University of Maryland
College of Information Studies

INST 888: Doctoral Seminar Part I – Mapping Information Studies Inquiry

Course Instructor: Katie Shilton
Office Hours: Tuesdays, 12:30-1:30 eastern | https://umd.webex.com/meet/kshilton
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COURSE DESCRIPTION:
Pursuing a doctorate in information studies involves the scholarly examination of the interaction between people, information, technology, and society. There are, however, as many ways to examine the interaction of people, information, technology and society as there are researchers, and many ways of understanding what counts as evidence and knowledge about information in society. This doctoral seminar will introduce you to the diverse scholarly traditions that comprise information studies, and will introduce you to how scholarly evidence and knowledge differ between them. It will examine why there are so many ways of knowing and methods of discovery within our field, and help you identify the social theory and methods that will support your path through information scholarship.

This course is designed to help you find your home among important ideas drawn from various disciples, which include psychology, library and information science, economics, archives, computer science, sociology, public policy, management, organization studies, history, and anthropology. The course has two goals:

> 1) to help you map the *epistemology* of key ideas in information studies – what counts as data, knowledge, and evidence in a given tradition, and why; and
> 2) to introduce you to broad research topics of interest in information studies, and how diverse epistemologies are used to investigate those topics.

The bookends of the course – the first and last module – introduce epistemology. The middle modules of the course help us think through epistemology by introducing broad *objects of research interest* in information studies.

COURSE OBJECTIVES:
The overall course objectives are for you to:

- Improve your ability to read, remember, and analyze large bodies of diverse content.
- Synthesize concepts, ideas, and literatures foundational to the study of information.
- Understand the diversity of theoretical and methodological frameworks in information studies and learn to appreciate contributions from scholars and researchers outside your area of interest.
- Understand foundational controversies in scientific knowledge creation, including what counts as evidence and who gets to decide.
- Apply best practices in scholarly communication, including clear and succinct synthesis of prior literature, critical commentary, and compelling presentation of your own ideas.
- Create your own epistemological stance by recognizing what counts as data, evidence, and knowledge in your own work.

Because we will cover a large number of ideas, the course is a reading-intensive discussion seminar. As the course progresses, you will be expected to compare, contrast and/or synthesize ideas from your prior experience, other courses you have taken, and material discussed earlier in the course. Additionally, we will work to develop creative, constructive, and critical engagement: the ability to identify and imagine how theories and concepts from one area may apply to others.

REQUIRED RESOURCES:
Course Website: elms.umd.edu

Jaccard, J., & Jacoby, J. (2009). Theory Construction and Model-Building Skills: A Practical Guide for Social Scientists. New York: The Guilford Press.

Crotty, M. J. (1998). *The Foundations of Social Research.* London ; Thousand Oaks, Calif: SAGE Publications Ltd..

COURSE STRUCTURE:

This course has two live sessions per week via Zoom. They are Mondays at 7-8:15 pm eastern time, and Wednesdays at 12:00-1:15 pm eastern time. **Neither** is mandatory but attending one or both is highly encouraged as your time zone allows.

The course will also include a weekly online discussion of readings, weekly online presentations from your classmates, and activities that you will conduct in pairs (synchronously or asynchronously).

Tips for Success in an Online Course

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Try not to fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me, and your classmates, for support.

MAJOR ASSIGNMENTS:

Your final grade will be calculated based on the weighting of the following course requirements:

Active class participation (live or on ELMS)	25%
Intellectual History and Timeline	20%
Epistemological Bingo	15%
Theoretical Framework Essay	25%
Theory Family Tree	15%

Attendance and active participation in class sessions (25% of grade). You are expected to participate actively in asynchronous discussions, and in synchronous class meetings as you are able.

