UNIVERSITY OF WISCONSIN-MILWAUKEE  
School of Information Studies

INFOST 717 - Information Architecture (3 credits)  
Section 201 - Online  
Spring 2018

SYLLABUS

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Fax: 414-229-6699  
Office: NWQB 2574  
Office Hours: TBA

CATALOG DESCRIPTION
Introduction to information architecture and user experience design, focusing on designing user-centred organization, labelling, navigation, search, metadata, and knowledge organization systems for websites.

GENERAL DESCRIPTION
This course introduces students to the core concepts, practices, and resources of the interdisciplinary field of information architecture (IA) and many aspects of user experience design (UXD). IA is concerned centrally with structuring and ordering the content of a website, intranet, mobile app, or other online system, service, or product, to make that content findable and understandable to users. IA accomplishes this by designing consistent, user-centred taxonomies, labels, global and local navigation systems, internal website search functionality, metadata, and structured vocabularies. IA is concerned with the logical and information design in contrast to the physical or visual design of websites. IA researches and models website users, content, and business or organizational context. UXD consists of information architecture, interaction design, and user research, all of which are covered in this course, although the last two to a lesser extent than the first.

Students will first learn how to critically analyse existing websites from an informed information architectural perspective. They will go on to learn about various kinds of IA research, and create a website strategy and design. Among various concrete deliverables, students will create a conceptual sitemap/blueprint diagram, several kinds of webpage mock-up wireframe diagrams for web browser and mobile device displays, a portion of an interactive website prototype, and in the end tie these together in an information architecture design report that can also serve as a kind of portfolio when job seeking. Having studied information architecture, you will never look at a website the same way as you did before. You will notice how well or poorly a site is "architected" and follows IA principles.

PREREQUISITES
- **Required for MLIS Students:**
  - Completion of INFOST 511 Organization of Information or consent of instructor.
- **Recommended but not required for MLIS Students:**
  - Completion of INFOST 571 Information Access and Retrieval.
- **Required for MSIST Students:**
Completion of INFOST 547 User-Centered Interaction Design or consent of instructor.

Basic computer facility and technology literacy as listed in the SOIS policy are required:
http://uwm.edu/informationstudies/academics/graduate/mlis/?target=curriculum/#computer-literacy

Students who have taken INFOST 491 with the topic Information Architecture may not take INFOST 717.

OBJECTIVES/OUTCOMES
Upon completion of the course, students will be able to:

1. Articulate the parameters and principles of information architecture as an area of applied practice;
2. Become aware of and consult some of the major professional information architecture resources;
3. Identify, critically analyse, and design organization, labelling, navigation, and search systems for online user interfaces, with an emphasis on websites, intranets, and mobile device apps;
4. Identify, analyse, and design knowledge organization systems, such as controlled lists, synonym rings, taxonomies, thesauri, and faceted navigation, for integration into the information architecture systems and structures of websites and intranets;
5. Analyse and design metadata schemes for database-driven websites and intranets, or for database-driven applications within websites and intranets;
6. Articulate the basic principles of user-centred design, usability, and usability testing, and employ some of their tools;
7. Produce high-level, low-fidelity site map diagrams, wireframes, interactive prototypes, and an overall strategy for the information architecture design of a website;
8. Create a professional Information architecture design report incorporating major IA deliverables created during the course of the semester.

ALA COMPETENCIES
ALA's Core Competences of Librarianship:
Organization of Recorded Knowledge and Information:

- 3A. The principles involved in the organization and representation of recorded knowledge and information.
- 3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
- 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

METHOD
Lecture/Discussion/Readings/Examples/Exercises – to achieve a satisfactory understanding of the course material and to fulfil requirements of the assignments, students are expected to attend the lectures, read and comment on the readings, participate in discussions and in-class exercises, and explore examples and tutorials.

TIME COMMITMENT
This course requires a weekly time commitment. General university guidelines indicate that a 3 credit course requires a minimum 144 hour time commitment over the course of a term. This time commitment represents a minimum of 9-10 hours of work per week per course. For an
onsite class 3 of these hours represent onsite instruction in a classroom; in an online class this time would be spent on independent reading, discussions and in-class exercises.

