**INST 888-0101 Doctoral Seminar**  
College of Information Studies, University of Maryland  
Spring 2013  
Mondays 2:00 to 4:45 PM  
Hornbake Building, Room 4113

Beth St. Jean, Assistant Professor  
Hornbake Building, Room 4117K  
College of Information Studies  
University of Maryland, College Park  
301-405-6573  
bstjean@umd.edu

**Office Hours:** Mondays, 5:00 to 6:30 PM or by appointment

**COURSE DESCRIPTION:** In the second half of this two-semester course, we will continue with an integrative exploration of the main areas of the Information Studies field – information, people, environments, and systems. The goal of this course is to investigate the important interconnections between various research areas and ideas across the field. Over the course of this semester, we will touch on many of the fundamental areas within information science, including information behavior, consumer health informatics, scholarly communication, incentive-centered design, universal access and accessibility, social network analysis, information visualization, and the social and ethical implications of emerging technologies.

**LEARNING OBJECTIVES:** By the end of this course, students will be able to:

1. Demonstrate familiarity with many of the areas integral to the Information Studies field.
2. Recognize overarching themes and patterns that cut across these areas.
3. Identify areas of personal interest and pursue further scholarship in these areas.
4. Develop and deliver a class session, including identifying and inviting relevant guest speakers, preparing class materials, and leading an engaging class discussion.
5. Integrate multiple strands of literature in order to formulate novel research questions and design a study that will best address these research questions.

**TEACHING AND LEARNING METHODS:** This course will be taught primarily through course readings, in-class presentations and discussions, and guest lectures. You will be expected to have read the assigned readings in preparation for each class meeting and to actively participate in class discussions.

**READING MATERIALS:** There is no *required* text for this course. All readings will be made available through our course Canvas site (see the “Files” section and, as necessary, the “Course Reserves” section under “Modules”).
The following books have been placed on physical reserve in McKeldin Library:


Friedman, B. (Ed.). *Human values and the design of computer technology*. Cambridge: Cambridge University Press.


The following books have been placed on electronic reserve. You can access them through the “Modules” section of our Canvas site (note: some of these are older editions):


Although it is not required for this course, you may wish to browse through some of the following journals/magazines and/or sign up to receive automatic alerts as new issues come out:

- *Journal of the American Society for Information Science and Technology (JASIS&T)*
- *Library & Information Science Research (LISR)*
- *Journal of Information Science (JIS)*
- *The Information Society (TIS)*
- *Information Processing & Management (IP&M)*
- *Journal of Documentation (JDOC)*
- *Library Quarterly (LQ)*
- *Information Research* (http://informationr.net/ir/)
- *First Monday* (http://www.firstmonday.org/)
- *Annual Review of Information Science and Technology (ARIST)* [discontinued after 2011]

**COURSE POLICIES:**

**Attendance:** Students are expected to attend every class and to be present on time. If you will be unable to make a class, please e-mail me beforehand and please be sure to check in with a fellow student following class so that you can catch up on anything you missed. Attendance will be taken at the beginning of each class session. Absences will only be excused in accordance with University policy (illness, religious observances, participation in University activities at the
request of University authorities, and compelling circumstances beyond your control). Any planned absences due to religious observances must be communicated to me in writing during the first two weeks of class. Students may miss one class session with no penalty; thereafter, each unexcused absence will result in your grade being lowered by one step (for example, an A- will become a B+). Repeated tardiness may be considered an unexcused absence.

Class Participation: Students are expected to actively participate in every class. This will require that you finish all assigned readings prior to each class session. Participation forms an integral part of your own learning experience, as well as that of your classmates. Your participation in classroom discussions will count for 10% of your final grade. Class participation grades will take into account both the quantity and quality of your contributions to class discussions; however, the quality of your contributions (whether questions, viewpoints, responses to others’ questions, etc.) to a meaningful, ongoing discussion will be much more heavily weighted. Classroom discussions should remain professional and respectful at all times. Please be sure to silence your cell phones before entering class. Laptop use is permitted during class, but only for class-related activities.

Written Work: All written work should be proofread and revised as necessary before you submit it. Use Times New Roman 12-point font and one-inch margins. All documents should be double-spaced. Be sure to organize your papers, using section and subsection headings to identify portions of your work. Use APA Style for in-text citations and reference lists. There are many resources about APA style available on the Internet. See, for example, http://www.lib.umd.edu/guides/citing_apa.html; http://www.apastyle.org/learn/faqs/index.aspx.

