INFM 600 Information Environments
Fall 2013

Instructor: Dr. Jessica Vitak
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Phone: (301) 405-8617
Class location: PLS (Plant Sciences) 1111
Class dates & times: Wednesdays 6 – 8:45 pm (September 4—December 11)
Office hours: Wednesdays 4-5 Hornbake 2117G

1. Course Description
INFM 600 Information Environments will explore various models and methodologies used to capture and deploy internal and external information and knowledge in a number of settings. Students will analyze organizations in terms of information creation, flow, sharing, conservation, and application to problem solving. The course will take into account both internal and external influences on the management of information and knowledge. We will also examine how information flows, and is managed, in online settings, and examine a number of examples of successful and unsuccessful online information management.

Course assignments will give students the opportunity to review the interaction between information flows, organizational structures, and social relations, as well encourage discussion regarding how to improve existing information policies and operating procedures.

2. Course/Learning Objectives
By the conclusion of the course, students should be able to:

1. Understand major concepts and theories of information environments;
2. Define the general and specific features of information environments;
3. Characterize data, information, and knowledge, and understand how they are created and used in organizations;
4. Identify and assess information problems and provide recommendations and/or solutions;
5. Apply technology appropriately to information environments; and
6. Conduct a case study of an information environment.
3. Course Materials
There is no required textbook for this course.

On Canvas (https://elms.umd.edu/), you will find the course syllabus and schedule, presentation materials, announcements, assignment details, and additional readings about the topics covered in the class.

Make sure your email address in Testudo and the University directory is accurate, as I regularly use email to send out reminders or updates about class and specific assignments.

4. Prerequisites
There are no prerequisites for this course.

5. Instructional Methods
In addition to information gleaned from required and recommended readings, students will gain insights about information environments from instructor and guest lectures, individual reports, and class and group discussions.

6. Course Policies

6.1 Attendance: Students are expected to attend every class and to be on time. If you will be unable to make a class, please email me beforehand and check with a fellow student following class so that you can catch up on anything you missed. While attendance will not be formally taken each class period, repeated unexcused absences (or repeated tardiness) will lead to lowering of your class participation grade.

While in class, students are expected to be respectful of the professor and their fellow students and not engage in conversations or use their laptops or other electronic devices for non-class related purposes. If you are bring too disruptive, I will ask you to leave for the day.

Please silence your cell phone before class begins.

6.2 Written Work: All written work should be proofread and revised as necessary before you submit it. Use a standard, 12-point font (e.g., Times, Calibri) with one-inch margins and single-spacing in all submitted assignments. For longer assignments, it is helpful to organize your papers, using section and subsection headings to identify portions of your work—much like the way the syllabus is laid out.

I do not require a specific citation format, but YOU MUST USE a standard citation format, which includes an in-text citation (e.g., [3] or Smith, 1998) as well as a list of references at the end of each paper. Acceptable citation formats include, but are not limited to, APA, MLA, Chicago, and ACM. For more information on how to format references, there are many online guides; here is one from UMD: http://www.lib.umd.edu/ues/guides/citation-tools
For online discussion forum posts, please make sure you proofread and spellcheck posts before uploading them. I suggest writing posts in Word first, then copying and pasting the final (proofread) version into the discussion forum.

6.3 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 (i.e., 5%) for each day it is late (unless otherwise noted in the syllabus). For example, an assignment that would normally receive an A- if submitted on time would receive a B if it was submitted two days late. Assignments more than five days late will not be accepted.

6.4 Grading Information and Criteria: Please keep in mind that assignments are the main way I can tell whether you comprehend the material covered. Use these as platforms to show me what you have learned. Please be sure to use references and appropriate in-text citations in all assignments submitted for grading. This shows me how you used the material covered and any outside readings to support your position.

In general, grading will assess graduate writing skills, understanding of course concepts, the linking of course material to practical situations, the extent to which the assigned question(s) have been address, and incorporation of scholarly support using appropriately cited references.

