

# INF 385T Special Topics in Information Science : Designing Physical Information Systems

UNIQUE ID: 28730

Fall 2023

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CLASS MEETS: 9.30 AM – 12.30 PM, Tuesdays, UTA 1.212

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Office hours: 9.30 AM – 11.30 AM, Thursdays  
and by appointment

## Course Description

### UNIVERSITY CATALOG COURSE DESCRIPTION

*Introduction to tools and methods, software and hardware, to produce physical information displays.*

The creation of prototypes, the expression of design ideas, or the visualization of information and other technological skills are relevant for contemporary professionals in various fields (designers, artists, architects, engineers amongst others). In this course students are encouraged to engage with new technologies and recent development within the field of interaction design. The individual aim may be to further advance previous understanding of the field of data physicalization, explore new dimensions of it or to use such technologies in a new empirical setting.

The course offers an introduction to different techniques and tools through workshops and seminars and students may explore in-depth one or more technology/ies that interest them to work with. Students will work in formulating a group project and learning goals and with the help of a supervisor work towards the production of an exhibition piece/artifact and a 'reflection in action document'.

### PRE-REQUISITES FOR THE COURSE

Graduate standing.

### LEARNING OUTCOMES

1. Translate specific interaction modalities into design requirements and / or principles.
2. Experiment with different prototyping technologies to support the creation of a personal toolbox of techniques to support design processes.

3. Argue for the most suited digital materials and their orchestration over time for the production of a prototype based on contextual information from the case under study.
4. Develop an artifact using contemporary tools and techniques from the field of interaction design including novel software, new hardware configurations, or both.
5. Arrange and document an array of experiments (using the artifact) with a selected group of testers, using interactive digital tools.
6. Construct a public display version of the artifact to be exhibited at a public venue in a traditional gallery setting.

## FLAG COURSES

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## How Will You Learn?

### STATEMENT OF LEARNING SUCCESS

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! 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 will 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 and I am happy to connect you with a person or Center if you would like.

### TEACHING MODALITY INFORMATION

This course will be conducted in person and at the specified location. If circumstances allow, we will host a session at a prototyping facility within the UT. Sessions will not be recorded as they are highly interactive and all students are expected to participate, making it technically impossible to record. If students have an emergency and happen to miss one of the sessions, they are expected to finish the weekly assignments (whether a reading, or a lab session) on their own and deliver them on time. Attendance to class will be taken from the third week of the course (included) and will be part of the grading, see the *Course Requirements and Grading* section of this document for more information on this matter.

Each weekly session will include a theoretical component in either the form of a lecture or seminar, and a practical one in the form of a laboratory session for the first half of the course. The second half will be devoted to the production of a project in groups. See figure 1 for a time plan for the course including the different modalities of teaching. Students are expected to prepare for the lectures and seminars by reading a curated selection of the course literature and to have their computers with them for the laboratory session. Students will have to submit a short summary of their assigned reading (300 – 500 words) by the end of the week prior to the session. Those materials will be reviewed by the instructor in written form directly on Canvas. The weeks when there are no assigned readings, the students will get a small practical assignment that will have to be submitted to Canvas by the end of the week and peer-reviewed by a colleague before the following class meeting.

