General Description

This course provides you a comprehensive overview of the current ethical issues in the use of information and communication technology (ICT). You will examine an array of long-standing and emerging issues facing ICT users, and will discuss the ethical responsibilities of IT professionals. By applying ethical tools, frameworks, and concepts, you will be able to promote the critical examination and responsible use of ICT in your work, daily, and civic life.

Competencies

Upon successful completion of the course, you will be able to:
1. Recognize and interpret four ethical theories and decision making models by connecting ethical theory and concepts with current events.
2. Analyze and critique decisions around ethical issues in many information technology systems and practices.
3. Synthesize the theories and practices so you may participate appropriately and ethically in the information society.
4. Develop and recommend ethical practices, processes, and solutions.
5. Argue and defend ethical decision-making strategies and solutions both in writing and via spoken communication.

Why Information Technology Ethics?

Some people may wonder why this course is necessary. After all, if we follow the laws of the society we live in, and aren’t actively immoral in our dealings with others, isn’t our ethical duty already discharged? Doesn’t Google’s mantra “Don’t be evil” cover everything? It’s simple, right?

This class examines ethics, which involve “obedience to the unenforceable” (Moulton, 1924), and which can be incredibly challenging, especially when multiple values, goals, and information technology needs are all in conflict. Add in seemingly “innocent” technology and what initially appears simple becomes complex. There are serious potential repercussions for everyone’s financial, emotional, cultural, and democratic well-being. Understanding the impacts of information technologies on all sorts of people and the planet, then assessing the justice, fairness, and morality of these impacts, helps us to further eudaimonia, or overall human flourishing.

Course Details

Required Textbook: None, readings will be provided in Canvas.
Required Materials: One pack of 3x5” index cards. If you have a smart device/phone, please add the Kahoot app to it.
Prerequisites: None
Workload: Study leading to 1 semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study. Thus, this 3-credit class will involve approximately than 144 hours of work, or 9 hours per week, 2.5 of which occur in the classroom. The actual amount of time required will vary according to the experience and expertise of the student.
Course Policies & Details

Method of Instruction and Learning
This class involves problem-centered learning, lecture and discussion-intensive peer-focused class work, complemented by film & media screenings, as well as readings and social responses to those readings. The “critical readings” listed in the course schedule are ones we will revisit time and again. Please be absolutely sure you read them at least twice, and possibly more, to ensure you have a good basic understanding of the course concepts.

Coursework involves small group and individual assignments. This style of instruction and learning necessitates that all students participate in class discussions, projects, and activities. Thus attendance is mandatory. The class will be broken up into smaller groups for group work.

Atmosphere for Learning
Students are encouraged to participate in open and frank discussions of the course material, but are also expected to respect the other students and to engage in discussion and debates in a sensitive and respectful manner. When in doubt, please err on the side of mutual respect in your dealings with all the participants in this course. Many of the topics we will discuss will be controversial and we will aim to explore many sides of each issue. Please be open to critically assessing your own biases, and the philosophies embedded within the technologies. Also, seats are assigned in this class, so you will consistently interact and hopefully form relationships with a subset of your colleagues. You CAN eat or drink in class, as long as it’s not strongly scented, messy, or distracting.

Course Structure
This course is set up with three main components:
1. An overview of ethics, ethical concepts, and ethical frameworks. These are the essential tools of all the ethical work we’ll be doing throughout the semester.
2. Cases of ethical problems and issues based on a variety of types of information technologies. This is the bulk of the course, where we will apply the concepts and frameworks we learned in the first part of the class.
3. A small group focus on a final project and in-class activities so you can learn from one another, and also practice important collaboration, project management and project development skills.

Your Instructor
Shannon Crawford Barniskis; Please call me Shannon.
Email: crawfo55@uwm.edu
Office: NWQ-B room 2588
Office hours: 12:45-1:45 Mondays and Wednesdays. Please feel free to drop by unannounced to ask questions, to get help, to discuss projects or ideas, or just to say hi. Other appointments may be arranged via email.

You Contacting Me & Me Contacting You
Email is the best way to contact me. I will respond to class-related emails during normal work hours, (not during weekends or after 8 pm) and will generally reply with 24 hours. Please be sure to use your UWM e-mail account, identify yourself and the course.