Each week you may be required to read notes, readings from the reading list associated with that class, participate in discussions, write summaries of readings, complete in-class exercises, explore examples, or complete assignments and projects. It is your responsibility to plan your time in order to complete all activities based on the schedule outlined in this syllabus.

ACCcommodations
If you need accommodations due to illness, disabilities, scheduling conflicts with religious observances, or other life events (e.g. military service) contact the instructor as soon as possible, preferably by the third week of class as per university policy. Official documentation may be required depending on the nature of the considerations requested per university policy (http://www4.uwm.edu/secu/docs/faculty/1895R3_Uniform_abus_Policy.pdf).

TEXTBOOK AND READINGS


OPTIONAL (short excerpts will be available in D2L)


ONLINE RESOURCES
- The Information Architecture Institute: http://iainstitute.org/
- Boxes and Arrows: http://www.boxesandarrows.com/
- Journal of Information Architecture: http://journalofia.org/
- American Society for Information Science and Technology (ASIS&T): Information Architecture Special Interest Group: http://www.asis.org/SIG/ia.html
- Usability.gov: http://www.usability.gov/

Readings are listed in the course outline for each class. Readings should be completed before the class. Other course materials, including this syllabus, are available through D2L (http://d2l.uwm.edu/).
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Readings (complete before class)</th>
</tr>
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</table>
| 1     | Jan 24 | Introduction to Information Architecture | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapters 1-2;  
• Unger and Chandler. A Project Guide to UX Design. p. 30-34 (D2L); |
| 2     | Jan 31 | Designing for Finding & Understanding CMS | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapters 3-4; |
| 3     | Feb 7  | IA Organization Systems 1 | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapters 5-6; |
| 4     | Feb 14 | IA Organization Systems 2 | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapter 7;  
• Krug. 2014. Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability. Chapters 1-5; |
| 5     | Feb 21 | IA Navigation Systems & Conventions | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapter 8;  
• Krug. 2014. Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability. Chapter 6;  
| 6     | Feb 28 | IA Search Systems | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapter 9; |
| 7     | Mar 7  | Knowledge Organization Systems and Metadata | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapter 10;  
• Boiko, Bob. 2005a. "Defining Data, Information, and Content: A CM Domain White Paper." (D2L);  
• Boiko, Bob. 2005b. "Working with Metadata: A CM Domain White Paper." Pages 4-6. (D2L);  
• Hood, Eschedor Voelker, Salem. 2008. Using Metadata to Design a Database-Driven Website. *Cataloging & Classification Quarterly* 46(4): 385-411. (UWM Library Full Text);  
• Hedden, Heather. 2010. *The Accidental Taxonomist*. Information Today Inc. Pages 280-287. (D2L);  
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<td><a href="http://www.niso.org/kst/reports/standards?step=2&amp;gid=&amp;project_key=7cc9b583cb5a62e8c15d3099e0bb46bbae9cf38a">http://www.niso.org/kst/reports/standards?step=2&amp;gid=&amp;project_key=7cc9b583cb5a62e8c15d3099e0bb46bbae9cf38a</a>;</td>
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<td>• Leise et al. 2002. All About Facets and Controlled Vocabularies (a series of short articles)</td>
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<td>◦ All About Facets and Controlled Vocabularies <a href="http://boxesandarrows.com/all-about-facets-controlled-vocabularies/">http://boxesandarrows.com/all-about-facets-controlled-vocabularies/</a></td>
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<td>◦ What is a Controlled Vocabulary <a href="http://boxesandarrows.com/what-is-a-controlled-vocabulary/">http://boxesandarrows.com/what-is-a-controlled-vocabulary/</a></td>
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<td>◦ Creating a Controlled Vocabulary <a href="http://boxesandarrows.com/creating-a-controlled-vocabulary/">http://boxesandarrows.com/creating-a-controlled-vocabulary/</a></td>
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<td>◦ Synonym Rings and Authority Files <a href="http://boxesandarrows.com/synonym-rings-and-authority-files/">http://boxesandarrows.com/synonym-rings-and-authority-files/</a></td>
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<td>◦ Controlled Vocabularies: A Glosso Thesaurus <a href="http://boxesandarrows.com/controlled-vocabularies-a-glosso-thesaurus/">http://boxesandarrows.com/controlled-vocabularies-a-glosso-thesaurus/</a>;</td>
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<td>8</td>
<td>Mar 14</td>
<td>IA Research</td>
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<td>• Rosenfeld, Morville, and Arango. 2015. <em>Information Architecture for the Web and Beyond</em>. Chapter 11;</td>
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<td>• Krug. 2014. Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability. Chapters 8-9;</td>
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<td>• Unger and Chandler. A Project Guide to UX Design. p. 84-85, 90-93 (D2L);</td>
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<td>9</td>
<td>Mar</td>
<td>Spring Break -</td>
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| 10  | Mar 28 | IA Strategy | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapter 12;  
    |        |        | • Unger and Chandler. A Project Guide to UX Design. p. 102-107 (D2L);  
| 11  | April 4| IA Design 1 | • Rosenfeld, Morville, and Arango. 2015. *Information Architecture for the Web and Beyond*. Chapter 13 p. 389-407;  
    |        |        | • Unger and Chandler. A Project Guide to UX Design. p. 219-228 (D2L);  
    |        |        | • Wodtke and Govella. 2008. Information Architecture: Blueprints for the Web. p. 171-175 (D2L);  
    |        |        | • Krug. 2014. Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability. Chapters 6-7, 10;  
    |        |        | • Wireframing. [http://www.usability.gov/how-to-and-tools/methods/wireframing.html](http://www.usability.gov/how-to-and-tools/methods/wireframing.html);  
    |        |        | • Unger and Chandler. A Project Guide to UX Design. p. 21-27, 254-255 (D2L);  
    |        |        | • Unger and Chandler. A Project Guide to UX Design. p. 259-264 (D2L);  
    |        |        | • Task Analysis. [http://www.usability.gov/how-to-and-tools/methods/task-analysis.html](http://www.usability.gov/how-to-and-tools/methods/task-analysis.html);  