Intellectual History (Presentation, 20% of grade): With a partner, you will be assigned to one of the weekly topics. (I will ask for preferences and then make assignments). For the week you are assigned, post an online presentation (approx. 5 minutes) introducing the history of the scholarship we read. Your presentation should include:
   (a) When were the pieces written, and who were the primary influences on each piece?
   (b) Who are the authors? Where did they study, who did they collaborate with, and where did they spend their careers?
   (c) How did the education or the position of those scholars influence their arguments?
   (d) Where do these scholars agree, and where do they disagree?
   (e) What evidence do authors use for each of their claims, and how is this influenced by their career trajectories, disciplinary positions, or other factors of their scholarship?
   (f) Whose voices or perspectives have been left out of scholarship in this tradition?
   (g) What are three concepts from the readings that you'd like to be sure your classmates learn?
   (h) What are at least three provocative questions you'd like the class to discuss?

Please post your presentation by 9 am eastern on *Monday* of your topic week, so that everyone can view it before the Monday afternoon/evening class session.

Epistemological Bingo (Credit/no credit, 15% of grade)): Attend at least **four** talks hosted by the iSchool, elsewhere on campus, or within your broader scholarly community (e.g. virtual conference talks, symposia, etc). You will be assigned a bingo card collaboratively created by iSchool faculty and made up of theories and concepts common in the many disciplines that make up iSchool research. Whenever a guest lecture uses a concept or makes an assumption listed on your card, mark the square, and provide a 2-3 sentence summary of how they used that concept or assumption in their work. Sources of talks include:
   ● HCIL, CASCI, CLIP & DCIC talks   ● Conference practice talks
   ● Job candidate talks   ● Dean's lecture series
   ● Dissertation defenses   ● Conferences and symposia
Talks elsewhere on campus or at conferences are also permitted, although attending talks outside of the iSchool might make it harder to get bingo.
   We will discuss your progress on your bingo cards at class sessions throughout the semester, and scans/photos of the cards with the list of four talks you attended are due on December X. The first person to bingo will win everlasting fame and bragging rights.

Mapping Your Theoretical Framework:

Essay (Due December 11. 25% of grade): Choose a phenomenon of interest which you might (someday soon) research. Explain your theoretical orientation to this phenomenon in a short essay (2,000-3,000 words). Explore:
- How would you describe your epistemology? Do you lean towards positivist work, constructivist work, interpretivist work? Why?
- Who are the important scholars working on this phenomenon of interest, and what are the theoretical traditions they draw from?
- Explain why your framework will support your research goals.

Theory Family Tree (Due December 11. Credit/no credit, 15% of grade):
The Theory Family Tree is a visualization created by doctoral student Karen Boyd: https://karenleslie.github.io/theory-family-tree/colorcodedbytype.html. It visualizes a linked dataset that connects social science epistemology, theory, and methods. Like the family tree at the beginning of an epic novel or the title sequence in *Game of Thrones*, the map is meant to guide and ground a researcher, as well as inspire discussion and expansion.

Your assignment is to add your own touch to the Theory Family Tree by doing at least one of the following:
- Connect a method you're interested in, but not already included, to the map: https://docs.google.com/forms/d/e/1FAIpQLSfJi62bE1NO2BnuoxwCOC8xvbd0pCiXbS391aSNoCVMv2lDFw/viewform
- Connect a theory you're interested in, but not already included, to the map: https://docs.google.com/forms/d/e/1FAIpQLSfJi62bE1NO2BnuoxwCOC8xvbd0pCiXbS391aSNoCVMv2lDFw/viewform
- Flesh out new relationships between at least three existing nodes: https://docs.google.com/forms/d/e/1FAIpQLSfJi62bE1NO2BnuoxwCOC8xvbd0pCiXbS391aSNoCVMv2lDFw/viewform
- Add a new type of relationship and connect at least three nodes using that relationship: https://docs.google.com/forms/d/e/1FAIpQLSc2ndm9jUS6KMOv-hjWwgbVge3vc_XJ5DkdL8MveLWdB97dLA/viewform
- Add two papers that apply a concept to the theory family tree: https://docs.google.com/forms/d/e/1FAIpQLSdcXlEPCKKNcLfz1juLTliQaSUpzikWCxWTp58AtUWthx78vQ/viewform
- Define a new visualization for this dataset, or propose a dataset of your own.