Submitting Assignments: Each assignment must be submitted before the beginning of class on the indicated due date through our Canvas site (“INST888”). Please submit only one file per assignment (Word or pdf format for papers; PowerPoint for presentations), naming your file using the following convention: LastName_FirstName_AssignmentCode_Date (e.g. ‘StJean_Beth_ISP_03112013’).

Late Work: Unless you are facing an emergency situation AND you request an extension from me at least 48 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.

Academic Integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu. To further exhibit your commitment to academic integrity, remember to type and sign the Honor Pledge on all examinations and assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).” When submitting an assignment electronically, there is no need to sign the pledge – your submission of the assignment with this sentence included implies your signature.

All assignments in this class must reflect your own original work. You must cite and properly attribute any material quoted or paraphrased from some other source. Academic dishonesty
includes plagiarism, cheating, buying assignments, submitting the same paper more than once, forging signatures, submitting fraudulent documents, facilitating the academic dishonesty of others, etc. Infractions may result in a penalty, such as a failing grade on a specific assignment or for the entire course or even expulsion from the University. Please read and adhere to the University of Maryland Code of Academic Integrity (http://www.president.umd.edu/policies/docs/III-100A.pdf). You may also find this Office of Student Conduct definition of academic dishonesty to be helpful: http://osc.umd.edu/OSC/AcademicDishonesty.aspx.

Emergency Preparedness: Please see the University’s Emergency Preparedness Website (http://www.umd.edu/emergencypreparedness/) for information about the current status of the campus. If a class session needs to be rescheduled, I will e-mail you as soon as possible.

Syllabus Change Policy: This syllabus is subject to change with advance notice. If a change becomes necessary, I will announce the change in class and e-mail all of you.

Student Course Evaluations (CourseEvalUM): Toward the end of the semester (Tuesday, April 23rd through Friday, May 10th), you will have an opportunity to evaluate this course. Your participation in these evaluations is integral to the success of our school. Your feedback will remain completely confidential and will be immensely valuable in improving our school’s teaching effectiveness and learning environments. Beginning April 23rd, please go to https://www.courseevalum.umd.edu/ to complete your evaluation of this course. If over 70% of the students in the course complete an evaluation, you will be able to access the aggregate results through Testudo.

Special Accommodations: If you need any accommodations due to a disability, please first register with the Disability Support Service (DSS) office (http://www.counseling.umd.edu/DSS/) and file any required documentation, and then see me as early as possible in the semester to let me know. We can then work with DSS to determine how to best accommodate your needs.

Academic Assistance:

a. Learning Assistance Service (College Park): If you are experiencing difficulties in keeping up with the academic demands of this course, please consider contacting the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

b. English Editing for International Graduate Students (EEIGS) program: See http://www.english.umd.edu/academics/writingcenter/graduate/international

EVALUATION:

Your final grade will be calculated based on the weighting of course assignments shown in the following table. All assignments must be submitted through our class Canvas site (‘INST888’) prior to the start of class on the due date indicated. Please note that your slides or any other electronic materials you’ve prepared for your information scientist presentation, class session leading, and/or for your final presentation need to be uploaded to Canvas no later than noon on the relevant date. Also, your final paper needs to be submitted to the Assignments section of our Canvas site by noon on Monday, May 13th.

<table>
<thead>
<tr>
<th>Code</th>
<th>Assignment Description</th>
<th>Due Date</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Class Participation</td>
<td>Every class meeting</td>
<td>10%</td>
</tr>
<tr>
<td>ISP</td>
<td>Information Scientist Presentation</td>
<td>March 4, 2013 (ranked preferences due February 4th)</td>
<td>10%</td>
</tr>
<tr>
<td>CSL</td>
<td>Class Session Leading</td>
<td>Variable (ranked preferences due February 18th)</td>
<td>15%</td>
</tr>
<tr>
<td>FP-P</td>
<td>Final Paper: Proposal</td>
<td>February 25, 2013</td>
<td>10%</td>
</tr>
<tr>
<td>FP-AB</td>
<td>Final Paper: Annotated Bibliography</td>
<td>April 8, 2013</td>
<td>10%</td>
</tr>
<tr>
<td>FP-Pr</td>
<td>Final Paper: Presentation</td>
<td>April 29, 2013 (noon)</td>
<td>20%</td>
</tr>
<tr>
<td>FP-Pa</td>
<td>Final Paper</td>
<td>May 13, 2013 (noon)</td>
<td>25%</td>
</tr>
</tbody>
</table>

Please see the last few pages of this syllabus for specific instructions regarding each of the assignments. The weighted average of your grades on all of the assignments (including your class participation grade) will be converted to a letter grade according to the following table:

