



Course Syllabus

I. Course Information

Course Name: RUCD 140 Research Methods

Course Number : RUCD 140

Course Start & End Dates: July 13, 2022 - September 20, 2022

Instructor's Name and Contact Information

Instructor's Name: Amy Deschenes

Email: amydeschenes@brandeis.edu

Zoom: <https://harvard.zoom.us/my/amyhannah>

Office Hours/Availability: By appointment; email me to schedule

Document Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and of weekly topics, outcomes, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have.

Course Description

Human-centered design depends on a deep understanding of user goals, needs, and behaviors that only user research can provide. This course will introduce students to key qualitative and quantitative research methodologies, including surveys, interviews, and usability testing. A range of research approaches will be covered, including moderated vs. unmoderated; formative, iterative, and summative; as well as lab, field and remote studies. Key statistical and ethical concepts will be explored in the context of applied research challenges.

Course Outcomes

Upon completion of this course, students will be able to:

1. Select appropriate research method(s) for different stages of the design process;
2. Understand the difference between exploratory and evaluative research;
3. Confidently moderate qualitative research interviews;
4. Plan, conduct, and analyze user research studies, and
5. Interpret and apply user research findings.

Relevant Programs:

Course prerequisites: RUCD 101 User Experience Design

Materials of Instruction

a. Textbooks:

A Designer's Research Manual, Second Edition by Jenn and Ken Visocky O'Grady (Physical or eBook is fine). You can find this through the [Brandeis Library](#) or on [Amazon](#).

Universal Methods of Design, by Bella Martin and Bruce Hanington (any version and Physical or eBook is fine). You can find this through the [Brandeis Library](#) or on [Amazon](#).

- b. Required/Recommended Software : Google Docs & Google Forms, Invision/Figma/Balsamic (or any other software/service that will perform the same function), Zoom
- c. Recommended Text(s) / Journals: Links will be provided to weekly readings
- d. Online Course Content

This section of the course will be conducted completely online using Brandeis' LATTE site, available at <http://moodle2.brandeis.edu>. The site contains the course syllabus, assignments, discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course. To begin participating in the course, review Week 1 and read the first Course Announcement.

- Students will be provided with PDFs and links to relevant material, as needed.

Welcome Message from the Instructor

Hello researchers! Welcome to Research Methods. Over the next 10 weeks you will have the opportunity to familiarize yourself at a high level with the most common research methods used in design research today. We will be doing this via projects that incorporate hands-on experience. To provide the most realistic experience possible and to help you get the most out of this course, we will work with partners. To facilitate this team work, we will be utilizing tools such as Google Docs to familiarize ourselves with how to do this in geographically dispersed teams, similar to how many teams work. Please reach out if you have any questions or accommodations you need made to make the most of your learning experience. I look forward to working with you all and I am happy to help out in any way I can to make this as enriching and enjoyable as possible.

Course Grading Criteria

Percent	Component	Outcomes Met	Week Due
30%	Discussions/Online participation/Self-Reflections	NA	Every week
5%	Assignment 1: Ethics in Research	4	Week 1
5%	Assignment 2: Group Research Plans w/Interview Questions	1, 2, 3, 4	Week 2
5%	Assignment 3: Interviews + Transcriptions	2-4	Week 4
5%	Assignment 4: Analyzing + Synthesizing Interview Data	4,5	Week 4
5%	Assignment 5: Triangulating Data + Surveys	1, 2, 4	Week 6
5%	Assignment 6: Applying Research Results to Deliverables	1, 5	Week 6
5%	Assignment 7: Planning & Conducting Usability Tests	1, 2, 4	Week 8
5%	Assignment 8: Reporting on Usability Findings	4, 5	Week 8
5%	Assignment 9: Executive Summary	5	Week 10
25%	Final Assignment: Lean Research Report & Presentation	5	Week 10

Online Discussions

Online discussions should be completed during the course week in which they are assigned. Early or late discussion posts do not earn credit. Your first post should be made by Saturday midnight of each course week; following posts should be made by Tuesday midnight. Unless stated otherwise, you should expect to post substantive answers to each discussion question and at least one response to a post from two other students (3 to 4 substantive posts per week). A substantive post is one that is about 150-250 words, and which makes a useful point or asks a useful question. Posts which are poorly written, which merely quote from external sources, or which merely echo agreement or disagreement with another post will not earn credit.