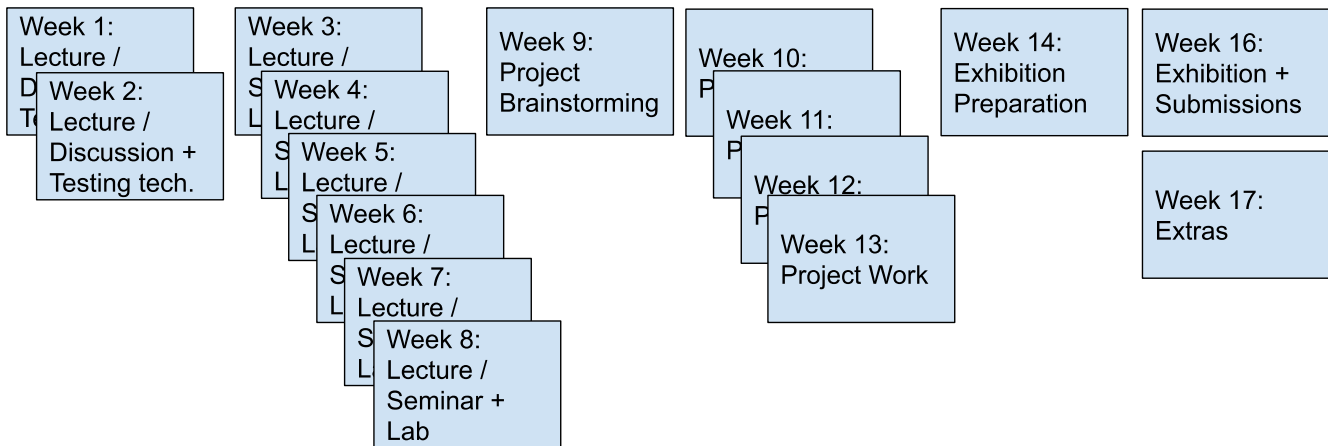


Figure 1: Time plan for the course showing the different modalities of teaching.

The ultimate goal of the course is to produce a project displaying data in a physical way. The source of data, as well as the practical aspects of the construction will be discussed and performed in class throughout different weekly meetings. During the project phase of the course, the students – working in groups – will not get readings and instead, they are expected to use some time outside of class implementing some of the aspects of their prototypes. Students will host a small exhibition where the projects will be displayed by the final session of the course. On top of that, each group is expected to produce a short academic report known as pictorial where they will be displaying the process of producing the prototype, explaining the different design choices made, the sources of inspiration, and references in APA format. A template for the production of this report will be provided to the students.

Students are encouraged to keep a design journal, whether on digital or physical form, as a way to document their learning. A good design journal keeps – in chronological order – account for the different sessions, key quotes from readings, notes on design decisions made during the project building, commented minutes from meetings with colleagues, etc. Good journals are focused on reflections and not just in depicting what happened. The production of the journal will be taken into account as a way to compensate attendance, or to obtain the maximum grade in the course. See the *Extra Credit* section for more information about this.

If a student – for unexpected reasons – happens to continuously fail at attending the sessions (that is more than twice after the 3<sup>rd</sup> week – included), the Design Journal will become mandatory for passing the course. See the *Absence* section of this document for further information.

If a student is systematically delivering their work late (that is more than twice), the Design Journal component will become mandatory for passing the course. See the *Late Work and Making up Missed Work* section for more information.

If a student is missing work, they will have to finish all of it upon a set deadline and the Design Journal component will become mandatory for passing the course. See the *Late Work and Making up Missed Work* section for more information.

## COMMUNICATION

The course Canvas site can be found at [utexas.instructure.com/courses/1367031](https://utexas.instructure.com/courses/1367031). Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

## ASKING FOR HELP

You can choose two different mechanisms to ask for help. First you could send an email through Canvas. I will be reading my email daily. Use email to communicate unexpected absences to class, share a concern, or request help with something rather urgent.

Second, you are welcome to visit my office during my weekly support hours. These non-mandatory sessions are outside the normal classes, and are meant to help with the specific assignments, extend the course literature, or clarify concepts. Support hours will happen in person. Eventually, due to the instructor's participation in two conferences this Fall, the support hours corresponding to those dates will be hosted online. Check Canvas for any modifications of the original schedule. Since time is limited, there will be 15 minute slots made available for you to book on a weekly basis. If there are no other students booking times, you are welcome to extend your booking. Eventually, if there are more bookings than available slots, I will offer extra times during the week.

## DISABILITY & ACCESS (D&A)

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 Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, 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.

# Course Requirements and Grading

## REQUIRED MATERIALS

This course will require the use of some crafting materials such as basic office supplies (post-it notes, notebooks, pens) needed for brainstorming sessions. Later, during the project phase of the course, students will need basic building materials, whether cardboard, clay, wood, or plastic.

Follows a list of recommended readings (alphabetically sorted) that have been used in the creation of this course. Students will be requested to read excerpts of chapters and papers from this list. The readings will be provided by the teacher under UT's Fair Use policy for Copyrighted Materials. I provide the full list for reference in case students want to learn more:

Brandt, E., Binder, T., & B-N Sanders, E. (2012). Tools and techniques: Ways to engage telling, making and enacting. <https://www.researchgate.net/publication/262035619>

Buxton, B. (2007). *Sketching User Experiences*.

Corsín Jiménez, A. (2014). Introduction: The prototype: more than many and less than one. In *Journal of Cultural Economy* (Vol. 7, Issue 4, pp. 381–398). Routledge.  
<https://doi.org/10.1080/17530350.2013.858059>

Cuartielles, D. (2018). *Platform Design: creating meaningful toolsets where people meet*. Malmö University Press.