For whichever addition you choose, you must submit a description and at least two citations on the Google form.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to meet and discuss. Final letter grades are assigned based on the percentage of total assessment points earned. I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others. The weighted average of your grades on all of the assignments will be converted to a letter grade according to the following table:

Weighted Average	Letter Grade
97.0 and above	A+
94.0-96.9	A
90.0-93.9	A-
87.0-89.9	B+
84.0-86.9	B
80.0-83.9	B-
77.0-79.9	C+
74.0-76.9	C
70.0-73.9	C-
67.0-69.9	D+
64.0-66.9	D
60.0-63.9	D-
Below 60.0	F

COURSE OUTLINE

Note: Content may be changed periodically to reflect the interests of the student in the course. You will be notified by email when this occurs.

Before the course begins…

Please read:

- Edwards, Paul N., How to Read a Book.
  http://pne.people.si.umich.edu/PDF/howtoread.pdf

Week 1. Defining Science

Chapter 1: Introduction. In Crotty, M. J. (1998). *The Foundations of Social Research*. London ; Thousand Oaks, Calif: SAGE Publications Ltd.

Chapter 3: Science as an Approach to Understanding. In Jaccard, J., & Jacoby, J. (2009). *Theory Construction and Model-Building Skills: A Practical Guide for Social Scientists* (1 edition). New York: The Guilford Press.

Chapter 11: Historically Influential Systems of Thought. In Jaccard, J., & Jacoby, J. (2009). *Theory Construction and Model-Building Skills: A Practical Guide for Social Scientists* (1 edition). New York: The Guilford Press.

Gaver, W. "Science and Design: The Implications of Different Forms of Accountability." In Olson, J. S., & Kellogg, W. A. (Eds.). (2014). *Ways of Knowing in HCI* (2014 edition). New York: Springer.

Henrich et al. 2010. "The weirdest people in the world?" *Behavioral and Brain Sciences*, 33: 61-135.

Activity: What *isn't* science?

Week 2. Contrasting Epistemologies

Chapter 2: Positivism, and Chapter 3: Constructionism. In Crotty, M. J. (1998). *The Foundations of Social Research*. London ; Thousand Oaks, Calif: SAGE Publications Ltd.

Krohn, W. "Interdisciplinary Cases and Disciplinary Knowledge: Epistemic challenges of Interdisciplinary Research." In Frodeman, R., Klein, J. T., & Pacheco, R. C. D. S. (Eds.). (2019). *The Oxford Handbook of Interdisciplinarity* (2 edition). Oxford University Press.

Dotson, K. (2015). "Inheriting Patricia Hill Collins's Black Feminist epistemology." *Ethnic and Racial Studies*, 38(13), 2322–2328. https://doi.org/10.1080/01419870.2015.1058496

Harding, S. (2009). "Standpoint Theories: Productively Controversial." *Hypatia*, 24(4), 192–200.

Activity: Browsing the Theory Family Tree.

Week 3. Data, Knowledge, and Information

Buckland, M. K. (1991). Information as thing. Journal of the American Society for Information Science, 44(5), 351–360.

Fayyad, U., Piatetsky-Shapiro, G., & Smyth, P. (1996). The KDD process for extracting useful knowledge from volumes of data. *Communications of the ACM*, *39*(11), 27-34.

Kitchin, Rob. (2014). Big data, new epistemologies and paradigm shifts. Big Data & Society, 1(1), 1–12.

Buolamwini, J., & Gebru, T. (2018). Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. Conference on Fairness, Accountability and Transparency, 77–91. http://proceedings.mlr.press/v81/buolamwini18a.html

D'Ignazio, C., & Klein, L. (2018). Chapter One: Bring Back the Bodies. In Data Feminism. PubPub. https://mitpressonpubpub.mitpress.mit.edu/pub/zrlj0jqb/release/6

Activity: Place-based data, knowledge, and information.