Your email & Canvas: You should check your UWM email and Canvas accounts regularly since I use them to keep you informed about any changes to the course. You are responsible for receiving, reading, and responding to any and all email messages and Canvas announcements.

Laptop, Phone, & Device Policy
This course is ABOUT information technologies, and as such welcomes information technology use in the classroom. HOWEVER, recent studies have found that not only does the use of laptops and devices in class act as a barrier for an individual’s learning, it also is a barrier for the students around them. This makes using a laptop in a classroom like secondhand smoke. I want to provide the best possible atmosphere for learning, so laptops and other electronic devices are to be left turned off or put away unless we need them for coursework. Of course, if you have any sort of disability that necessitates the use of a laptop or device to take notes, please let me know so I may make accommodations for you.

What a Week in This Class Might Look Like
Sunday: Do your readings in advance of class and be sure to have done your reading responses as well. Check for any class news. Prepare for any upcoming assignments. Ensure you’ve finished all your readings, responses, and assignments. Work on your group project if you’re at that point. Uploaded any assignments that are due by Sunday at 11:59 pm CST. Expect to spend 5-7 hours outside of class on this work, on average. Some weeks will be less, some more.

Monday: Come to class having already read and responded to your assigned readings. Do brief writing activities, listen to lectures or watch films, do group activities, participate in discussions. Learn ethics by doing ethics.

Tuesday: Do your readings in advance of class and be sure to have done your reading responses as well. Check for any class news. Prepare for any upcoming assignments.

Wednesday: Same as Monday.

Thursday-Saturday: Make sure you take some time to spend with family and friends, and take care of yourself too!
Attendance Policy
Life happens. Thus you may miss up to three class sessions without penalty if these are still considered “unexcused” absences if they do not fulfill the “excused absences” policy below. You will still need to take care of the in-class activities for credit, however. In-class activities can thus be “made up” for up to three inexcused absences and for all excused absences. You will get full credit for these. After three inexcused absences, you will no longer be able to make up the in-class activities.

If you have ZERO inexcused absences, you will be granted a bonus 4% or letter grade bump. Because showing up matters! Adjustment for attendance will occur at the end of the semester when all absences are recorded. It is the student’s responsibility to keep track of their absences. Unless covered by the excused absences policy or an ARC plan, you may not make up work in-class.

Excused Absences
Excused absences must receive instructor approval. Student should apply for an excused absence if the absence [1] was for a family or personal emergency, [2] occurred at such a time as to prevent the student from reasonably attending class, and [3] can be appropriately documented. Documentation examples: statement of military/jury service, documentation by a professional service worker, medical documentation.

Requests are due 2 weeks from the student’s return and prior to the last day of class.

If you have a scenario in which:
- Your dog is lost and you’re looking for her
- You ran out of gas on the way to class
- Your child is feeling unwell but didn’t go to the doctor
- You slept through an alarm...
...and other similar situations, you have my deepest sympathy, but you do NOT have an excused absence. That is what the 3 “life happens” grace days are intended to help in these situations.

Special Considerations
Please don’t ask for extensions, make-up assignments, or special extra credit. Here is UWM’s policy on “special consideration,” which I strive to follow closely:

Special Consideration. The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. No student should be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student’s control.

http://www4.uwm.edu/secu/policies/saap/upload/S29.htm

Meet Erica, a Very Lifelike Robot
The “uncanny valley” describes how humans respond emotionally to humanoid creations. Do these robots seem creepy or cool? What makes them that way? Is there an ethical issue with using such robots to interact with people? In what contexts are such robot-human interactions ethical, and when are they not? And do robots deserve rights? What are our responsibilities to robots, and what are theirs to us? These are some of the types of questions we ask in this course.

Children in the Classroom
I am happy to host children in the classroom any time, under the following conditions:
- You are breastfeeding your infant or toddler--please feel free to bring them every class. You should never have to choose between feeding your child and your education;
- OR your childcare options have fallen through.
- AND your child is NOT ill with something contagious;
- AND you keep your child engaged in some activity without distracting other students or yourself (much). If your child is distracting, please take them out of the classroom.