Assignment Descriptions

Our course is focused on conducting research with a partner and your goal will be to find problems and present data driven recommendations on how to solve them. To that end, each of you will need to find a class partner to work with throughout the entire semester. It is recommended that you find someone within your timezone who can work at the same times you can as you will be expected to complete much of this work actively together.

Assignment 1: Ethics in Research (completed independently)

Researchers will be asked to generate a research consent form which includes a thorough personal identifiable information protection statement for use with human subjects research. This exercise is designed to impart the necessary criteria for such documents and why they are needed as a part of an ethical research study. Due end of Week 1.

Assignment 2: Group Research Plans

Groups are asked to follow the steps outlined to create a Research Plan and at least 10 Interview Questions for their stated topic. Due end of Week 2.

Assignment 3: Research Interviews + Contextual Transcriptions

Researchers will be required to carry out an interview using the approved script from last week with a length of no less than 20 minutes. They will then be required to transcribe the interview including contextual data. Due end of Week 4.

Assignment 4: Analyzing + Synthesizing Interview Data

Researchers will analyze their interviews through coding and then synthesize the interviews collectively for themes. Additionally, researchers will need to assess the data to see if there are still data gaps to be filled and to check whether or not their hypotheses have been validated. This assessment will be used as the foundation for creating surveys. Due end of Week 4.

Assignment 5: Triangulating Interview Data with Surveys

Groups will utilize the analysis and synthesis of their interview data including the gaps & validations document to craft a set of 9 survey questions to be used to validate existing data and to fill gaps where they exist. Surveys will be launched with a goal of 30 respondents. Survey questions + results report will be turned in together. Due end of Week 6.

Assignment 6: Applying Research Data to Deliverables

Groups will analyze and synthesize their survey data with their interview data then apply their findings to a cohesive set of generative deliverables. If planning to usability test original designs for the next assignment, those designs will need to be created and turned in with this one. Due end of Week 6.

Assignment 7: Planning & Conducting Usability Tests

Groups will create a test plan for their wireframes or a related existing digital product. Based on this plan, they will conduct a minimum of 2 usability tests together. Due end of Week 8.

Assignment 8: Usability Test Results Analysis, Synthesis, and Key Findings Report

Groups will analyze and synthesize their usability test results and generate a report of key findings & recommendations. Due end of Week 8.

Assignment 9: Executive Summary

Groups will create an executive summary that is a one page summary of the research. Due end of Week 10.

Final Assignment: Lean Research Report & Presentation

Groups will create a lean research report and slide deck that summarizes the research. Groups will present their research results in a recorded 10-20 minute presentation (via Zoom recording) that summarizes all research from the semester. Due end of Week 10.

II. Weekly Information

Week 1 - [Jul 13 -19]	Introducing Research Methods, Ethics, & the Importance of Accessibility
Objectives	<ul style="list-style-type: none"> • Intro to User Research Methods • Have a solid understanding of the need for ethical considerations in research including accessibility needs • Be able to craft an informed consent document paying special attention to data management, protection, and privacy • Be able to understand the need for critiquing, how to ask for it, give it, and utilize it appropriately
Learning Materials	<ul style="list-style-type: none"> • Book: A Designer's Research Manual Chapter 1; Chapter 2 pgs 34-39 (e-book loc 643 to 727) • Book: Universal Methods of Design Introduction, #34 Evaluative Research 73-75, #39 Exploratory Research 85, #44 Generative Research 93-95, • IDEOs Little Book of Design Research Ethics pgs 19-44 (provided) • Link: Why (and how) to Pay Attention to Accessibility in Design • PDF: Brandeis Informed Consent • PDF: Brandeis Elements of Informed Consent • Link: Brandeis Data Management Protection • PDF: Brandeis Guide to Data Management
Discussion Topic	<ul style="list-style-type: none"> • Introductions Topic: Student introductions
Assignments / Assessments	<ul style="list-style-type: none"> • Assignment 1 - Ethics in Research open
Week 2 - [Jul 20-26]	Planning Research Projects
Objectives	<ul style="list-style-type: none"> • Understand the difference between generative (exploratory & discovery) research and evaluative (formative & summative) research and identify when each should be employed • Get to know your partners you will work with for the rest of the semester • Utilize a user research workflow to provide structure to setting up a research study