<table>
<thead>
<tr>
<th>Weighted Average</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.0 and above</td>
<td>A+</td>
</tr>
<tr>
<td>94.0-96.9</td>
<td>A</td>
</tr>
<tr>
<td>90.0-93.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>84.0-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0-83.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>74.0-76.9</td>
<td>C</td>
</tr>
<tr>
<td>70.0-73.9</td>
<td>C-</td>
</tr>
<tr>
<td>67.0-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>64.0-66.9</td>
<td>D</td>
</tr>
<tr>
<td>60.0-63.9</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60.0</td>
<td>F</td>
</tr>
</tbody>
</table>
## COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1    | 1/28  | History & Scope of Information Science | **REQUIRED:**

**RECOMMENDED:**

| 2    | 2/4   | The Concept of Information         | **REQUIRED:**

**RECOMMENDED:**
Brown, J. S. & Duguid, P. (2002). The social life of information, Cambridge, MA: Harvard Business School Publishing Corporation. [Preface(pp. ix-xxiv); Introduction (pp. 1-9); Chapter 1: Limits to Information (pp. 1-33)] |

ISP: Information Scientist Presentation: Ranked Preferences
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
**RECOMMENDED:**  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assignment Due</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>FP-P:</strong> Final Paper: Proposal</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6    | 3/4   | *** IN-CLASS PRESENTATIONS REGARDING INFORMATION SCIENTISTS *** | **REQUIRED:**  
**RECOMMENDED:**  
| 7    | 3/11  | Scholarly Communication and Open Access    | **REQUIRED:**  
**RECOMMENDED:**  
<p>| 3/18 |      | *** SPRING BREAK ***                       |                                                                                                                   | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 8    | 3/25  | Information Economics, Game Theory, and Incentive-Centered Design | **REQUIRED:**  
**RECOMMENDED:**  
| 9    | 4/1   | System Design for User-Centered Information Sharing and Access | **REQUIRED:**  
**RECOMMENDED:**  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required:</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
Final Paper:  
Annotated Bibliography |

11
| Week | Date  | Topic                                                                 | Readings                                                                                                                                                                                                                                                                                                                                 |
|------|-------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 13   | 4/29  | *** IN-CLASS PRESENTATIONS OF FINAL PAPERS ***                        | FP-Pr Final Paper: Presentations [Slides must be posted by noon]                                                                                                                                                                                                                                                                            |---|

*** FINAL PAPERS DUE BY NOON ON MONDAY, MAY 13TH ***
Assignment ISP: Information Scientist Presentation

Due Dates:
   a) **Ranked Preferences**: Due February 4, 2013 (check-off)
   b) **Presentations**: March 4, 2013 (10%)

For this assignment, you will select an information scientist whose work you are interested in further exploring, research their work, and then give a presentation in class. Some possibilities include:

- Marcia Bates
- Nicholas J. Belkin
- Samuel C. Bradford
- Michael Buckland
- Vannevar Bush
- Elfreda Chatman
- Chun Wei Choo
- Blaise Cronin
- Brenda Dervin
- Eliza Dresang
- Joan Durrance
- Michael Eisenberg
- David Ellis
- Sanda Erdelez
- Karen Fisher
- George Furnas
- Eugene Garfield
- Melissa Gross
- Jenna Hartel
- W. J. Hutchins
- Heidi Julien
- Rob Kling
- Carol Kuhlthau
- F. W. Lancaster
- J. C. R. Licklider
- Constance Mellon
- Diane Nahl
- Donald Norman
- Peter Pirolli
- Soo Young Rieh
- Gerard Salton
- Tefko Saracevic
- Reijo Savolainen
- Robert S. Taylor
- Brian Campbell Vickery
- Thomas D. Wilson

In order to ensure that everyone selects a different information scientist, please upload a list of your ranked preferences to the Assignments section of our Canvas site by February 4th. Include at least three information scientists. Please use the form below to format your submission.

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rank</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

I will take your preferences into account as much as possible in assigning each of you an information scientist. I will post these assignments as soon as possible so you can get started with your research. Using at least three scholarly sources, prepare a 15-minute presentation about your information scientist’s work. Plan to spend approximately 12 minutes delivering your presentation and the remaining three minutes fielding questions from the class.

