

INF 385T, Human-Centered Social Network Analysis

28579

Fall 2021

Draft Syllabus

Class Meets: WF 10:30AM-12:00PM @ Parlin Hall 306

Course Mode: *In-person*

Instructor: Ahmer Arif (pronounced *eh-mer*)

Office Hours: By appointment

Pronouns: He/Him/His

Email: ahmer@utexas.edu

Phone: 425-219-9767

Course Description

Social media platforms have enabled millions of people to contribute their own information to web enabled systems. This course will prepare students to grapple with and analyze this information as they explore questions at the intersection of computational systems and social behavior. Student projects will focus on studying real-world challenges and opportunities in current social media platforms by analyzing the large amounts of data people leave behind in these platforms, applying both computational and qualitative techniques to explore this data. Readings and discussions will help students reason about the ethics of working with this kind of data and how to approach it from a more human-centered perspective.

What will I learn?

After successful completion of this course, you will be able to:

- Collect, clean and explore social media data from platforms like Twitter
- Analyze online social media data from a human-centered data science perspective — i.e., a perspective that emphasizes the humanity and agency of those represented in the data
- Communicate data science results in both written and oral formats using appropriate and compelling visualization to support data stories pertaining to social media
- Assess and understand some of the key ethical and research issues involved in working with social media data

How will I learn?

This is a project-style course that will meet for 90 minutes on Wednesdays and Fridays. Activities on Wednesdays will focus on learning *for* your project and will include building a shared understanding of assigned readings through small group discussions and occasional short video/audio lecture presentations. Activities on Fridays will focus on learning *from* your project and will prioritize working and reflecting on project components in a hands-on setting. This mix will allow us to achieve our learning objectives as we collectively navigate a global pandemic.

Pre-requisites for the course

There are no formal prerequisites for this course. In terms of the required skills, students need be proficient in programming and comfortable programming in python. You are expected to quickly learn many new things. For example, your project will require you to fetch Twitter data using the Twitter API or analyze posts from Reddit using pre-existing libraries (like python nltk, scipy), which should not be too challenging if you already know high-level languages like Python. Please make sure you are comfortable with this.

How to succeed in this course

Here are three things you can do that will help you succeed in this course:

- Be a co-designer! This course is new and in the spirit of participatory and human-centered design, we will be making some decisions about the pace and exact direction of the course together. Being open to collaboration with me, advocating for what's interesting to you and taking ownership of your own learning will be crucial.
- Show up! This course is based on interactive flipped classroom pedagogical models, so participation in class is critical to individual success and to the success of the course as a whole. I have very strong expectations of participation. I reserve the right to reduce a student's grade if they do not meet my expectations around participation.
- Do the assigned readings and activities. Not having done so will make you a less effective participant in discussions. Moreover, this course will follow the design principle that your instructor should not be your first point of contact with new material. My responsibility will be to help you troubleshoot your understanding so the questions you show up with will matter.

Course Requirements

Required Materials

You do not have to buy any text books for this course. All readings will be uploaded online on Canvas. In addition, I will provide links to additional and supporting readings as needed and appropriate.

You do not need to buy any software. On the practical side, you would need to have python and Jupyter notebook, installed on your computer. At various times I will ask you to install different packages, download datasets, etc. All of these will be open sourced and you do not have to buy anything.

Finally, you will need to apply for a [Twitter Developer Account](#) to access the Twitter collection APIs. I would advise submitting an application as soon as you realize you are interested in taking this course. Don't wait for the first day of class.

Required Devices

You will need a laptop computer capable of going online and running a [Google Colab Notebook](#).

Course expectations

As the instructor, I expect:

- A commitment to engaged learning from every student. This includes being present and actively involved in our class sessions. I reserve the right to reduce student grades if this expectation is not met

- Students to act, think, and communicate with generosity and patience, and in productive and professional way
- Students to take an active role in helping shape this course because it is new
- This classroom to be a brave space for all of us to learn, explore, and discuss; while we might be dealing with power, difficult topics, and differing values, we remain respectful of others' views and experiences

Students can expect from the instructor:

- Engaged, active instruction on course content
- Quick responses to questions via email: within 24 hours during the week, and 48 hours on weekends
- Timely feedback on all assignments, which is usually 2 weeks from the due date
- A significant amount of autonomy regarding the material we cover and the topics we discuss.

Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

| Activity | Points possible | Percent of Total Grade |
|--|-----------------------------|------------------------|
| A. Reading engagements (participation in activities and discussions) | 20 | 20% |
| B. Course Project | 50 | 50% |
| <ul style="list-style-type: none"> • Milestone 1: Ideation + Proposal • Milestone 2: Data Collection • Milestone 3: Data Visualization • Milestone 4: Interpretive Analysis • Milestone 5: Final Presentation | 2+8 10 10 10 10 | |
| C. Reflections | 10 | 10% |
| D. Assignments | 20 | 20% |

Course Activities

A. Reading Engagements (20% of grade)

During each class meeting (weeks 1-14), we will discuss the readings and activities that were assigned for that week. Prior to each class, you will have to:

1. Think about what came up for you in terms of what you found interesting, hard, provocative, stressful etc. Anything that you think would generate conversation in the group is fair game.
2. Go to a shared document for the session (a google slide-deck). Claim one page and use it as a canvas – populate it with words or images that will help the group think about the reading from your perspective. This could be your perspective on what is important in the reading, how you engaged with the reading, something concrete that you think we should investigate or some thoughts you'd like to share about yourself that are brought to your mind based on the read. We will leverage these pages in our class discussions.

3. Please note that an important part of your reading engagement is being “present” to discuss your response.

You will also be maintaining a project ‘logbook’ that is shared with me. You will periodically be asked to make short personal entries about what going’s well and what you need help with.

B. **Project** (50% of grade)

Students will work individually or collectively (depending on enrollment) on a class project that will invite you to identify an interesting question that you can address by analyzing social media data using exploratory mixed-methods. There will be several milestones for this project that you will be required to meet, and you will present your work several times to get feedback on your progress. The project is worth 50% of your grade, divided across the milestones. You will generally be following the data science process as you go through these phases.

- Milestone 1: submission 10% - concentrates on ideation and developing a proposal for what data to collect and the initial questions to ask from it
- Milestone 2 submission 10% - focuses on data collection and some basic preliminary analysis
- Milestone 3 submission 10% - focuses on processing, visualizing, and analyzing data using GEPHI
- Milestone 4 submission 10% - focuses on interpretive analysis. Builds on network visualizations to drill into interesting features of the data using qualitative techniques
- Milestone 5 finale submission 10% - builds on earlier phases and focuses on the final steps of analyzing, interpreting, reporting findings, and wrapping up your project

Here’s an overview of the project requirements:

- **Problem:**
 - Creative, interesting questions, on a domain topic of interest to the student. Your initial set of ideas submitted during the project idea generation submission is a starting point.
- **Data:**
 - Should involve data scraped or gathered from the web.
 - Should be a sufficiently large amount of data to answer interesting non-trivial questions.
 - Should involve bringing together multiple kinds of data, to enable analysis of interesting novel relationships.
 - NOTE: You need to start on the data collection step early and make sure to not spend more than 2 weeks on data collection.
- **Process:**
 - Should involve exploratory, mixed-methods analysis, and should demonstrate creativity, depth, and thoroughness in your analysis.
 - NOTE: You should not be only presenting summary statistics of whatever data that you have collected. Non-trivial analysis is necessary to score points for the data analytics and processing part.
 - Should make use of a variety of visual and analytical methods (it is not required that you use all the methods covered in class).
- **Report:**
 - Should present insightful answers to interesting non-trivial questions.
 - Should justify your findings with evidence.
 - Should present findings clearly and convincingly. Should make use of visuals.

C. **Reflections** (10% of grade)

We will be engaging in 3 reflection activities over the semester. You will write short reflections about your learning experiences (e.g. what's been surprising, muddy, frustrating etc). The aim is essentially to reflect on one or more of the following topics:

- Your response to one or more of the readings
- Your response to classroom discussion
- Your reflection on some aspect(s) of the week's topics not covered by the above

These reflections are intended to help you step outside your experiences, make sense of them and inform future learning.

D. **Assignments** (20% of grade)

You will have 3-4 individual homework assignments. The goal of these assignments is to help you practice some of the skills you will apply in your projects. Collaboration on these assignments can be useful, and I encourage it, but each student must turn in an individual write-up in their own words as well as code/work that is their own. Regardless of whether you work with others, what you turn in must be your own work; this includes code and interpretation of results.

E. **Dialog with the instructor** (ungraded)

I will meet with each member of the class individually at least three times during the semester. The first meeting (30 minutes long) will take place during the first two weeks of the course. This meeting is meant to allow us to get to know one another--more than the "normal" classroom setting usually permits. I am eager to hear what you're hoping to accomplish in the iSchool, what you're hoping to do afterwards, and also to answer any questions you might have--about the course, about me, or about anything else.

The second meeting will take place during the middle of the semester. This is meant to allow us to discuss your project and participation. The third meeting will take place towards the end of the semester to discuss what you learned in the course, and your suggestions for improving the course in the future. I will also ask you for input on your final grade.

Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website. Check the site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. For example, we might want to slow down, speed up or drop certain topics depending on student input. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

| Week | Date | Class Topic | Out of class activities | Assignments due |
|------|---------|---|--|-------------------------|
| 1 | 8/25/21 | Introduction to class | <ol style="list-style-type: none"> 1. Sign up to meet with me 1:1 2. Sign up for Twitter Dev Account 3. Do https://ncase.me/crowds/ 4. Read Chapter 0 from <i>A First Course in Network Science</i> <p>For Friday: Setup a Colab Notebook, skim Pandas reading/tutorial</p> | |
| | 8/27/21 | Introduction to Colab Notebooks & Pandas | | |
| 2 | 9/1/21 | Foundations of network analysis I (graphs) | <ol style="list-style-type: none"> 1. Read <i>Acting the Part</i> 2. Read <i>Crisis informatics—New data for extraordinary times</i> <p>For Friday: Come up with 3-5 topics that might be of interest to you</p> | |
| | 9/3/21 | Initial project brainstorming | <ol style="list-style-type: none"> 1. Iterate on 2 project ideas | |
| 3 | 9/8/21 | Foundations of <i>human-centered</i> network analysis | <ol style="list-style-type: none"> 1. Do data collection reading (https://towardsdatascience.com/extracting-data-from-twitter-using-python-5ab67bff553a) 2. Start Project Milestone 1 | |
| | 9/10/21 | Project Brainstorming + team formation / Revision / Whatever is helpful | | Project Ideas Due |
| 4 | 9/15/21 | Data collection | <ol style="list-style-type: none"> 1. Read Python Plotting for Exploratory Data Analysis 2. Start Assignment 1 | |
| | 9/17/21 | Learning from your projects: Proposal presentations + data collection kickoff | <ol style="list-style-type: none"> 1. Start collecting data for your project | Project Milestone 1 Due |
| 5 | 9/22/21 | Data Analysis I (plots) | <ol style="list-style-type: none"> 1. Read <i>Critical Questions for Big Data</i> 2. Start Project Milestone 2 3. Start Assignment 2 | |

| | | | | |
|----|----------|--|--|--------------------------------------|
| | 9/24/21 | Learning from your projects: Data collection + Reflection 1 Debrief | | Assignment 1 Due Reflection 1 Due |
| 6 | 9/29/21 | Critical Questions for Big Data | 1. Read Chapter 1 from <i>A First Course in Network Science</i> | |
| | 10/1/21 | Learning from your project: Exploratory analysis of your data + Assignment 2 Debrief | | Project Milestone 2 Due |
| 7 | 10/6/21 | Foundations of network analysis II (handling networks in code – NetworkX) | 1. Tutorial on GEPHI (https://seinecle.github.io/gephi-tutorials/generated-html/simple-project-from-a-to-z-en.html) 2. Reflection 2 3. Project Milestone 3 4. Assignment 3 For Friday: Identify irrelevant data in your project and try to scope it out | |
| | 10/8/21 | Learning from your project: Assignment 2 debrief + NetworkX tutorial | | Assignment 2 Due |
| 8 | 10/13/21 | Data Analysis II - GEPHI | 1. Clustering in GEPHI tutorial (https://www.youtube.com/watch?v=7LMnpM0p4cM) 2. Sign up to meet with me 1:1 For Friday: Try to load your data into GEPHI and cluster it | Reflection 2 Due |
| | 10/15/21 | Learning from your project: Visualizing your data I + GEPHI Workshop | | |
| 9 | 10/20/21 | Flexible / Clustering using GEPHI | 1. Qual methods reading | |
| | 10/22/21 | Learning from your project: Assignment 3 debrief | | Assignment 3 Due |
| 10 | 10/27/21 | Interpretive Data Analysis I | 1. Qual methods reading 2. Start Assignment 4 3. Start Project Milestone 4 | |
| | 10/29/21 | Learning from your project: Assignment 3 | | Project Milestone 3 Due |

| | | | | |
|----|----------|---|-----------------------------------|-------------------------|
| 11 | 11/3/21 | Interpretive Data Analysis II | 1. Qual methods reading | |
| | 11/5/21 | Learning from your project: Interpretive Analysis | | |
| 12 | 11/10/21 | Flexible / Domain Network Analysis | | |
| | 11/12/21 | Flexible / Domain Network Analysis | 1. Read Data Storytelling reading | Assignment 4 Due |
| 13 | 11/17/21 | Data Storytelling | | |
| | 11/19/21 | Learning from your project: Telling your project's story | | Project Milestone 4 Due |
| 14 | 11/24/21 | Thanksgiving holiday | Celebrate! | |
| | 11/26/21 | Thanksgiving holiday | Celebrate! | |
| 15 | 12/1/21 | Finale | Sign up to meet with me 1:1 | Project Milestone 5 Due |
| | 12/3/21 | Finale | | Reflection 3 Due |

Policies

Classroom Policies

Statement on Learning Success

Your success in this class is important to me. We will all need to be adaptable because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible.

Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Statement on Flexibility

In acknowledgement of COVID 19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity in the forefront of our academic pursuits. With that being said, this semester I commit to being adaptable in this time of great need, which is reflected in the course policies below around attendance, grading, and assignments/exams.

If you experience any hardships such as illness, accident, family crisis please know that these policies may be amended and therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing with me, please visit [Student Emergency Services](#).

For additional campus resources, please visit <https://coronavirus.utexas.edu/students>.

Grading Policies

Grades in graduate school are necessarily crude. The most important outcomes should be what you learn, how it impacts what you want to study or do in the future, and your ability to think clearly and express your ideas and research activities logically. This course uses the iSchool Standard Grading Scheme, which converts percentage grades into 4.0 grades (see below). You will receive a decimal grade for this class. General grading information for undergraduate students is available in the University's General Information Catalog.

| Grade | Cutoff | Points needed |
|-------|--------|---------------|
| A | 94% | 940 |
| A- | 90% | 900 |
| B+ | 87% | 870 |
| B | 84% | 840 |
| B- | 80% | 800 |
| C+ | 77% | 770 |
| C | 74% | 740 |
| C- | 70% | 700 |
| D | 65% | 650 |
| F | <65% | <650 |

Your written work will be graded based on its clarity, organization, balance, amount of pertinent detail included, depth and clarity of evaluative and analytical comments, and preparation. It will also be graded on the extent to which a good understanding of the material presented in the course is shown and on the extent to which directions are followed. If

evaluative or analytical comments are required, they should be supported by factual evidence, either from readings or other documents. Other aspects of individual assignments may also be included in the grading.

Written work that shows a lack of understanding of subject matter, is unclear or poorly organized, contains few or irrelevant details, does not follow directions, contains little or unsubstantiated evaluative commentary, or is poorly written, prepared (e.g. typos, grammatical errors), or documented will receive low grades.

Students are encouraged to take drafts of their writing assignments to the University Writing Center for assistance. Information on scheduling an appointment can be found [here \(Links to an external site.\)](#).

Evaluation of Student Work: You may expect to receive comments on and evaluations of assignments and submitted work in a timely fashion. All work from the course will be returned, with comments, within two weeks of the last class of the semester.

Late Assignments: Late assignments will receive reduced credit, unless the student has made prior arrangements with the instructor.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

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, which you can do so here: <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>.

University Resources for Students

COVID-19 Update: "Keep Learning" Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to

help you feel more comfortable participating in our class, please explore the resources available here:

<https://onestop.utexas.edu/keep-learning/>

Land Acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay my respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, 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, here on Turtle Island.

Optional follow-up:

Land Engagements and/or Commitments

In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

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.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Important Safety Information:

COVID-19 Update: While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience.
<https://protect.utexas.edu/>

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns and COVID-19 Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, 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 unprofessional or inappropriate conduct of a sexual nature 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](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **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 would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: **“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: <https://deanofstudents.utexas.edu/conduct/standardsconduct.php>

Q Drop Policy (modified for Fall 2020 and Spring 2021 semesters)

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester, but has been extended for the spring 2021 semester to May 11. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution— however, for the fall 2020 and spring 2021 semesters, all Q-drops will be considered “non-academic,” which allows students to drop a class without counting toward the six-class limit. For more information about Q drops in general, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>. For information about fall 2020 and spring 2021 updates to the Q Drop Policy, see: <https://t.e2ma.net/message/r3htee/j51jb0>.

Pass/Fail or Credit/No Credit Grading Policy

For the spring 2021 semester, undergraduate students may choose to have a total of three (3) classes graded on a Pass/Fail or Credit/No Credit basis without penalty. *These exceptions are new and apply only to the fall 2020 and spring 2021 semesters.* For more information please visit [UT's policy on the Extended deadline for Q-drops and P/F Flexibility](#).

COVID-19 Updates: Spring 2021 Semester

For the most up to date information on learning during COVID-19, including guidance about safety, cloth masks in classrooms, and classroom guidelines, see <https://protect.utexas.edu/learning/>.