Accommodations for Disabilities
If you need accommodations for disabilities, please let me know immediately. I want to be able to accommodate your needs and make this course as accessible as possible for you, and an ARC plan allows me the power to do so. However, it is your responsibility to have this plan in place, in writing, from the ARC center BEFORE requesting any accommodations. I cannot generally accommodate disabilities without ARC documentation. HOWEVER, given the epidemic of anxiety and depression our society is currently suffering from, please talk to me if you are struggling, so we can work together to ensure you succeed.

Grading Policy
Please do NOT put your name on assignments--I like to grade “blind.” Other students may look at your anonymous assignments in class. My policy is to return things as swiftly as possible. Any appeals to grades must be done in person [no email] within a week of an assignment being returned, and the instructor’s word is final, unless the student chooses to appeal under UWM policy [see p. 8]. Please see the Academic Misconduct policy on p. 7.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>9/4</th>
<th>1.2 Intro to the Course</th>
<th>1.2: Review Syllabus // Wadhwa // Schuler “Techno-criticism”</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>9/9, 9/11</td>
<td>2.1 Ethics &amp; Info Technology 2.2 Utilitarianism &amp; Deontology</td>
<td>2.1: Tavani Ch. 1 (CRITICAL READING) // Postman 2.2: Ess, Ch. 6 (167-183; 207-214) (CRITICAL READING)</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/16, 9/18</td>
<td>3.1 Rawlian Justice &amp; Ethics of Care 3.2 Applying Theories</td>
<td>3.1: Brinkman &amp; Sanders, Ch. 1 (CRITICAL READING) 3.2: Assigned case // Greene</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/23, 9/25</td>
<td>4.1 Trust &amp; Privacy 4.2 Privacy ASSIGNMENT</td>
<td>4.1: Cole et al // Zuckerman 4.2: Tavani, Ch. 5 // Grodzinsky &amp; Tavani (CRITICAL READING) Ethical Theories due 9/29, 11:59 PM CST</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/30, 10/2</td>
<td>5.1 Surveillance Tech 5.2 Internet of Things</td>
<td>5.1: Schneier // Dance et al // Loomis 5.2: Baldini et al. // Hill &amp; Mattyu // Ripley Meetings for Feedback, will be arranged</td>
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<tr>
<td>Week 6</td>
<td>10/7, 10/9</td>
<td>6.1 Big Data 6.2 Intellectual Property</td>
<td>6.1: boyd &amp; Crawford // Gonzalez // Tisne 6.2: Quinn Ch. 4 // Watch lecture outside of class</td>
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<tr>
<td>Week 7</td>
<td>10/14, 10/16</td>
<td>7.1 Controlling Content 7.2 Virtual Harm ASSIGNMENT</td>
<td>7.1: Spinello Ch. 3 // Thrasher // Martineau 7.2: Brey (CRITICAL READING) // Consalvo Ethical Analysis due 10/20, 11:59 CST</td>
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<tr>
<td>Week 8</td>
<td>10/21, 10/23</td>
<td>8.1 Love &amp; Sex 8.2 War &amp; Play</td>
<td>8.1: Ess, Ch. 5 // Stroud // Hobbs et al. 8.2: Massanari // Sarkeesian video // Power</td>
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</tbody>
</table>
## Course Schedule At A Glance (continued)