**RUBRIC:**
- Has the student provided biographical information about his/her selected information scientist and discussed why he/she was interested in researching this person’s work? (15 points)
- Has the student delineated the contributions that his/her selected information scientist has made to the field? (20 points)
- Has the student discussed the significance and implications of their selected information scientist’s work? (25 points)
- Has the student pointed out the strengths and the weaknesses of their selected information scientist’s work? (25 points)
- Has the student provided a list of his/her references (in APA style)? (10 points)
- Has the student provided suggestions for future reading (in APA style)? (5 points)
Assignment CSL: Class Session Leading

Due Dates:
  a) Ranked Preferences: Due February 18, 2013 (check-off)
  b) Class Session Leading: Variable dates (15%)

For this assignment, you will pair up with another student in the class and look through the syllabus for the second half of the course (i.e., the weeks following Spring Break) to identify a few topics that you are both particularly interested in. Then prepare a list showing your ranked preferences, including at least four topics/weeks. Please use the table format below, inserting your names in the first row, indicating the relevant week numbers, and copying and pasting the topic names from this syllabus.

<table>
<thead>
<tr>
<th>Student Names:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
</tr>
</tbody>
</table>

I will take your preferences into account as much as possible in assigning each pair of students one topic/week for which to lead the class session. Please be prepared to summarize the assigned readings, offer your viewpoints on the readings, and lead an engaging class discussion. Also, please feel free to invite a guest speaker who specializes in your assigned topic. For the iSchool faculty’s areas of expertise, please see: http://ischool.umd.edu/faculty-staff/faculty. The guest speaker is welcome to join us for the entire class session; however, please do not ask him/her to speak for any longer than one hour (including time for Q & A).

RUBRIC:
- Has the student team provided an accurate and comprehensive summary of the major points in each of the assigned readings? (10 points)
- Has the student team clearly presented and explained their thoughts on each of the assigned readings? (20 points)
- Has the student team come prepared with questions to stimulate class discussion and engaged the class in a productive and illuminating class discussion? (30 points)
- Has the student team pointed out connections among the various readings assigned for their week? (15 points)
- Has the student team effectively connected the readings assigned for this week with other topics and readings we have already covered in the course? (15 points)
- Has the student team effectively linked one or more of the assigned readings or their assigned topic to current events taking place within the field or within the world at large? (10 points)
Assignment FP: Final Paper

Due Dates:

a) Proposal (FP-P): Due February 25, 2013 (10%)
b) Annotated Bibliography (FP-AB): Due April 8, 2013 (10%)
c) Presentation (FP-Pr): Due by noon on April 29, 2013 (20%)
d) Paper (FP-Pa): Due by noon on Monday, May 13, 2013 (25%)

Your final project for this course will be a research paper. In this paper, you will weave together various strands of literature to motivate the identification of a research problem, the development of specific research questions, and the design of a study that would allow you to effectively investigate your research questions. Your main goal for this assignment is to make an original contribution through your integration of several different areas from the literature, through your identification of a novel research problem and original research questions, and through your proposal of a research design that could be used to effectively investigate these research questions.

Following your completion of required coursework here in the doctoral program, you will need to write an integrative paper in which you synthesize and apply knowledge from three broad areas across the information field. These three areas must include a “core” area, a “research methods” area, and a “specialization” area. For more information regarding this requirement, please see the current Doctoral Program Handbook [http://ischool.umd.edu/files/pdf/admissions/doc/DoctoralProgramHandbookFall2012.pdf](http://ischool.umd.edu/files/pdf/admissions/doc/DoctoralProgramHandbookFall2012.pdf). The purpose of this assignment is to give you an opportunity to practice writing an integrative paper. Please note that you are not required to actually conduct a study and gather empirical data for this assignment. This assignment consists of several sub-assignments, as described in the following paragraphs.

By February 25th, you will need to submit a proposal (approximately 4 to 6 double-spaced pages) in which you describe the three areas which you will be integrating in your final paper, including a “core” area, a “research methods” area, and a “specialization” area. Your proposal also needs to include your general thoughts as to how you will be knitting these three areas together. Eventually, you will need to develop your thoughts about this intersection into a specific (and novel) research problem and specific (and novel) research questions. Your proposal should include APA-style citations for at least three articles relevant to your “core” area, two articles relevant to your “research methods” area, and five articles relevant to your “specialization” area (so at least 10 articles in total). These articles should be ones that you are planning to read and use for your final paper.

By April 8th, you will need to submit an annotated bibliography. For each article you will be using for your final paper, provide a citation in APA style, a brief summary, and a critical appraisal. Be sure to also explain how each paper is relevant to your final paper. This paper should be approximately 10 pages long (approximately one page for each article you discuss).

By noon on April 29th, you will need to upload your presentations to our Canvas site. During class that afternoon, you will have 15 minutes for your presentation. Please plan to talk for
approximately 12 minutes and to field questions from the audience for the remaining 3 minutes. Please keep in mind that these are to be delivered as professional presentations. As you will have some time to continue to work on your paper following your presentation, please be sure to consider incorporating any feedback you receive from me and/or from your fellow students during your presentation.