The grading scale (including corresponding GPA) for the final grade is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94.9</td>
</tr>
<tr>
<td>B</td>
<td>80-84.9</td>
</tr>
<tr>
<td>B-</td>
<td>75-79.9</td>
</tr>
<tr>
<td>C</td>
<td>65-69.9</td>
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<tr>
<td>C+</td>
<td>60-64.9</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60</td>
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6.5 Review of Graded Material: My goal for the semester will be to grade all assignments within 1-2 weeks of their due date and post those grades to Canvas. I try very hard to evaluate each assignment fairly, but I can only evaluate what you submit. I don't have the benefit of knowing all of the time and effort you have put into an assignment. Therefore, you need to make that effort stand out.

Because there may be times when I misinterpret what you have written, which is why I am always willing to clarify how I graded your assignment. If you have any questions about a grade you received, you have two weeks from receipt of the grade to contact me (in class, through a meeting, or via email) to discuss your grade. After two weeks have passed, that grade is “locked” and I will not re-evaluate it.

6.6 Students with Disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact me and Disability Support Services (http://www.counseling.umd.edu/DSS; 301-314-7682), as early as possible in the term, but not later than the second week of class. Disability Support Services will verify your disability and determine reasonable accommodations for this course.
6.7 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.

6.8 Inclement Weather: In the event of inclement weather, students should check the UMD homepage (umd.edu) or call 301-405-SNOW (7669) to determine if there are delays or closures. Closures and delays will also be sent over the e2 Campus notification system. Follow the link to sign up for alerts: www.alert.umd.edu

6.9 Instructor Email Policies: If you need to email me, please include “INFM600” in the subject line. This will help ensure I do not overlook your email. If you send me an email, I will reply within 48 hours. If that much time has elapsed and you have not heard from me, please contact me again.

6.10 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/or send an email.

7. Academic Assistance
If you are experiencing difficulties in keeping up with the academic demands of this course, please consider contacting the Learning Assistance Service (http://www.counseling.umd.edu/LAS/?t=print.php), 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.

8. Academic Integrity
The University of Maryland 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 http://www.shc.umd.edu.

As defined by the University of Maryland, Academic Dishonesty includes the following activities (see http://www.president.umd.edu/policies/docs/III-100A.pdf for full descriptions):

a) "CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b) FABRICATION: intentionnal and unauthorized falsification or invention of any information or citation in an academic exercise.

c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.

d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as
one’s own in any academic exercise.”

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 (see Course Policies section for more information on citation policy). Academic dishonesty also includes buying assignments, submitting the same paper more than once, forging signatures, submitting fraudulent documents, 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. You may also find this Office of Student Conduct definition of academic dishonesty to be helpful: http://osc.umd.edu/OSC/AcademicDishonesty.aspx.

Any student who commits an act of academic dishonesty (including plagiarism) will be penalized 5 points off their final grade in the class for the first instance, 10 points off their grade in the class for the second instance, and will automatically receive a failing grade in the class for the third instance—and will be referred to the Honor Council.

It is therefore essential that you understand how to properly cite text before submitting the first assignment. If you have any questions, please use any and all available resources, including the library, online sites, and your professor.

9. Course Assessment
Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of critical thinking.

9.1 Participation (10%): 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. 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. To acknowledge that some students may have a hard time speaking up during class discussions, there are also online components to participation, via the Discussion Forums on Canvas, where we will be able to discuss topics from class outside of class time.

While attendance will not be taken in this class, missing multiple classes without an excuse could lead to a lowered participation grade because of missed in-class participation opportunities. If you need to miss a class because of illness or a legitimate reason (e.g., work travel), please contact me BEFORE class and speak with your classmates to determine what content was missed.

9.2 Weekly Discussion Posts (20%): Starting a discussion prior to class tends to lead to more engaged conversations during class. Therefore, each week (starting with Week 2), I will start a discussion thread on Canvas for that week’s topic immediately following the previous class.
This should be viewed as an informal form of interaction to get the conversation started about that week’s topic. The posts do not have to be long (i.e., they can be a couple sentences), but they should be (1) grammatically correct and (2) on topic.