- Use Cases. [http://www.usability.gov/how-to-and-tools/methods/use-cases.html](http://www.usability.gov/how-to-and-tools/methods/use-cases.html);
- Wodtke and Govella. 2008. Information Architecture: Blueprints for the Web. p. 150-153 (D2L);
- Rosenfeld, Morville, and Arango. 2015. Information Architecture for the Web and Beyond. Coda;
- Latham, Don. 2002. Information Architecture: Notes Toward a New Curriculum. JASIST 53:10, 824-830. (D2L);
- Atherton, Mike. 2011. Beyond the Polar Bear. Slideshare. [http://www.slideshare.net/reduxd/beyond-the-polar-bear](http://www.slideshare.net/reduxd/beyond-the-polar-bear);

<table>
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<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
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<tr>
<td>May 2</td>
<td>IA in Practice</td>
<td>15</td>
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<tr>
<td>May 9</td>
<td>Work on Information Architecture Design Report</td>
<td>16</td>
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ASSIGNMENTS AND QUIZZES

Assignments Scenario: Imagine that you have been hired by a client to design the information architecture for an original website or intranet of your own invention on a topic of interest to you. First, in Assignments 1-2, you will analyse a real existing website that would be a competitor to, or in the same domain as, your invented site. Then in Assignments 3-5 you will develop the information architecture design for your own original invented website or intranet. Your website must satisfy some conditions that will be specified.

<table>
<thead>
<tr>
<th>Assignment and Quizzes</th>
<th>Points</th>
<th>Associated Classes</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Reading Quiz 1: Demonstrate your understanding of concepts from classes 1-2 of the course based on Information Architecture for the Web and Beyond Chapters 1-4 and content slides and other materials for those weeks. Objectives/Outcomes: 1.</td>
<td>2.5</td>
<td>Class 1-2</td>
<td>Class 3 [1]</td>
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<td>Competitive Analysis: Organization and Labelling: Critically analyse the IA organization and labelling systems of a real existing website that would be a competitor to, or in the same domain as, the original</td>
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<td>Class 3-4</td>
<td>Class 5</td>
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<td>website you will invent and design (for Assignments 3-5). <strong>Objectives/Outcomes:</strong> 3.</td>
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<td>2</td>
<td><strong>Competitive Analysis: Navigation and Search Systems:</strong> Critically analyse the IA navigation, and search systems of a <a href="#">real existing website</a> that would be a competitor to, or in the same domain as, the original website you will invent and design (for Assignments 3-5). <strong>Objectives/Outcomes:</strong> 3.</td>
<td>10</td>
<td>Class 5-6</td>
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<td><strong>Reading Quiz 2:</strong> Demonstrate your understanding of concepts from class 7 of the course based on <em>Information Architecture for the Web and Beyond</em> Chapter 10 and content slides and other materials for that week. <strong>Objectives/Outcomes:</strong> 4.</td>
<td>2.5</td>
<td>Class 7</td>
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| 3 | **IA Research Plan:**

