Rarely posts questions before class or writes reflections after class. Absent from 4 class sessions. Arrives to class late consistently.

Assignment 1: Weekly Online Discussions (10%)

Before-Class Questions “What I want to know”: Post one question to the Canvas. Do not post questions that are answered in the readings. Post questions that are unanswered or unsolved based on your comprehension of the readings. I will pick “best questions” each week and discuss selected questions during class. To be selected as best questions, your question(s) must be posted 24 hours in advance of the class time (Wednesday 3:30 PM).

After-Class Reflections “What I learned this week”: Once the class is over each week, go back to the Canvas and write up your reflections about the lectures, readings, and discussions. Or, review questions raised by other students to see whether you can now answer any of those questions.

Assignment 2: Being the Qualitative Researcher (15%)

Students will select one paper/book written by an influential researcher in which qualitative research methods were employed in the fields of information behavior, Human-computer interaction, Computer-Supported Cooperative Work (CSCW), design theory, communication, and other related disciplines. The sign-up sheet will be open up on Canvas – Pages on September 2 at 7 PM. You will need to provide a citation of the paper you plan to present when you sign up. Please keep in mind that one student should work on one researcher. If two students are interested in presenting the same researcher’s work, the student whose presentation date is earlier would get a priority. You also need to upload the PDF file of the paper you’ll present at least one week before your presentation date.

Imagine yourself as the researcher who conducted your chosen research. How do you want to introduce this wonderful research for the first time to an audience that does not know who you are and what your research is? It would be helpful to introduce some motivation that has led you to conduct the research. Your audience is mostly graduate students who do not have strong backgrounds or professional experience in the field of information studies. Therefore, you will need to rephrase the words and phrases that will help students understand your research. Your responsibility is to make sure that your audience fully understands your research methods and even gets excited about it. Use metaphors, analogies, or graphs that could help the audience understand your research methods and start thinking about how they could employ the same methods in the future. You should make an effort to think like the researcher, act like the researcher, and talk like the researcher of that paper. Make sure that you emphasize the strengths of research methods and significant contributions of your research. At the end of the presentation, you should acknowledge the limitations or weaknesses of your research methods.

The outline of your presentation will be roughly as follows (feel free to add other aspects if you like):

- Introduction of the researcher (include a picture)

- How did you become interested in a particular research problem?
- Why was your qualitative approach right for your research topic?
- What could have been drawbacks and benefits of using an alternative approach?
- How did you collect and analyze qualitative data?
- What kinds of methodological contributions do you make to the field?
- What theoretical contributions does your research offer?

Your presentation should be about 20 minutes long. There will be a Q&A session for 15 minutes following your presentation. Prepare your presentation slides and post your file to the Canvas - Discussions before the class. Your grading will be based both on the slides and on the presentation itself. This is the only assignment for which “peer grading” will be integrated into your score. Out of 100 points, my grading will take up 50 points and your classmates’ grading (averaged) will take up the other 50 points.

Here is the list of researchers you *can* choose. Feel free to select a researcher outside of this list.

- Elfreda Chatman
- Lucy Suchman
- Karen Pettigrew
- Bonnie Nardi
- Jenna Hartel
- Reijo Savolainen
- Pam McKenzie
- Madhu Reddy
- Tiffany Veinot
- Muzuko Ito
- danah boyd
- Leysia Palen

Assignment 3: Non-Participant Observation Fieldwork Report (20%)

1. Select a field site where you will observe people’s behavior for a total of about 5 hours (at a minimum). Choose a site that is naturally public (e.g., library, bookstore, cafe, playground, train station, shopping mall, etc.). Do not choose the airport (because of security issues). A virtual field site, such as Facebook groups and online communities, is allowed.
2. Conduct observations for at least 5 hours. Past time spent on a site does not constitute part of these hours. Take notes about your experience each time you do your observations.
3. You must make trips (physically or virtually) to your site about 2-3 times. If possible, try to observe during different time slots (morning, afternoon, evening; weekdays, weekends) in order to capture a variety of different people and activities. All observations should be conducted in the same place. Your role as an observer is as a non-participant, which provides you with the freedom to concentrate entirely on observation and enables you to become very sensitive to the significance of what is occurring.
4. Take field notes following various techniques you learned from class discussions, practices, and course readings. Field notes are the observer’s record of the observation. They include descriptions of the setting and its purpose, who was present and why people appeared to come to the site, a drawing of the setting’s layout, documentation of happenings in general and the types of information that people sought or shared in particular. If you are doing this assignment by choosing

an online community, you can analyze the design of the community.