Throughout the semester, students must contribute to FIVE of the 11 weekly discussion posts by posting TWO posts on each week’s topic, one with their response and one responding to a fellow student’s post. Therefore, it is extremely important that students not wait until the deadline (Wednesdays @ noon) to post.

Important grading notes: Because I do not want everyone waiting until the end of the semester and doing all five posts during the last five weeks, students must have completed THREE of their five posts by WEEK 8 (October 23). Students who have not done so will be penalized 4 points (i.e., one discussion post) off their final grade. In addition, discussion posts will not be accepted “late,” as they feed into class discussion. The forums will close promptly at noon each Wednesday, so make sure you have submitted your posts by that time as late assignments will not be accepted.

Finally, you have the option to submit more than five posts if you would like to replace the score on any of your discussion posts. For example, if you receive a score of 3 on one post, you may submit a sixth post to try and replace that score with a higher one. You may do this as many times as you want during the semester.

9.3 Information Environment Problem Analysis (15%): Three recent “information problems” (faced by organizations or individuals) will be posted to Canvas by Week 4. Incorporating knowledge gained from class, evaluate the information problem in a 1200-1500 word critical paper that addresses all questions included in the chosen scenario. Analyses should include a minimum of four references, which can include but are not limited to readings from class. You will be graded on your ability to evaluate the problem and provide a well-researched response, not your ability to offer your own opinion (unless it is directly asked for in the question). Please see above regarding proper citation techniques. Wikipedia is not a valid reference. A grading rubric showing how points will be assessed is posted on Canvas—I strongly encourage you to review this before completing the assignment. This paper will be due at the beginning of Week 8’s class, October 23, which will mark the beginning of the Third Part of the semester, Shaping the Information Environment.

9.4 Information Environment Case Study (55%): Thomas (2011) defines case studies as:

“...analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studies holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame—an object—within which the study is conducted and which the case illuminates an explicates.”
A case study is a research method one applies to study a phenomenon. In this class, students will form **teams of three** and spend the semester conducting a case study by using a variety of research methods. The case study should focus on a primary research question or questions, and that question should focus on the role the information plays in the organization. For example, a team may be interested in whether the implementation of a new technology at an organization has helped improve information flow; to study this, the team may conduct interviews and surveys with various employees and look at various company-produced information, as well as secondary documents about the organization. Alternatively, a team may be interested in the role that social media plays in a campus organization’s marketing; to study this, the team may interview PR and/or marketing employees and conduct a larger survey of students. They may also do research on the effectiveness of social media as a marketing tool for companies more broadly and compare that information to the tactics the campus organization is using.

<table>
<thead>
<tr>
<th>Proposal: 5%</th>
<th>Final Paper: 30%</th>
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<tbody>
<tr>
<td>Progress Report: 5%</td>
<td>Final Presentation: 15%</td>
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Students may wonder how to select an organization to study. The organization can be local, regional, national, or international; can be small or large in size; can be based on UMD’s campus; or can be the organization one works for (or a friend works for). A great resource for this project is Larry Liff, the iSchool’s Director of Development, who maintains our alumni network and can help you connect with iSchool alumni who work in industries you may want to study. If you want to contact Larry, his email address is liff@umd.edu and his office is in 4105D in the Hornbake Building on the main campus. Let him know you are working on a project for INFM-600 and give him an idea of the type of industry you are interested in connecting with (in other words, the more information he has, the better job he can do connecting you with alumni). Many other students have approached local or campus organizations, or used their personal connections to connect with an organization. I may also be able to put you in contact with some organizations, so feel free to talk to me about ideas you may have and I will see what I can do to help.

Examples of organizations chosen by students in the past include an urgent care center shifting to electronic health records; local FedEx stores; the UMD Department of Transportation; a local government contractor; Arlington Magazine; and a coffee shop in Shanghai. Many students have also chosen to use their place of employment for their case study.