A. Give a brief overview of the information ecology of your own original invented website consisting of (a) the website business or organizational context, (b) the website content, and (c) the website users in the form of a user model consisting of 5-8 specific user groups or types, as well as (d) two sample user personas and (e) two corresponding user scenarios.

B. Give a brief overview of your IA research plan consisting of specific techniques for context, content, and users.

C. controlled vocabulary matrix table for an invented database-driven aspect of your website, one controlled list of terms, and one sample metadata record.

**Objectives/Outcomes:** 1, 2, 3, 4, 5, 6.

| 4 | **IA Website Design Strategy and Diagrams:** *(Note: This assignment is much more demanding and time-consuming than any of the others before it)*

A. Give a brief overview of your IA design strategy consisting of an overview of your design approach to each of the four IA systems, including how your design improves upon these systems in the competitor site analysed in Assignments 1-2.

Create visual diagrams that convey your original website design ideas:

B. One site map / blueprint diagram focusing on the top-down, taxonomic organization of your website.

C. Three coordinated and annotated wireframes of the home page, a navigation page, and a destination page for web browser display.

D. Two wireframes of a responsive design display of the home page on a smartphone in portrait and landscape orientations.

E. One wireframe of an advanced search page illustrating the bottom-up organization of a

|   |   | 25 | Class 10-12 | Class 13 |
database-driven aspect of your website; it must include both fielded search and vocabulary value selection based on your metadata/CV table from Assignment 3.  

**Objectives/Outcomes:** 2, 3, 4, 5, 7.

### User Scenario and Interactive Prototype:

**A.** Develop a partial interactive prototype of your original website using wireframes from Assignment 4 as a basis.
- 1) Compose a persona-based user scenario narrative consisting of the steps necessary for one of your personas to accomplish one of his/her particular goals within your website.
- 2) Create an interactive prototype of your website with sufficient navigation and interaction to enable and demonstrate the user scenario above.

**B.** Envision a component requiring step-by-step user interaction within your original website.
- 1) Create a simple user interaction design use case table
- 2) Create a task flow diagram for a specific user interaction

**Objectives/Outcomes:** 6, 7.

### Information Architecture Design Report:

Write a formal design report for the information architecture of your website by pulling together designated parts of previous assignments, revising them if needed based on instructor feedback, and adding a few new elements such as a title page and executive summary.

Note: Points for this assignment are allocated based on your assembly of material from the previous assignments into a professional design report. I will concentrate on the new elements so if you include all of the required sections and they look correct you will receive all the points, though I will deduct points if flaws jump out at me from previous material. Some past students have used this report as part of a portfolio when job seeking. If that is the case, it is important to make it as correct and polished as possible.

**Objectives/Outcomes:** 8.

**Participation (see below)**

<table>
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<th>Participation (see below)</th>
<th>15</th>
<th>All</th>
<th>Last Class</th>
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</table>

**Total**

100

[1] Class numbers are listed in the Course Outline Table. Each class has an associated Class Number (#), Date, Topic, Readings and may have In-class Exercises, Discussions or Tutorials. The assignment table is keyed to the course outline's class numbers. To determine the exact date an assignment is due, go to the appropriate class number in the course outline table or use the D2L calendar.
Participation
Students are expected to participate in discussion and in-class exercises as a demonstration of their ability to articulate key concepts. Participation is mandatory and constitutes almost one fifth of the points available for this class. Participation will consist of all of the following: individual summaries of readings, participation in discussions, contributed articles, and responses to others.