Week 4. Information Behavior and Information Retrieval

Chatman, E. A. (1991). Life in a small world: Applicability of gratification theory to information-seeking behavior. Journal of the American Society for Information Science, 42(6), 438–449. https://doi.org/10.1002/(SICI)1097-4571(199107)42:6<438::AID-ASI6>3.0.CO;2-B

Mizzaro, S. 1997. "Relevance: The whole hi(story)," *Journal of the American Society for Information Science*, 48(9): 810-832.

Pettigrew, K. E., Fidel, R., & Bruce, H. (2001). Conceptual Frameworks in Information Behavior. Annual Review of Information Science and Technology (ARIST), 35, 43–78.

Burnett, G., & Jaeger, P. T. (2012). Information worlds: Social context and information behavior. In A. Spink & J. Heinstrom (Eds.), *New research in information behaviour* (pp. 161-180). London: Emerald.

Ndumu, A. (2020). Toward a new understanding of immigrant information behavior: A survey study on information access and information overload among US Black diasporic immigrants. *Journal of Documentation*, 76(4), 869–891. https://doi.org/10.1108/JD-04-2019-0066

Activity: Pandemic information behavior.

Week 5: Information Literacy and Misinformation

Limberg, L., & Sundin, O. (2006). Teaching information seeking: Relating information literacy education to theories of information behaviour. *Information Research: An International Electronic Journal, 12*(1), paper 280. Available: http://www.informationr.net/ir/12-1/paper280.html

Chevillotte, S. (2010). Information literacy. In M. J. Bates & M. N. Maack (Eds.), Encyclopedia of Library and Information Sciences (3rd ed., pp. 2421-2428). Boca Raton, FL: CRC Press.

Cooke, N. A. (2017). Posttruth, Truthiness, and Alternative Facts: Information Behavior and Critical Information Consumption for a New Age. The Library Quarterly, 87(3), 211–221. https://doi.org/10.1086/692298

Shu, Kai, Amy Sliva, Suhang Wang, Jiliang Tang, and Huan Liu. (2017). "Fake news detection on social media: A data mining perspective." ACM SIGKDD explorations newsletter 19, no. 1: 22-36.

Lazer, David MJ, Matthew A. Baum, Yochai Benkler, Adam J. Berinsky, Kelly M. Greenhill, Filippo Menczer, Miriam J. Metzger et al. (2018). "The science of fake news." *Science* 359, no. 6380: 1094-1096.

Activity: Designing misinformation interventions

Week 6: Information Infrastructures

Bowker, G.C. and S.L. Star. 2000. "Some Tricks of the Trade in Analyzing Classification," In *Sorting Things Out: Classification and Its Consequences*. Cambridge: MIT Press, 33-50; 195-225.

Hedstrom, M. and J.L. King. 2007. "Epistemic Infrastructure in the Rise of the Knowledge Economy," In *Advancing Knowledge and the Knowledge Economy*, edited by Brian Kahin and Dominque Foray, 113-34. Cambridge, MA: MIT Press.

Adler, Melissa. "The Case for Taxonomic Reparations." *Knowledge Organization* 43, no. 8 (December 2016): 630–40

Lesk, M. 2016. "The Convergence of Curation." *Handbook of Science and Technology Convergence*. W.S. Bainbridge and M.C. Roco. Springer: 95-112.

Noble, S. (2018). Introduction, *Algorithms of Oppression: How Search Engines Reinforce Racism* (1 edition). New York: NYU Press.

Activity: Infrastructure walk

Week 7: Information Ethics

Capurro, R. (1985). Moral issues in information science. Journal of Information Science, 11, 113–123.

Agre, P. E. (1994). Surveillance and capture: Two models of privacy. The Information Society, 10(2), 101–127.

Christen, Kimberly. "Does Information Really Want to Be Free? Indigenous Knowledge Systems and the Question of Openness." International Journal of Communication 6, no. 0 (November 30, 2012): 24.