**See the Appendix of this syllabus for specific details on what is expected for the case study project.** Two examples of Final Papers from former case studies are posted on Canvas (note: these were done by individuals, not teams, so the requirements were slightly different).

**Tentative Schedule for Case Study Project**

| Week 4 (September 25) | Proposal due |
| Week 9 (October 30) | Progress report due |
10. Class Schedule
Below is a weekly schedule of class with an overview of each topic we’ll be discussing, the assignment (if any) that is due that week, and the assigned reading for that week. All readings are posted on Canvas and should be completed prior to the start of class.

Weekly discussion posts are not listed on the schedule, as they do not have specific due dates; it is up to the student to make sure that the specified number are completed on time.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment Due</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 4</td>
<td>Introduction to Information Environments</td>
<td></td>
<td>Survey</td>
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<td></td>
<td></td>
<td>• Course Introduction and Administration</td>
<td></td>
<td>Buckland (1991)</td>
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<td></td>
<td></td>
<td>• Information, Technology, and Society</td>
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<td>• Data vs. Information vs. Knowledge</td>
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<td></td>
<td></td>
<td>• Case Study Overview: Brian Butler</td>
<td></td>
<td>Nardi &amp; O’Day (1999)</td>
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<td></td>
<td></td>
<td>• Historical review of technology, information &amp; organizations</td>
<td></td>
<td>Wyndham case study</td>
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<td>• Theory: Information Ecology</td>
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<td></td>
<td></td>
<td>Form Teams of Three</td>
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<td>3</td>
<td>Sept 18</td>
<td>Organizing Information</td>
<td></td>
<td>Weinberger (2008)</td>
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<td></td>
<td></td>
<td>• Case Study Overview: Research Methods</td>
<td></td>
<td>Marlow et al. (2006)</td>
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<td></td>
<td></td>
<td>• Information Architecture</td>
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<td></td>
<td></td>
<td>• Online tagging &amp; classification systems</td>
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<td>4</td>
<td>Sept 25</td>
<td>Overview of Information and Knowledge Management</td>
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<td>Davenport (1994)</td>
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<td></td>
<td></td>
<td>• Types of Knowledge</td>
<td></td>
<td>Pfeffer &amp; Sutton (2006)</td>
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<td></td>
<td></td>
<td>• Knowledge creation, diffusion &amp; utilization</td>
<td></td>
<td>Dewhurst et al. (2013)</td>
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<td></td>
<td></td>
<td>• Characteristics of management</td>
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<td>5</td>
<td>Oct 2</td>
<td>Economics of Information</td>
<td></td>
<td>Coiera (2000)</td>
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<td>• The Value of Information</td>
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<td>Hansen &amp; von Oetinger (2003)</td>
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<td>• Information Consumption</td>
<td></td>
<td>Sutcliff &amp; Weber (2003)</td>
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<td>• Organizational and Information Politics</td>
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<td>Davenport et al. (1992)</td>
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<tr>
<td>Week 7—Oct 16</td>
<td>Information Behavior &amp; Culture</td>
<td>Information Control</td>
<td>Darling et al. (2005)</td>
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<tr>
<td>Guest Speaker</td>
<td>Chris Ashworth, Founder Figure 53</td>
<td>• Organizational &amp; Information Cultures</td>
<td>Charan (2006)</td>
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<td></td>
<td></td>
<td>• How Culture Impacts Organizational Outcomes</td>
<td>Catmull (2008)</td>
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<td></td>
<td></td>
<td></td>
<td>Nohria et al. (2008)</td>
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**Part III: Shaping the Information Environment**

|               | Role of Distance | | Abele (2011) |
|               | Online Community Participation | | |

| Social Media as an Information Environment | Business applications (e.g., IBM’s Social Blue) | | DiMicco et al. (2008) |
| Guest Speakers: | Network effects | | |
| Werner Geyer | | | |
| and Casey Dugan, IBM | | | |