<table>
<thead>
<tr>
<th>Week 10</th>
<th>11/4, 11/6</th>
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<tbody>
<tr>
<td>10.1 Money &amp; e-Waste</td>
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<td>10.2 Hacking &amp; Fake News</td>
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<tr>
<td>10.1: Malhotra // Stein // Faraz Ahmed</td>
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<tr>
<td>10.2: Wofford // Meyer // Fake News</td>
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<tr>
<td>Your Project Plan due 11/10 11:59 CST</td>
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<thead>
<tr>
<th>Week 11</th>
<th>11/11, 11/13</th>
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<tr>
<td>11.1 Food</td>
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<td>11.2 Design</td>
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<tr>
<td>11.1: Brown // Carbonell // In-class project work</td>
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<td>11.2: Friedman // Schuler // Knapp</td>
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<tr>
<th>Week 12</th>
<th>11/18, 11/20</th>
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<tr>
<td>12.1 Making</td>
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<td>12.2 Work</td>
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<td>12.1: Wehr // Ratto &amp; Boler</td>
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<td>12.2: Silverman // Quinn, Ch. 10 (parts) // Harwell</td>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th>11/25-12/1</th>
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<tbody>
<tr>
<td>THANKSGIVING BREAK</td>
<td></td>
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<tr>
<td>Enjoy your break!</td>
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<tr>
<td>EXTRA CREDIT due 12/1, 11:59 PM CST</td>
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<thead>
<tr>
<th>Week 14</th>
<th>12/2, 12/4</th>
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<tr>
<td>14.1 Info Justice</td>
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<td>14.2 Professional Ethics</td>
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<tr>
<td>14.1: Britz // Brinkman &amp; Sanders, Ch. 8</td>
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<tr>
<td>14.2: Brinkman &amp; Sanders, Ch. 2 // Tavani &amp; Grodzinsky // Soundarajan</td>
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<tr>
<td>Final Project due SATURDAY 12/7, 11:59 PM CST</td>
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<tr>
<th>Week 15</th>
<th>12/9, 12/11</th>
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<tr>
<td>Group Project Presentations</td>
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<tr>
<td>ASSIGNMENT</td>
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<tr>
<td>15.1: Present projects</td>
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<tr>
<td>15.2: Present projects</td>
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**Films for this class may include:**

- **RiP! Remix**
- **Inside the Dark Web**
- **The Internet’s Own Boy**
- **Hackers Remotely Kill a Jeep on a Highway**
- **Open Access Explained!**
- **Sarkeesian: Women as Background Decoration, Part 2**
  (I am aware of how controversial Sarkeesian is, let’s discuss why!)
- **Suwajanakorn: Fake Videos of Real People**
- **Genetic Engineering Will Change Everything Forever – CRISPR**
- **Elazari: Hackers, the Internet’s Immune System**
- **Tufecki: We’re Building a Dystopia Just to Make People Click on Ads**
- **O’Neil: The Era of Blind Faith in Algorithms Must End**
- **Connected But Alone**
- **Do Robots Deserve Rights?**

https://xkcd.com/1390/
Reading List


Goldbeck, R. What a toilet hoax can tell us about the future of surveillance. The Atlantic. Retrieved from https://tinyurl.com/y54meiz2


Martineau, P. (2018, December 4). Tumblr’s porn ban reveals who controls what we see online. WIRED. Retrieved from https://tinyurl.com/ycmyxfx


Zuckerman, E. The economics of mistrust. In The End of Trust: Timothy McSweeney’s Quarterly Concern, 54.
Learning Activities & Assessment

**Ethical Theories 5 pts**

*Competencies 1, 2, 5*

You will create an overview of each of four ethical theories and the steps needed to analyze them in relation to a particular case. You will assess the pros and cons of each theory in determining the ethics of this case. There will be meetings outside of class to discuss feedback. Due 9/29, 11:59 PM CST in Canvas.

**Reading Response 25 pts**

*Competencies 1, 2, 5*

You are required to take notes and respond to most readings online, via the Canvas Study Group forums. These social responses will help you learn not only from the materials but from each other, as you take shared notes, answer questions, and synthesize the new material with the information you already know. Due before class each week.

**In-Class Activities 35 pts**

*Competencies 1-5*

Most classes include brief writing assignments and you will need a pack of 3x5” index cards for these. These and other in-class activities are because we learn ethics by DOING ethics. Experiential problem-centered activities are aimed at helping us learn the processes and skills of ethical analysis. They are graded every class session.

**Ethical Analysis 10 pts**

*Competencies 1, 2, 5*

With a case that interests you, you will do Tavani’s ethical analysis steps, and analyze the case in a similar paper to “Ethical Theories.” You will work at a deeper level of analysis and develop the weak spots identified in that paper’s feedback. The focus is on DOING the analysis instead of learning how. Due 10/20, 11:59 PM CST in Canvas.