Data Physicalization - Data Physicalization Wiki. (n.d.). Retrieved July 12, 2023, from <http://dataphys.org/>

Edwards, P. N. (1996). *The Closed World - Computers and the Politics of Discourse in Cold War America*. The MIT Press.

Falbel, A. (1993). *Constructionism Tools to build (and think) with*.

Fry, B., & Reas, C. (2007). *Processing: A Programming Handbook for Visual Designers and Artists*.

Houde, S., & Hill, C. (1997). *What do Prototypes Prototype?*

Huron, S., Nagel, T., Oehlberg, L., Willett, W. (2022). *Making with Data* (1st ed.). CRC Press.

Intro | DanielPalacios Studio. (n.d.). Retrieved July 12, 2023, from <https://www.danielpalacios.studio/>

Jansen, Y., Dragicevic, P., & Fekete, J.-D. (2013). Evaluating the efficiency of physical visualizations. *CHI 2013: Changing Perspectives*, 2593–2602.  
<https://doi.org/https://doi-org.proxy.mau.se/10.1145/2470654.2481359>

Let's get physical: how to represent data... | DataJournalism.com. (n.d.). Retrieved July 12, 2023, from <https://datajournalism.com/read/longreads/lets-get-physical-how-to-represent-data-through-touch>

Lim, Y.-K., Stolterman, E., & Tenenberg, J. (2008). *The Anatomy of Prototypes: Prototypes as Filters, Prototypes as Manifestations of Design Ideas*.

*Making with Data – Physical Design and Craft in a Data-Driven World*. (n.d.). Retrieved July 12, 2023, from <https://makingwithdata.org/>

Rudd, J., Stern, K., & Isensee, S. (1996). Low vs. high-fidelity prototyping debate. *Interactions*, 3(1), 76–85.  
<https://doi.org/10.1145/223500.223514>

Signer, B., Ebrahimi, P., Curtin, T. J., & Abdullah, A. K. A. (2018). *Towards a Framework for Dynamic Data Physicalisation*. <http://dataphys.org/wiki/Data>

Sosa, R., Gerrard, V., Esparza, A., Torres, R., & Napper, R. (2018). Data objects: Design principles for data physicalisation. *Proceedings of International Design Conference, DESIGN*, 4, 1685–1696.  
<https://doi.org/10.21278/idc.2018.0125>

Stusak, S., Schwarz, J., & Butz, A. (2015). Evaluating the memorability of physical visualizations. Conference on Human Factors in Computing Systems - Proceedings, 2015-April, 3247–3250.

<https://doi.org/10.1145/2702123.2702248>

Stusak, S. (2015). Exploring the potential of physical visualizations. TEI 2015 - Proceedings of the 9th International Conference on Tangible, Embedded, and Embodied Interaction, 437–440.

<https://doi.org/10.1145/2677199.2691604>

Swaminathan, S., Shi, C., Jansen, Y., Dragicevic, P., Oehlberg, L., & Fekete, J. D. (2014). Supporting the design and fabrication of physical visualizations. Conference on Human Factors in Computing Systems -

Proceedings, 3845–3854. <https://doi.org/10.1145/2556288.2557310>

Wiberg, & Mikael. (2017). The Materiality of Interaction: Notes on the Materials of Interaction Design (2017th ed.). MIT Press.

## REQUIRED DEVICES

To succeed in this course students will need a personal computer running either Mac OSX, Windows, or Linux (Ubuntu, Fedora, Arch, etc). Please note that Chromebook computers, iPads, and other tablets will not work for this course since they don't offer the possibility of personally configure the development tools needed to work in this course. We will install free and open source software tools for performing lab sessions. See the required softwares in the list of *Required Materials* above.

Working with the physicalisation aspects of the course will require the use of microcontroller boards, sensors and actuators. In particular it is recommended to work with the following materials:

- 1x microcontroller board Arduino Nano 33 BLE Sense,
- 1x Grove shield for Arduino Nano from Seeed Studio to connect the microcontroller to sensors,
- 1x Grove rotary encoder sensor
- 1x Grove button sensor
- 1x Grove thumb joystick
- 1x Grove passive buzzer
- 1x Grove OLED display
- 1x Grove LED ring
- 1x Grove vibration motor
- 1x Grove relay high current
- 1x Grove servo

Some of these materials will be provided by the course organizers. The exact list will be provided at the end of the 2<sup>nd</sup> week of the course.