| Week 10—Nov 6 | No in class meeting – teams schedule 30 minute meetings with professor to discuss project | | |

| Information Security | | | Acquisti & Gross (2009) |
| Guest Speaker: Brandon Whalen, CFOO, Quark Security | | | Washington Post cyberwar special report |

| Week 12—Nov 20 | Ethics & Privacy | | Zimmer (2010) |
| Information Policy & Ethics | Ethics in Research | | Culnan & Williams (2009) |
| Guest Speaker | Internet’s Impact on Information Policy | | Lessig (2006) |

| Information Privacy | Privacy vs. Obscurity | | Hartzog & Selinger (2013) |

| Week 14—Dec 4 | Final presentations | | n/a |

| Week 15—Dec 11 | Final presentations | Final papers due | n/a |

| Week 15—Dec 11 | Final papers due | Final papers due | n/a |
11. APPENDIX: CASE STUDY PROJECT DETAILS

The case study project has a number of goals. Among these are:

1. To be able to synthesize concepts we cover in class related to information environments in organizational settings and apply those concepts to a working organization.
2. To gain research and data collection experience, as well as experience working with managers, executives, and other employees at an organization (you hopefully have some interest in).
3. To be able to critically evaluate an information environment and identify potential problems or areas for improvement in terms of how information is created, managed, distributed, shared, stored, etc.
4. To be able to offer suggestions and or solutions to improve an organization’s handling of information that are based on evidence and research.
5. To gain experience in writing up research reports and presenting findings to an audience.

By the end of Week 2, students should have formed into teams of three (no more, no less). You may use the discussion board on Canvas to try and find other students who may share similar interests as you or with whom you would like to partner with throughout the semester. It is very important to find teammates who you can work with for the duration of the semester as this project accounts for more than half your grade in the class.

Details of the syllabus will be discussed throughout the semester. An overview of the project is presented here and will be provided during the first class. During Week 2, Brian Butler will visit class and present an example of a published case study so the class can get an idea of the types of questions a case study asks; however, it is very important to know that more than most research methods, case studies do not fit into one mold. Rather, this project can become as large or small as your team makes it. The purpose of completing a proposal and progress report during the semester is for each team to receive feedback and ensure the project is moving in the right direction and is neither too big for the team to complete nor too small to be meaningful.

Case studies typically involve a variety of data collection methods, and teams will be expected to use multiple forms of data collection for their project. These may include researching primary and secondary documents (both by the organization, as well as by media, academics, and other organizations); interviews with organization employees (especially those in management positions); and surveys of either organization employees, customers, or people who otherwise interact or benefit from the organization. In the past, interviews and analysis of secondary documents (i.e., literature reviews) have been the most commonly employed methods.

Each team will be expected to use a minimum of three of the following data collection methods in their final project, although proposals that deviate from this design will be entertained if the rationale is sound.
• Analysis of primary documents, such as an organization’s earnings statements over time or specific data/information provided by the organization (or publicly available).
• Analysis of secondary documents—this is typically presented as a literature review. For example, a team conducting a case study of the USPS and looking at the role of technology in improving transmission of mail (an information problem), may include a review of literature on how technology has changed the way we perceive information flow over the last century. For searches of related literature, I suggest using Google Scholar (more will be presented on this in class).
• Interviews: If a team is using interviews as a method, they should be interviewing a minimum of two people at manager-level positions within the organization. If this is not possible, teams should speak with the professor about alternative people within the organization to interview. Interview protocols (i.e., the list of questions to be asked) should be run by the professor before the interview.
• Surveys: These can be conducted with a variety of groups related to a team’s research question. If a team wants to survey two different groups of people (using two different surveys), this can count as two of the three methods. Survey instruments (i.e., the list of questions) should be run by the professor before distributing. Also note that many organizations will require approval before allowing people to distribute surveys to employees, so teams should allow ample time to collect survey responses.
• Participant observation: In this method, one or more team members attempt to see the organization from the eyes of its employees. This can be accomplished through a variety of methods, which will be discussed in class.