5. Insert "Observer Comments" into your field notes. Include your thoughts and reflections regarding various issues, such as the process of selecting what was important to capture given all that was occurring, problems in observing and recording, and suggestions for next steps. In the case of an online community, describe how you would like to change it.
6. Review your field notes and identify distinct behavior patterns that seemed to be repeated or stood out prominently in your observations.
7. Select about 3-5 important behavior patterns and find relevant field notes that illustrate such patterns with rich descriptions.
8. The outline of your report will be roughly as follows: introduction, site overview, observation methods, findings, conclusion, and appendix (excerpts of field notes). Your fieldwork report should be about 5-10 pages (single-spaced) not counting the appendix.

Assignment 4: Research Project (45%)

Each student will identify a research problem, design a research project to investigate that problem, and then carry out the project. The purpose of the research project is to provide you with experience in the entire process of conducting a research project. You are expected to turn your term paper into a published conference paper or poster. This project includes: setting the research problem and goals; reviewing related literature; designing qualitative research investigation; carrying out the investigation; analysis of the data you have collected; and writing up your results. For this project, you need to collect your data using one or more qualitative research methods. Do thorough analysis and interpretation. You may want to go back to your literature review and discuss whether your findings are consistent with other researchers' findings. Be sure to include a discussion of *why* your findings are consistent (or are not consistent) with those of other researchers.

Part 1: Title and Problem Statement (5%)

Submit a problem statement for the project that you or your pair would like to work on this semester. You need to get the approval from the instructor before you can proceed with your proposed study. In this problem statement, you need to make a logical and persuasive argument about what problem you address, which key concepts you will incorporate, and why it is important for you to address this problem.

Part 2: Draft of Research Questions and Interview Questions (10%)

Develop 3-4 research questions that you would like to focus on. Then write a draft of your interview questions. The purpose of this Part 2 is to provide you with suggestions and feedback. Although the deadline is October 7, feel free to submit your draft even earlier if you like, so that you can have enough time to make revisions.

Project 3: Term Paper (30%)

1. Finalize a problem and research questions based on the feedback from the instructor.
2. Include at least 7 publications in your literature review.
3. Recruit 5-7 participants for interviews. Contact them individually to schedule an interview. Plan to conduct each ethnographic interview.
4. Conduct ethnographic interviews, which should take about 1-1.5 hours each. Your interview questions should have been reviewed by the instructor and revised at least once at this point. You must record each interview.
5. Transcribe interviews as much as you can.

6. Analyzing the data, following the process and strategies we learned in class.
7. Write a research paper consisting of 8 parts, as follows:
 - Introduction
 - Problem Statement
 - Related Work: Show you understand related literature and contextualize your topic with previous work.
 - Methods: Discuss in detail the methods, procedures (e.g., when, where, how you collected the data) and instruments (e.g., interview questions) you used.
 - Results: Report your findings. Rather than trying to report on everything you've learned, try to present your "major" findings. You may want to highlight three or four points from your findings.
 - Discussion: Relate your findings to previous literature.
 - Conclusion: Conclude your paper by discussing the implications of your findings.
 - Appendix 1: Data collection instruments (i.e., interview questions)
 - Appendix 2: Coding Book

Your paper should be about 10 pages long (single-spaced). The format for in-text citations and references should follow the Publication Manual of the American Psychological Association (APA Style).

LAND ACKNOWLEDGEMENT

We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, we would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Ysleta Del Sur Pueblo and Tonkawa, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

CLASSROOM SAFETY AND COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- The university has determined that all students coming to campus for the fall semester must receive a viral COVID-19 test in their local community within 72 hours prior to arrival in Austin for move in. If they already reside in Austin, they must test within 72 hours of moving into the residence where they will reside for the academic semester. Finally, individuals who are already living in the residence in Austin where they will reside this academic semester should test within 72 hours (3 days) prior to the start of class on Aug. 25.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services](#)' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand

what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).

- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.

CLASS RECORDINGS

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the [Office of the Dean of Students](#). These reports can result in sanctions, including failure of the course.

UNIVERSITY POLICY ON TITLE IX

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

PERSONAL PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester

so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

SERVICES FOR STUDENTS WITH DISABILITIES

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

COUNSELING AND MENTAL HEALTH CENTER

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

STUDENT EMERGENCY SERVICES

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.

[Last updated August 19, 2021]