## CLASSROOM EXPECTATIONS

### **Class attendance**

Students are expected to attend to 100% of the class meetings for their full duration from the 3<sup>rd</sup> week of the course (included), attendance will be accounted for through Canvas. If students have an emergency and happen

to miss one of the sessions, they are expected to finish the weekly assignments on their own. Attendance will be part of the grading as explained in the section *Grading for this Course*.

**Class participation**

Students are expected to be active participants in the different activities. Seminar participation as well as being part of the discussions and brainstorming sessions will be taken into account. I will moderate discussions making sure that all voices are heard. Students will self-monitor the participation during group work. In order to obtain the maximum grade in the course, students will have to obtain one extra point for active participation as explained in *Grading for this Course*.

**Behavior expectations**

We will follow the official code of conduct to be found at Section 11-402 of the Institutional Rules in the General Information Catalog.

**Group work**

During the project phase, students will be required to produce a group contract that will be used to both monitor participation and behavior within the group. Students will set their own learning goals in parallel to the project plan. They will define their roles and be evaluated for that. Students will be encouraged to step out of their comfort zone and take the challenge of learning something new.

**Professional Standards**

In this course we will follow contemporary standards in regards to ethics in the handling of personal information. When it comes to the manipulation of electronic components and electricity we will follow standard safety guidelines.

**ASSIGNMENTS**

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

Assignments	Points Possible	Percent of Total Grade
1. Lab sessions: Intro to Programming (3 labs)	3	15
2. Lab sessions: Intro to Physical Computing (3 labs)	3	15
3. Seminars: Readings in technology and society (3 seminars)	3	15
4. Project development in groups and exhibition	7	35
5. Project report in groups	2	10
6. Individual design journal	2	10

**LATE WORK AND MAKING UP MISSED WORK**

In order to succeed at this course, all assignments have to be finished and uploaded to Canvas. In that sense, the policy for missed work is “finish the work.” Thus, once a missing assignment has been delivered, it will be understood as a late delivery. The late delivery of two or more assignments carries with it to have to present the

Design Journal component as a mandatory assignment. The Design Journal will, in this case, not account for obtaining the maximum grade.

**ABSENCES**

If a student – for unexpected reasons – happens to continuously fail at attending the sessions, the student will be requested to present their Design Journal. The Design Journal will, in this case, not account for obtaining the maximum grade.

**EQUITABLE ACCOMMODATION**

Students delivering two or less assignments late, will not need to complete any extra tasks. Those that have three or more assignments delivered late will have to present their Design Journal in order to pass the class as explained in previous sections.

**EXTRA CREDIT**

This course offers three different possibilities to obtain extra credit. This is a mechanism that could be used by either students who want to excel at the subject, or by those that due to absences or late work deliveries could not reach the maximum grade through the standard mechanism of the Design Journal. Eventually it could also be used by students who want to reach the highest grade in the course, but do not want to engage with the task of producing a Design Journal.

The first possibility is related to further studying the readings suggested for this course. Students should select three or more papers from the reference list (to be approved by me – the educator) and produce a short 3,500 words essay comparing the aspects mentioned in those papers building an argument for (or against) the physicalisation of data. The extra credit from this activity is up to 10% of the total grade.

The second possibility is more practical, and students should engage with one of the techniques displayed in the course and design a tool that could be used by others to further work in the field. It could be a library of code, a properly documented tutorial in the use of machine learning with embedded technology, or any other relevant topic once it should have been approved by the educator. The extra credit of this activity is up to 10% of the total grade.

The third possibility for extra credit is reserved to those students who would like to achieve the maximum grade in the course and is related to participation. Students’ participation in seminars, and workshops will be evaluated by the educator, while during project work it will be peer evaluated. In order to score the maximum grade, participation should be considered high by both peers and teachers. The extra credit of this activity is up to 5% of the total grade.