In the following sections, more details are provided for each of the due dates for the case study project.

11.1 Case Study Proposal (Due Week 4, September 25): At the beginning of class, each team will submit a proposal that will address the following areas:

a) Provide a short description of the selected organization (but very importantly—do not copy the organization’s description from a website; that is plagiarism).

b) Describe the team’s primary goals going into the case study. For example, are you interested in gaining a better understanding of how the organization’s investment in technology has impacted Outcome X? Do you want to understand how a small business makes use of information to get ahead/stay competitive? Are you interested in why an organization takes a specific stance on information sharing and distribution? This should be the main research question(s) that drive your study.

c) Provide a general overview of your plan for data collection (i.e., what methods you plan to use) and a basic timeline of how and when that data will be collected and analyzed. If you have already begun to develop interview/survey questions, include those.

Please note, the main goal of the proposal is to open a conversation with me about your project. I will provide you with detailed feedback on your project during Week 5. At this time, I may ask
you to provide me with additional details about specific parts of your proposal. This can be conducted informally via email and is meant to help you strengthen your project.

11.2 Case Study Progress Report (Due Week 9, October 30): At the beginning of class, each team will submit a 1-2 page (minimum) progress report on your case study. The purpose of this report is to update me on your progress to date, including the data you have collected, where you stand in analyzing and writing up results, any challenges you are facing, and any other questions or concerns you have on the project. If you have begun to organize your findings/report and would like me to review a draft of that, you may include that in the progress report as well and I will be happy to provide feedback.

The following week’s class session (November 6) has been cancelled to allow me to meet with each team to talk about their project and address any questions/problems. There will be a sign-up sheet in class on October 30 with times available throughout the following week.

11.3 Case Study Final Report & Presentation (December 4 & 11)

During the final two class periods, each team will make an oral presentation of findings and (during the final class) submit a hardcopy of their report. The final report should adhere to the following guidelines:

a) The final report must include the following sections (but may include additional sections at the decision of the student):
   i. Abstract: 100-200 words that provides an overview of the project, including findings
   ii. Introduction: introduces reader to topic, includes the overarching research question(s) being studied
   iii. Overview of organization being studied
   iv. Description of methods employed
   v. Analysis of findings
   vi. Discussion (i.e., what are the major takeaways? How does your study tie back into your original research question)
   vii. References: formatted in your chosen style (see Section 6.2).
   viii. Appendix (not required but highly recommended to include any tables, charts, figures, images, etc. that would highlight a point in the report)

b) The final report should make use of the concepts, theories, models, techniques, and tools learned throughout this course.

c) **Papers length:** Papers should be a minimum of 5000 words (approximately 10 pages single-spaced) and a maximum of 7500 words, excluding title page, references, and any appendices.

Presentations will be divided over the last two class periods, with five teams presenting on December 4 and five teams presenting December 11. Presentations should follow the following guidelines:
a) Each team will have 20 minutes to present their project. Time will be strictly managed and students will be stopped at 20 minutes regardless of whether they have finished their presentations, so the most important thing to do prior to presentation day is to do timed trial runs with all team members.

b) Following each presentation, there will be approximately five minutes for questions from the class.

c) Students should use interactive components (PPT, video, etc.) in their presentations.

d) Students should dress appropriately for the presentation (business attire) and treat the presentation as if it were part of a job interview.

Grading rubrics for the final paper and the final presentation are posted to Canvas.

11.4 Final Case Study Notes:

I can guarantee a complete review and feedback on drafts of final papers submitted to me by November 27. These drafts can be incomplete or just a single section of the paper. Following this date, I will try to review drafts and answer as many questions as possible, but it is unlikely I will be able to complete full reviews with feedback of papers.

The students who have performed best on the case study project have had me review drafts and give feedback prior to final submission.
12. References


Zimmer, M. (2010). “But the data is already public”: On the ethics of research in Facebook. Ethics and Information Technology, 12, 313-325.