Participation will consist of all of the following:
- **Completion of the Syllabus Quiz**
  - The syllabus quiz must be completed in the first 2 weeks of class. Bonus points will automatically be entered in D2L.
- **Individual Summaries of Readings**
  - Post 3 summaries of the weekly readings to the appropriate weekly discussion group based on the class associated with each reading.
  - You must post 3 summaries in total, but you may choose the classes for which you wish to contribute the summaries.
  - Sign up for 3 sets of readings on the signup sheet posted in the news section of D2L.
  - Responses need not exceed 300 words.
  - Summaries posted before the date of the class earn a half bonus point each. Be sure to mark this on your course completion checklist to ensure you receive the bonus.
- **Contributed Article**
  - Contribution of a new article, video, cartoon, etc. relevant to the class and a short summary (approximately 100 words) explaining its relevance to class. This should be posted to the appropriate weekly discussion group based on the topic. You may choose which week you wish to contribute this item.
  - A signup sheet will be posted in the news section of D2L.
- **Individual Summaries of In-Class Exercises**
  - Participation in the in-class exercises included in most weeks. Post individual summaries to the appropriate weekly discussion group.
  - You must post 6 summaries of in-class exercises in total, but you may choose the classes for which you wish to contribute the summaries.
  - Responses need not exceed 300 words.
- **Participation in Weekly Discussions**
  - Participation in weekly discussions including reading and/or responding to weekly reading summaries and other information posted to the weekly discussion groups by classmates. Points will be allocated based on your reading level (i.e. many, few, nothing read) and/or your responses to others (i.e. many, few, no responses).
  - Generally frequent participation requires that you participate at least once a week in most weeks.
- **Submission of the Course Checklist to the participation dropbox**
  - The completed checklist with all required course elements listed submitted to the dropbox before the last class. You should complete as much as possible of the checklist. Use the checklist throughout the term to ensure you are on track to complete all course requirements.

SOFTWARE for Diagramming, Prototypes, Screen Captures:
• Beginning with Class 10 this course requires students to visually represent the information architecture of websites using diagrams called site maps (or blueprints), wireframes, task flows, and interactive prototypes. We will use **Axure RP Pro 7.0** as our diagramming and prototyping software. Registered students may obtain a free copy at [http://www.axure.com/edu](http://www.axure.com/edu).

• For site maps and static wireframes I will allow the use of other drawing software, including Microsoft Visio 2010. But for prototyping and task flows you must use Axure RP.

• We will also use screen capture software for selected aspects of some assignments. One good choice is **ScreenHunter Free** software available for free download from [http://wisdom-soft.com/products/screenhunter_free.htm](http://wisdom-soft.com/products/screenhunter_free.htm), unless you have some other preferred screen capture software. You **must** be able to use a *rectangular area capture* feature to capture only selected portions of screens and not your entire desktop or application screen.

• No prior experience with these tools is assumed, and tutorials will be available. Do not attempt to learn how to use the software at the last minute before an assignment is due. You will likely not succeed well. If you stay current with the weekly exercises for your own practice you should be fine.

**Formatting Guidelines for Assignments**

Assignments should be written using Arial or another Sans-Serif style font. Do not use red text or highlights for emphasis or to highlight your answers to questions. Remove all extraneous information before submission (e.g. assignment instructions or tips).

Use whatever citation format you prefer. If you are not using a common format such as MLA or APA you should include information about which style guide you are using in the assignment.

Paper submissions will not be accepted. All assignments must be typed on a computer and submitted electronically. Handwritten submissions will not be accepted, even if scanned and submitted electronically.

Assignments may not be submitted in Pages, Microsoft Works, or Microsoft Project as I cannot open these formats. You should save these as a PDF instead. Other common file formats should be acceptable including Open Office formats. If you are using an unusual format you can always check with me first before submission to ensure I can open it.

**Due Dates and Assignment Submission**

All assignments and projects should be submitted through D2L to the appropriate dropbox before midnight (Central Time) on the due date. Points for late assignments will be reduced 10% per day late after the due date. The dropbox will remain open for the submission of late assignments until the late penalty reaches 100%.

Participation items, including in-class exercises, should be submitted to the appropriate discussion group (see the participation section below) before the discussion group closes. Discussion groups will be open for 1 week before and 1 week after the date of the associated class.

Emailed submissions will only be accepted as a backup to a D2L submission (or in case of D2L errors).
Everything must be submitted by the Last Class (this includes all assignments, papers, projects, and participation). All project and assignment deadlines are in the syllabus. For discussion deadlines check the discussion groups or the D2L calendar. The D2L calendar also contains all project and assignments deadlines. It is your responsibility to keep track of deadlines using the tools provided or by creating your own list of deadlines.