**GRADING POLICY**

In this course, the following grading policy will be used depending on the learning activities (the percents expressed are for each activity. i.e. 50% of a seminar, which counts up to 5% of the total grade would be 2,5% of the total grade):

Activity	0%	50%	100%
<b>Seminar</b>	The summary submitted for	The summary submitted is	The summary accepted is



<b>5% each</b> <b>3 seminars</b>	the seminar is suboptimal. The student didn't participate in the discussion.	acceptable, but the student didn't participate.	more than acceptable, and the student participated in the discussion.
<b>Lab Session</b> <b>5% each</b> <b>6 labs</b>	The submission to the session is not functional or doesn't respond to the assignment.	The submission works, but lacks documentation on how to use it or improve it.	The submission works, and it has clear indications on how it works, either as in-code comments or as extra text.
<b>Project Work</b> <b>25%</b> <b>4 sessions + ext. work</b>	The project didn't follow a good process or the project doesn't do what it promised.	The project works, but the process was not properly thought through or executed.	The project works, and it followed a flawless process. Steps are clear and design was informed by data.
<b>Project Report</b> <b>10%</b>	The report doesn't cover the project work, and doesn't respect the provided template.	The report doesn't cover the project work, or doesn't respect the provided template.	The report covers the project work, and respects the provided template.
<b>Exhibition</b> <b>10%</b> <b>preparation + pitch</b>	The chosen form doesn't transmit the idea behind the project, or the students make a poor job at pitching the concept.	The final exhibition form does communicate the work done, but the students don't make a proper presentation of the concept.	Both form and presentation are successfully executed.
<b>Design Journal</b> <b>10%</b>	The journal is a mere succession of steps, no reflections are to be found, neither are learned lessons.	The journal includes information about events, and reflections about the process, however there is no clear structure or it is hard to draw conclusions.	The journal is good in form and content, it is properly structured, and relevant information is highlighted to make it easy to browse and extract.
<b>Extra: Theory</b> <b>10%</b>	The text is just a summary of the references without making any kind of connections between them.	The text displays some emergent relationships between the references, but either the form or the style do not communicate properly.	Both the form and the argumentative aspects in the text transmit an interesting idea that should be worth exploring further.
<b>Extra: Tool</b> <b>10%</b>	The tool is either a repetition of an already existing one, or it is not	The tool is functional, but it is not properly documented, making it	The tool is both working, and comes with documentation that makes

	functional.	hard to use.	it easy to use.
<b>Extra: Participation 5%</b>	The student didn't show up to group meetings, didn't participate in the building process, or failed to deliver hindering the work of the whole group.	The student was there for most meetings, but failed to deliver work on time with no valid excuse.	The student participated actively in most meetings, delivered on time, and even found time to help their colleagues with other tasks.

The equation to calculate the final grade for this course goes as follows:

$$final\ grade = \sum_{i=1}^6 labs(i) + \sum_{i=1}^3 seminars(i) + (prj.\ work + exhibtion) + prj.\ report + design\ journal + extras$$

Given that equation, it is possible to obtain more than 100% of the grade. I leave that as an opportunity for those who want to excel to decide in which form they want to pursue the maximum grade in the course. This is also an opportunity to focus on special learning styles, opening for different ways to pass this course.

It is important to recall the difference between the extra components and the rest. To summarize:

- Lab sessions, seminars, project work, and project report are mandatory components of this course. Everyone has to make them and obtain a minimum grade in each one of them (that is more than 0%).
- Design journal is either an extra to obtain the maximum grade or a mandatory component to those failing in terms of absence or late deliveries over a threshold.
- The extra components are ways to compensate for lower grades or complements to obtain higher grades.

**GRADE BREAKS**

Follows the grade breakdown for this course:

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

## Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at [utexas.instructure.com/courses/1367031](https://utexas.instructure.com/courses/1367031). Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
1	08/22	Tue	Lecture: Introduction	Reading prototyping text	--
1	08/22	Tue	Reading Data Physicalization intro		--
1	08/22	Tue	Installing and testing Processing	Test the tool	--
2	08/29	Tue	Lecture: Prototyping		--
2	08/29	Tue	Reading Physicalization text	Collect historical examples on Physicalization of data	09/01/2023
2	08/29	Tue	Play around with syntax in Processing	Try basic examples from the Processing book	--
3	09/05	Tue	Seminar: What do we know about Data Physicalization?	Read text from Datapolis + summary	09/05/2023
3	09/05	Tue	Lab: Intro to Processing I	Programming assignment	09/08/2023
4	09/12	Tue	Lecture: Experiments with Spreadsheets		--
4	09/12	Tue	Lab: Intro to Processing II	Programming assignment	09/15/2023
5	09/19	Tue	Seminar: Interactive Systems & Experiments in Physicalisation	Readings + summary	09/18/2023
5	09/19	Tue	Lab: Intro to Processing III	Programming assignment	09/22/2023
6	09/26	Tue	Lecture: Physical Computing		--
6	09/26	Tue	Lab: Intro to Arduino I	Electronics assignment	09/29/2023
7	10/03	Tue	Seminar: <b>TBC</b>	Reading + summary	10/02/2023
7	10/03	Tue	Lab: Intro to Arduino II	Electronics assignment	10/06/2023
8	10/10	Tue	Lecture: Computation Paradigms: from the Mainframe to the Cloud, passing by Ubicomp		--
8	10/10	Tue	Lab: Intro to Arduino III	Electronics assignment	10/13/2023
9	10/17	Tue	Project Brainstorming	Project plan, group contract, brainstorming documents, affinity	10/20/2023