**Final Project Plan 10 pts**

*Competencies 3-5*

In the field of IST, one needs to know how to develop and manage a project, usually in teams. Your team will formulate a final project plan, with a clear, itemized, and quantitative list of the tasks each will be doing to ensure the project’s success. This will entail team meetings with the instructor. Plan due 11/10, 11:59 PM CST in Canvas.

**Final Project 20 pts**

*Competencies 3-5*

This is a group project. Your group will have an option between presenting a poster, creating a presentation, or doing some service project in relation to your assigned topic. You will be selecting the topics of interest to you and your team.

Sample topics include:
AI detecting school shootings
Robots in Health Care
Smart Devices in the Home, and so on.

You will be creating some project that assesses the ethics of the case, provides some actionable response, and sharing that with the class and/or other groups. You MUST attend your presentation for credit. You will also be assessing your own work and some other groups for credit.

Project file(s) due SATURDAY 12/7, 11:59 PM CST in Canvas.
Presenting 12/9, 12/11. Reviews due 12/13 in Canvas, if you don’t complete in class.

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**Credit Breakdown**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-Class Activities</td>
<td>35%</td>
</tr>
<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
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**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>91-93</td>
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<tr>
<td>B+</td>
<td>88-90</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>78-80</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>71-73</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<td>0-59</td>
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[Image: https://www.xkcd.com/501/]
The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University.
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful.
http://www4.uwm.edu/dos/student-handbook.cfm

If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center.
http://www4.uwm.edu/arc

Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy:
http://www4.uwm.edu/secu/docs/other/S1.5.htm

Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams.
http://www4.uwm.edu/secu/docs/other/S22.htm

Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

This course utilizes CANVAS to facilitate online learning. CANVAS provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, the pages a student has viewed, duration of visits, and the IP address of the computer used to access the course. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), but may be used by the instructor for student evaluation within the constraints of this particular course.

UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military, including provisions for refunds, readmission, grading, and other situations.
https://uwm.edu/active-duty-military/
Incompletes

A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work.

https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

Grade appeal procedures

A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

http://www4.uwm.edu/secu/docs/other/S28.htm

Discriminatory conduct, Title IX/Sexual Violence, GSM/LGBTQ+ resources

UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf

UWM policy prohibits discriminatory conduct, including sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement.

http://www4.uwm.edu/secu/docs/other/S22.htm

There are many resources available for GSM/LGBTQ+ communities and individuals, please look into them here:

https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf

Need Other Help?

Check out The Writing Center
The Writing Center is open to all UW-Milwaukee writers, current freshmen through graduate students, staff and faculty. Whether face to face or online in real time, you can meet one on one and confidentially with a qualified tutor to discuss any kind of writing project. All subjects and skill levels are welcome. Schedule help EARLY in the semester. Really. My advice is: for all your courses, make appointments early on, so you don’t have a problem at the end of the semester when everyone else is also seeking help. Locations: Curtin Hall 127; Library East Wing http://www4.uwm.edu/writingcenter

CANVAS Help
For help in working with Canvas, go to: https://kb.uwm.edu/cetl/internal/page.php?id=82928

PASS
Panther Academic Support Services can make a huge difference. If you feel like you’re just not doing as well as you’d hoped, they provide all kinds of support groups, tutoring, software, and other help.

http://www4.uwm.edu/pass/

Send PASS a Text: Send your question or request via SMS to (414) 97-EXCEL or (414) 973-9235

Ask a Librarian
Many students think they never need enter the library, and that they can accomplish all the research they need online. But often the library has resources and help you have no idea even exists. Just speaking to a research librarian can make projects go far more simply, because they can often think of other search terms or resources that you don’t know about. Visit the Ask a Librarian Desk, (located on the first floor, west wing) for help using the library, and/or get in-depth assistance with a research consultation:

http://uwm.edu/libraries/user-services/consultation/

Help a Brother or a Sister Out?
See if you can gather the email addresses or phone numbers of a couple of other people in this course to call upon if you’re confused about something, would like to look at someone’s notes, or would like to set up a study group.

Name_______________________________
Contact Info__________________________

Name_______________________________
Contact Info__________________________