	<ul style="list-style-type: none"> Develop a group research plan including a semi-structured interview script using best practices for writing interview questions
Learning Materials	<ul style="list-style-type: none"> Book: A Designer's Research Manual Chapter 2 pgs 48-63 (loc 881 to 1135), Chapter 3 pgs 102-104 (ebook loc 1782-1820) & 112-115 (loc 1929-1974) Link: Breakdown of UX Research Types Link: UX Research Cheat Sheet Link: Choosing between Qualitative & Quantitative Research Link: Research Questions are not Interview Questions Link: DIY Recruiting: How to Find Participants for Your Research <p>Assignment Guidance:</p> <ul style="list-style-type: none"> Link: Creating a Group Research Plan + Interview Guide PDF: User Research Workflow (provided) PDF: Using the User Research Workflow (provided) PDF: Writing Good Interview Questions (provided) Link: Team Charter Template
Discussion Topic	<ul style="list-style-type: none"> As a group, discuss creating your group's research plan using the course discussion rubric. Include a view only Google Doc link to your work for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name. Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> Assignment 1 - Ethics in Research Consent Document due, Assignment 2 - Group Research Plan open
Week 3 - [Jul 27-Aug 2]	Conducting and Transcribing Interviews
Objectives	<ul style="list-style-type: none"> Practice interview techniques through conducting at least 2 user interviews together with your partner Understand how to add context to an interview transcription and why it's important
Learning Materials	<ul style="list-style-type: none"> Book: Universal Methods of Design, #48 Interviews Page 101-102 Link: Process Note Taking in User Interviews <p>Assignment Guidance:</p> <ul style="list-style-type: none"> PDF: Conducting Good Interviews (provided) PDF: Contextual Transcriptions (provided)
Discussion Topic	<ul style="list-style-type: none"> As a group, discuss the current status of your group's research project using the course discussion rubric. Include a view only Google Doc link to your work in progress for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name (see rubric). Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> Assignment 2 - Research Plans with Interview Questions due, Assignment 3 - Research Interviews + Transcriptions available
Week 4 - [Aug 3-9]	Analyzing and Synthesizing Interview Data
Objectives	<ul style="list-style-type: none"> Analyze interview data through inductive coding and clustering

	<ul style="list-style-type: none"> • Synthesize interview data into patterns and themes • Conduct a gap analysis on interview data to understand, given your hypothesis and research questions, what's still missing
Learning Materials	<ul style="list-style-type: none"> • Book: A Designer's Research Manual Chapter 3 pgs 120-121 (ebook loc 2087-2054) • Book: Universal Methods of Design #02 AEIOU 9-11, #03 Affinity Diagramming 11-13 • Link: Analyzing & Synthesizing Qualitative Data
Discussion Topic	<ul style="list-style-type: none"> • As a group, discuss the current status of your group's research project using the course discussion rubric. Include a view only Google Doc link to your work in progress for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name. Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> • Assignment 4 Interview Analysis & Synthesis open
Week 5 - [Aug 10-16]	Triangulating Interview Data with Surveys
Objectives	<ul style="list-style-type: none"> • Understand how and when to use a formative survey in user research • Develop and launch a formative survey to triangulate your group's interview data and to fill surfaced data gaps using best practices • Triangulate group interview data with the analyzed and synthesized survey data to either validate or invalidate original conclusions and/or fill data gaps
Learning Materials	<ul style="list-style-type: none"> • Book: A Designer's Research Manual Chapter 2 pgs 72-73 (loc 1312 to 1334) • Book: Universal Methods of Design, #67 Questionnaires 139-140, #83 Surveys Page 171-173, #91 Triangulation 187-189 <p>Assignment Guidance:</p> <ul style="list-style-type: none"> • Link: Crafting Surveys
Discussion Topic	<ul style="list-style-type: none"> • As a group, discuss the current status of your group's research project using the course discussion rubric. Include a view only Google Doc link to your work in progress for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name. Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> • Assignment 3 Interviews + Contextual Transcriptions & Assignment 4 Interview Analysis + Synthesis due, Assignment 5 Triangulating Interview Data with Surveys open
Week 6 - [Aug 17-23]	Applying Research Data to Deliverables
Objectives	<ul style="list-style-type: none"> • Understand how to apply research data to deliverables by crafting a minimum of 3 different options that are applicable to your project for the semester.