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				diagram	
10	10/24	Tue	Project Work	Status report	10/27/2023
11	10/31	Tue	Project Work	Status report	11/03/2023
12	11/07	Tue	Project Work	Status report	11/10/2023
13	11/14	Tue	Project Work	Status report	11/17/2023
14	11/21	Tue	Preparing Exhibition	Slides / poster / video	12/03/2023
16	12/05	Tue	Exhibition		--
16	12/08	Fri	Final Group Report	Group submission	12/07/2023
17	12/15	Fri	Extras	Submission of extras	12/14/2023

## Course Policies and Disclosures

### HONOR CODE

The University of Texas at Austin strives to create a dynamic and engaging community of teaching and learning where students feel intellectually challenged; build knowledge and skills; and develop critical thinking, creativity, and intellectual curiosity. As a part of this community, it is important to engage in assignments, exams, and other work for your classes with openness, integrity, and a willingness to make mistakes and learn from them. The UT Austin honor code champions these principles:

I pledge, as a member of the University of Texas community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship.

The honor code affirmation includes three additional principles that elaborate on the core theme:

- I pledge to be honest about what I create and to acknowledge what I use that belongs to others.
- I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes.
- This code encompasses all of the academic and scholarly endeavors of the university community.

The honor code is more than a set of rules, it reflects the values that are foundational to your academic community. By affirming and embracing the honor code, you are both upholding the integrity of your work and contributing to a campus culture of trust and respect.

### ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact

for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from a written warning, probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

[It is strongly recommended that you outline any individual expectations for assignment completion- including parameters around group work, authorized resources, citation requirements, etc. in the assignment directions. Clear and detailed expectations not only reduce the likelihood of a possible violation, but they also aid the Student Conduct team in holding students accountable that fail to adhere to the assignment directions.]

#### **CONFIDENTIALITY OF 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.

#### **GETTING HELP WITH TECHNOLOGY**

Students needing help with technology such as connecting to UT's internet in this course should contact the [ITS Service Desk](#). For technologies taught in this course, students should contact the educator directly using the Canvas site.

#### **CONTENT WARNING**

Our classroom provides an open space for the critical and orderly exchange of ideas through discussion. Some readings and other content in this course will include topics and comments that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

#### **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, my written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, 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 initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

#### **ARTIFICIAL INTELLIGENCE**

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class shall be permitted on a limited basis. You will be informed as to the assignments for which AI may be

utilized. You are also welcome to seek my prior-approval to use AI writing tools on any assignment. By default you are not allowed to use AI tools when producing summaries of texts, essays, and reports. In either instance, AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, shall constitute a violation of UT Austin's Institutional Rules on academic integrity. If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask."

## RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

## NAMES AND PRONOUNS

Class rosters are provided to the instructor with the student's legal name, unless they have added a chosen name with the registrar's office. If you have not yet done so, I will gladly honor your request to address you with the name and pronouns that you prefer for me to use for you. It is helpful to advise me of any changes or needs regarding your name and pronouns early in the semester so that I may make appropriate updates to my records and be informed about how to support you in this class.

- For instructions on how to add your pronouns to Canvas, visit [this site](#).
- If you would like to update your chosen name with the registrar's office, you can do so [here](#), and reference [this guide](#).
- For additional guidelines prepared by the Gender and Sexuality Center for changing your name on various campus systems, see the Resources page under UT Resources [here](#).

## LAND ACKNOWLEDGMENT

I 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, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur 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.

## COUNSELING AND MENTAL HEALTH CENTER (CMHC)

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

## Important Safety Information

### CARRYING OF HANDGUNS ON CAMPUS

Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

### TITLE IX DISCLOSURE

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

## CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Emergency Management](#), 512-232-2114:

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must 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.
- For more information, please visit the [Office of Emergency Management](#).

## University Resources

For a list of university resources that may be helpful to you as you engage with and navigate your courses and the university, see the [University Resources Students Canvas page](#).