By noon on Monday, May 13th, you will need to upload your final paper to our Canvas site. Your final paper needs to include a cover page which contains the paper title, your name, and an abstract of no more than 150 words. Your final paper should be between 20 and 25 pages double-spaced and should not exceed 7,500 words (including your cover page, tables, and appendices, but not including any figures or your reference list). When you submit your final paper to Canvas, please also upload a recently published article from the same sub-field as your paper. This article should be one that you feel provided an important foundation or model for your paper. The topic of this article should be closely related to the topic of your final paper.

While all final papers must be completed independently by each student, international students may seek editing and grammatical assistance from the English Editing for International Graduate Students (EEIGS) program (http://www.english.umd.edu/academics/writingcenter/graduate/international) or the Maryland English Institute (MEI) (http://www.education.umd.edu/institutesandcenters/MEI). However, if students do seek the assistance of either of these organizations, they will need to submit a letter from the organization that details the type(s) of assistance that was provided.

RUBRICS:

Proposal (10%)
- Has the student included a description of the three areas (a “core” area, a “research methods” area, and a “specialization” area) which he/she intends to integrate in his/her final paper? (30 points)
- Has the student provided some initial thoughts about how these three areas interrelate with one another? (40 points)
- Has the student included APA-style citations for at least three articles relevant to his/her selected “core” area, at least two articles relevant to his/her selected “research methods” area, and at least five articles relevant to his/her selected “specialization” area? (20 points)
- Is the student’s proposal clearly written, well-organized, and easy to understand? (10 points)

Annotated Bibliography (10%)
- Has the student provided annotations for at least three articles that are relevant to his/her selected “core area,” two articles relevant to his/her selected “research methods” area, and at least five articles relevant to his/her selected “specialization” area? (20 points)
- Has the student provided a citation in APA style for each article? (10 points)
- Has the student provided an adequate summary of each article? (15 points)
- Has the student critically evaluated each article? (20 points)
- Has the student described how each article relates to his/her final paper? (25 points)
- Is the student’s annotated bibliography clearly written, well-organized, and easy to understand? (10 points)
**Presentation (20%) and Paper (25%)**

Please note that both your presentations and papers need to include the following sections:

a. **Introduction/Motivation:** An overview of your topic, a description of what you will be discussing in your paper, and a brief explanation of why your selected topic and your proposed study are interesting and important to carry out

b. **Literature Review:** A synthesized discussion of the literature you have read from your selected “core” area, “research methods” area, and “specialization” area

c. **Research Problem and Research Questions:** A description of the original research problem and research questions you are proposing to investigate, including a more detailed explanation of why you believe your proposed research questions are important to investigate

d. **Research Design:** A description of your overall research design, as well as a discussion of the specific recruitment, data collection, and data analysis methods you plan to use and why you have selected these particular methods

e. **Potential Significance/Impact:** A discussion of the potential significance and impact of any findings you may be able to obtain as a result of conducting your proposed study

f. **Potential Advantages/Limitations:** A discussion of the strengths and weaknesses of your proposed study

Your final presentations and papers will both be evaluated using, in part, items from the official rubric that will be used for your integrative paper (see pages A-9 through A-13 of the current Doctoral Program Handbook: [http://ischool.umd.edu/files/pdf/admissions/doc/DoctoralProgramHandbookFall2012.pdf](http://ischool.umd.edu/files/pdf/admissions/doc/DoctoralProgramHandbookFall2012.pdf)).

- Introduces and motivates the contents of the paper (10 points)
- Identifies key literature in three areas of the field of study, synthesizing: (1) the lenses of information, people, systems, and environment as they apply; (2) appropriate research methods; and (3) a specific area of specialization (20 points)
- Identifies and clearly states the research problem and details the motivations for undertaking the research (10 points)
- States research question(s) clearly and succinctly (10 points)
- Designs study appropriate to the field of study and the research question(s) (20 points)
- Discusses the potential significance and impact of the proposed study (10 points)
- Discusses the strengths and weaknesses of the research design that he/she is proposing (10 points)

Plus:

**PRESENTATION ONLY:**
- Presentation Quality: Was the student’s presentation well-organized and clearly delivered? Did the student keep his/her presentation to the time allotted? How well did the student field questions from the audience? (10 points)

**PAPER ONLY:**
- Writing Quality: Is the student’s writing clear, organized, and easy-to-understand? (10 points)