Items submitted early will not be evaluated until their due date. Students are encouraged to complete all Associated Classes listed under Assignments before submitting the assignments since the material in these classes constitutes preparation for the assignments. Submission well before the due date is not encouraged.

**Extensions**  
Students must contact the instructor before each due date for any extensions. Extension requests made prior to the due date do not require any documentation or explanation as long as they are not longer than a week. Simply provide a date/time by which you will submit the assignment. After the deadline the penalties listed under Due Dates will be enforced. Material submitted late after an extension will also be subject to these penalties. Plan your time accordingly.

**Technical Issues**  
You are responsible for accessing tools used in this class in a timely manner in order to complete in-class exercises and assignments. This course assumes you have the required basic computer facility and technology literacy skills as listed in the SOIS policy. Technical issues do not absolve you from the requirement to complete material. If you are having technical issues, you should switch to Firefox as a first step. You may also find the tools do not work from your work place, in which case you should try them from home or on the school machines. I will attempt to provide technical assistance with common problems, but you can also contact soistech@uwm.edu for assistance. If you are a Safari user you should be aware that Safari is the least capable browser for technical work and you will encounter difficulties with the tools in this class.

**Extra Credit or Other Special Considerations**  
Per university policies (see [http://www4.uwm.edu/secu/policies/saap/upload/S29.htm](http://www4.uwm.edu/secu/policies/saap/upload/S29.htm)) extra credit assignments and other special consideration are not possible. Students should make use of the extensions policy outlined above or provide appropriate documentation of special circumstances as outlined elsewhere in the syllabus.

**Code of Conduct/Expectations for this Class**  
This is a professional programme and professional, courteous behaviour is expected of all participants. It is expected that class members will show consideration for all other members of the class and contribute in a constructive manner which is conducive to a good learning environment. Class members should consider the relevance and appropriateness of their contributions to the class before contributing to the class. Violations of these expectations will result in reduced participation points or other sanctions depending on severity.

**Plagiarism and Referencing**  
Plagiarism is the unacknowledged borrowing of ideas or material from someone else's work. It is considered an academic offence and can be considered grounds for failure in a course or expulsion from the programme. Cite all references and provide credit for all other materials. This applies to all material including images, sounds or videos. A citation (in the format of your
choice) with a functioning URL (if relevant) is the minimum required for a reference. 
(http://guides.library.uwm.edu/content.php?pid=235714&sid=1949820#6509804)

You may not resubmit assignments already submitted in other courses or in a previous instance
of this course, nor may you submit other people’s work as your own. Plagiarism will be dealt
with on a case by case basis but will result in a lowered mark on the assignment, failure on the
assignment or failure in the course depending on severity and the number of plagiarized items
submitted. Points lost through plagiarism may not be replaced by bonus points on other
assignments.

It is expected that you will consult and cite the research and professional literature where
merited and not rely solely on encyclopaedias, newspapers or unpublished, online sources. Papers
where the majority of sources are blogs and Wikipedia (or similar sites) will not be
accepted.

Use a common style manual for citations (e.g. APA, MLA, Chicago). Ideally you would choose a
citation style guide you have used before, or one you are using in another class.

**GRADING SCALE**

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<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A</td>
<td>Superior work</td>
</tr>
<tr>
<td>91-95</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87-90</td>
<td>B+</td>
<td>Satisfactory, but undistinguished work</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
<td>Work is below standard</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
<td>Unsatisfactory work</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**UWM AND SOIS ACADEMIC POLICIES**
The following link will take you to UWM pages/links which contain university policies affecting all
UWM students. [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)
The following link will take you to pages/links which contain SOIS policies affecting all SOIS
students. [http://www4.uwm.edu/sois/resources/formpol/policies.cfm](http://www4.uwm.edu/sois/resources/formpol/policies.cfm)
Undergraduates may also find the Panther Planner and Undergraduate Student Handbook
useful ([http://www4.uwm.edu/dos/student-handbook.cfm](http://www4.uwm.edu/dos/student-handbook.cfm)).
For graduate students, there are additional guidelines from the Graduate School
([http://uwm.edu/graduateschool/](http://uwm.edu/graduateschool/)).