Learning Materials	<ul style="list-style-type: none"> • Book: A Designer's Research Manual Chapter 2 pgs 40 to 41 (loc 743-763), Chapter 2 pgs 90-91 (loc 1596-1645), Chapter 3 pgs 124-135 (loc 2120-2273) & Chapter 4 pgs 186-191 (loc 2883-2961) • Book: Universal Methods of Design, #63 Personas 131-132, #66 Prototyping 137-139, #72 Scenario Description Swimlanes 149-150, #82 Storyboards 169-171, #95 User Journeys 195-197 <p>Assignment Guidance:</p> <ul style="list-style-type: none"> • PDF: Generative Deliverables (provided) <p>Optional Articles:</p> <ul style="list-style-type: none"> • Link: Challenging the Make Believe in Personas • Link: Describing Personas (Contextual Personas) • Link: A Beginner's Guide to User Journey Mapping • Link: Storyboarding in UX Design • Link: 7 Reasons for Sketching in UX Design • Link: Project Management User Stories • Link: 10 tips on how to conduct a perfect Heuristic evaluation <p>Examples and Templates:</p> <ul style="list-style-type: none"> • PDF: Journey Map Template (provided) • PDF: Journey Map Example (provided) • PDF: Persona Empathy Map Template (provided) • PDF: Persona Empathy Mapping Example (provided) • PDF: Storyboard Example (provided) • PDF: Workflow Example (provided) • PDF: Low-Fi Wireframe Example (provided) • Spreadsheet: Heuristic Evaluation Checklist (provided)
Discussion Topic	<ul style="list-style-type: none"> • As a group, discuss the current status of your group's research project using the course discussion rubric. Include a view only Google Doc link to your work in progress for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name. Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> • Assignment 6 Applying Research Results to Deliverables open
Week 7 - [Aug 24-30]	Planning & Conducting Remote Usability Tests
Objectives	<ul style="list-style-type: none"> • Understanding the value of heuristic reviews to make suggestions for improvements to design work prior to usability testing. • Plan, recruit for, and then conduct usability tests on updated screens
Learning Materials	<ul style="list-style-type: none"> • Book: A Designer's Research Manual Chap 2 pgs 66-71 (1190-1308) & 74-85 (loc 1342-1533), Chap 2 pgs 86-89 (loc 1538-1561) & 98-100 (1729-1755), Chap 3 pgs 105-111 (loc 1823-1927) • Book: Universal Methods of Design, #69 Remote Moderated Research 143-145, #87 Think-aloud Protocol 179-181, #94 Usability Testing 143-145 • Link: Amy's Slides on Usability Testing & Remote Moderating • Link: 10 tips on how to conduct a perfect Heuristic evaluation