Floridi, L., & Taddeo, M. (2016). What is data ethics? Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences, 374(2083), 20160360. https://doi.org/10.1098/rsta.2016.0360

Marwick, A. E., & Boyd, D. (2018). Privacy at the Margins| Understanding Privacy at the Margins—Introduction. International Journal of Communication, 12(0), 9.

Activity: Black Mirror Writer's Room

Week 8: Design, Information and HCI

Shneiderman, B. (2000). Universal usability. *Commun. ACM*, 43(5), 84–91.

Ackerman, M.S. 2000. "The Intellectual Challenge of CSCW: The Gap Between Social Requirements and Technical Feasibility." *Human-Computer Interaction* 15, nos. 2/3: 179-203.

Grudin, J. 2012. "A Moving Target—The Evolution of Human-Computer Interaction," In *Human-Computer Interaction Handbook* (3rd Edition), Taylor & Francis.

Norman, D.A. 2013. Chapter 1. *The Design of Everyday Things* [Revised and Expanded Edition]. Basic Books.

Harrington, C., Erete, S., & Piper, A. M. (2019). Deconstructing Community-Based Collaborative Design: Towards More Equitable Participatory Design Engagements. Proceedings of the ACM on Human-Computer Interaction, 3(CSCW), 216:1–216:25. https://doi.org/10.1145/3359318

Activity: Addressing a Social-Technical Gap

Week 9: Design and Power

Bardzell, S. 2010. "Feminist HCI: Taking Stock and Outlining an Agenda for Design." *Proceedings of the SIGCHI Conference on Human factors in Computing Systems*. ACM.

Irani, Lilly et al. 2010. "Postcolonial Computing: A Lens on Design and Development." In Proceedings of the 28th International Conference on Human Factors in Computing Systems, CHI '10, New York, NY, USA: ACM, 1311–1320

Dombrowski, L., Harmon, E., & Fox, S. (2016). Social Justice-Oriented Interaction Design: Outlining Key Design Strategies and Commitments. Proceedings of the 2016 ACM Conference on Designing Interactive Systems, 656–671. https://doi.org/10.1145/2901790.2901861

Ogbonnaya-Ogburu, I. F., Smith, A. D. R., To, A., & Toyama, K. (2020). Critical Race Theory for HCI. Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems, 1–16. https://doi.org/10.1145/3313831.3376392

Activity: TBD

Week 10: Sociotechnical Perspectives

Bruno Latour, "Technology is Society Made Durable," in John Law, ed. *A Sociology of Monsters: Essays on Power, Technology, and Domination* (Routledge: London, 1991): 103-131.

Kling, R. 1991. "Computerization and Social Transformations," Science, Technology, and Human Values 16(3): 342-367.

Hutchins, E. (1995). How a Cockpit Remembers Its Speeds. Cognitive Science, 19(3), 265–288. https://doi.org/10.1207/s15516709cog1903_1

Sawyer, S., & Jarrahi, M. (2014). The sociotechnical perspective. In A. Tucker & H. Topi (Eds.), CRC Handbook of Computing (pp. 5-1-5–27). Chapman and Hall.

Hollin, G., Forsyth, I., Giraud, E., & Potts, T. (2017). (Dis)entangling Barad: Materialisms and ethics. Social Studies of Science, 47(6), 918–941. https://doi.org/10/gbxm4x

Activity:

Week 11: Information, Cooperation, and Teams

Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Communication research*, *23*(1), 3-43.

Olson, G.M. and J.S. Olson. 2000. "Distance Matters." Human-Computer Interaction 15, no. 2: 139-78.

Crowston, K., Rubleske, J., & Howison, J. (2015). Coordination theory: A ten-year retrospective. In Human-computer interaction and management information systems: Foundations (pp. 134-152). Routledge.

Robert, L. P., Dennis, A.R. and Ahuja, M. (2018). Differences are Different: Examining the Effects of Communication Media on the Impacts of Racial and Gender Diversity in Decision-Making Teams, Information Systems Research (ISR), 29(3), pp. 525-545.

Activity: Theory in your Slack channels

Week 12: Studying Organizations and Information

Orlikowski, W. 2000. "Using Technology and Constituting Structures: A Practice Lens for Studying Technology in Organizations," *Organization Science* 11(4): 404-428.

Armstrong, D. J., Riemenschneider, C. K., & Giddens, L. G. (2018). The advancement and persistence of women in the information technology profession: An extension of Ahuja's gendered theory of IT career stages. Information Systems Journal, 28(6), 1082–1124. https://doi.org/10.1111/isj.12185

Winter, S., & Saunders, C. (2019). The Personal in the Policy Cascade. Journal of the Association for Information Systems, 20(11). https://doi.org/10.17705/1jais.00582

Lawrence, B., & Shah, N. (2020). Homophily: Measures and Meaning. Academy of Management Annals. https://doi.org/10.5465/annals.2018.0147

Activity: TBD

Week 13: Information and Learning

Nasir, N. S. (2002). Identity, Goals, and Learning: Mathematics in Cultural Practice. Mathematical Thinking and Learning, 4(2–3), 213–247. https://doi.org/10.1207/S15327833MTL04023_6

Wilson, M. (2002). Six views of embodied cognition. Psychonomic Bulletin & Review, 9(4), 625–636. https://doi.org/10.3758/BF03196322

III, J. P. S., diSessa, A. A., & Roschelle, J. (1994). Misconceptions Reconceived: A Constructivist Analysis of Knowledge in Transition. Journal of the Learning Sciences, 3(2), 115–163. https://doi.org/10.1207/s15327809jls0302_1

Clegg, T., & Kolodner, J. (2014). Scientizing and Cooking: Helping Middle-School Learners Develop Scientific Dispositions. Science Education, 98(1), 36–63. https://doi.org/10.1002/sce.21083

Activity: Situated learning in this course.

Week 14: Building your own theory and models

Part III: Frameworks for Theory Construction. In Jaccard, J., & Jacoby, J. (2009). *Theory Construction and Model-Building Skills: A Practical Guide for Social Scientists* (1 edition). New York: The Guilford Press.

COURSE POLICIES:

Names/Pronouns and Self-Identifications. The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Instructor.
Email: If you need to reach out and communicate with me, please email me at kshilton@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out as frequently as you like about personal, academic, and intellectual concerns/questions. I will do my best to respond to emails within 24 hours, although any emails sent over the weekend will be answered on Monday.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers. With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Citation and Formatting. Use standard professional formatting (double spacing, 1" margins, Times New Roman, 12-point font) for all assignments. For citations, you may use the style guide most appropriate to your area of scholarship, but you must be consistent.

Submitting Assignments. Each assignment must be submitted before the beginning of class on the indicated due date through our Canvas site ("INST888"). Please include your last name in the file name.

Late Work. My general policy is that, unless you request an extension from me at least 24 hours in advance of the due date, late work will automatically be graded down by one step for each day that it is late. Assignments more than seven days late will not be accepted. However, we are living through unprecedented times. If you are having trouble submitting assignments on time, please reach out to me: let's talk about alternatives that will work for you.

Syllabus Change Policy. This syllabus is a guide for the course and is subject to change with advance notice.

RESOURCES & ACCOMODATIONS

Accessibility and Disability Services. The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The **Accessibility & Disability Service (ADS)** provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at **adsfrontdesk@umd.edu**. Information about **sharing your accommodations with instructors**, **note taking assistance** and more is available from the **Counseling Center**.

Student Resources and Services. Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit **UMD's Student Academic Support Services website** to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting **UMD's Writing Center** and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need (**UMD's Student Resources and Services website** may help). If you feel it would be helpful to have someone to talk to, visit **UMD's Counseling Center** or **one of the many other mental health resources on campus**.

Basic Needs Security. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit **UMD's Division of Student Affairs website** for information about resources the campus offers you and let me know if I can help in any way.

Course Evaluation. Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the **Course Eval UM website** to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.