	<ul style="list-style-type: none"> • Link: Validating Product Design Ideas with Low-Fidelity Wireframes • Link: A Guide to the Art of Guerrilla UX Testing - Springboard • Link: Remote Usability Testing • Link: Usability Testing • Link: Planning a Usability Test • Link: Scenarios • Link: Running a Usability Test <p>Assignment Guidance:</p> <ul style="list-style-type: none"> • Link: Usability Testing Guide • Link: Usability Test Script Template • Link: Notes Grid - Simple Usability Test
Discussion Topic	<ul style="list-style-type: none"> • As a group, discuss the current status of your group's research project using the course discussion rubric. Include a view only Google Doc link to your work in progress for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name. Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> • Assignment 5 Triangulating Interview Data with Surveys due & Assignment 6 Applying Research Results to Deliverables due, Assignment 7 Planning & Conducting Remote Usability Tests open
Week 8 - [Aug 31-Sep 6]	Usability Test Results Analysis, Synthesis, and Key Findings Report
Objectives	<ul style="list-style-type: none"> • Learn how to analyze and synthesize usability test results • Report on usability test results via a Key Findings Report
Learning Materials	<ul style="list-style-type: none"> • Link: Reporting Usability Test Results <p>Assignment Guidance:</p> <ul style="list-style-type: none"> • Link: Usability Testing Analysis, Synthesis, and Reporting • Link: Example Usability Testing Report
Discussion Topic	<ul style="list-style-type: none"> • As a group, discuss the current status of your group's research project using the course discussion rubric. Include a view only Google Doc link to your work in progress for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name. Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> • Assignment 8 Usability Testing Analysis, Synthesis, and Key Findings Report open
Week 9 - [Sep 7-13]	Reporting Research Results & Recommendations to Different Audiences
Objectives	<ul style="list-style-type: none"> • Write an executive summary to report high level results in a brief way. • Start the work on the final Results and Recommendations Report that is the culmination of ALL of the research conducted for your group projects this semester.
Learning Materials	<ul style="list-style-type: none"> • Link: Communicating User Research Findings • Link: The Perfect Report

	<ul style="list-style-type: none"> • Link: Write better Executive Summaries • Link: Providing Better UX Recommendations • Link: Writing Effective Research Reports and Presentations • Link: A Comparative Review of Usability Study Reports <p>Assignment Guidance:</p> <ul style="list-style-type: none"> • Link: How to Write an Executive Summary • Link: How to Write a Lean Research Report
Discussion Topic	<ul style="list-style-type: none"> • As a group, discuss the current status of your group's research project using the course discussion rubric. Include a view only Google Doc link to your work in progress for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name. Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> • Assignment 7 Planning & Conducting Remote Usability Tests & Assignment 8 Usability Testing Analysis, Synthesis, and Key Findings Report due, Assignment 9 Reporting Research Results & Recommendations to Different Audiences open
Week 10 - [Sep 14-20]	Presenting UX Research Stories
Objectives	<ul style="list-style-type: none"> • Create a slide deck and presentation recording to share your research work. • Finalize a Lean Research Report that encompasses all the work completed this semester.
Learning Materials	<ul style="list-style-type: none"> • Link: Storytelling for a UX Research Portfolio • Link: Understanding the impact of Research through Storytelling • Link: Why your brain loves good storytelling <p>Assignment Guidance</p> <ul style="list-style-type: none"> • Link: Presenting UX Research Findings More Effectively • Link: 10 Tips for Better Slide Decks
Discussion Topic	<ul style="list-style-type: none"> • As a group, discuss the current status of your group's research project using the course discussion rubric. Include a view only Google Doc link to your work in progress for review. Only one member of the group has to publish the initial post, but all members must contribute their own portion denoted with their name. Each group member is responsible for their own replies.
Assignments / Assessments	<ul style="list-style-type: none"> • Assignment 9 Executive Summary & Assignment 10 Final Report & Presentation due

III. Course Policies and Procedures

Late Policies

Late discussion posts are strongly discouraged as the success of class discussion is dependent upon the active engagement of all participants in the course. Late policies related to discussion posts can be found in the Online Discussions section above. Points will be deducted for late assignments according to the following scale:

- 1-2 days late -5 points
- 3-4 days late -10 points
- 5-6 days late -15 points
- 7 or more days late - not accepted *Late Final Projects cannot be accepted

On rare occasions, personal or professional issues do arise that may warrant an exception to the late policy above. Please notify the instructor at least 24 hours in advance of a due date if an issue arises that will make it impossible for you to meet a stated due date. Exceptions, although rare, will be considered on a case-by-case basis.

Brandeis and its servers run on Eastern Time. If you are in another timezone, the times you see in Latte are not converted to your local time unless you change your preferences. Due dates and times always reflect Standard Time or Daylight Saving Time when these are observed in Massachusetts. Note that Brandeis will change from Eastern Daylight Time to Eastern Standard Time during this semester.

Grading Standards

- Work expectations – Students are responsible to explore each week's materials and submit required work by their due dates. On average, a student can expect to spend approximately 3-5 hours per week reading **and** approximately 5-8 hours per week completing assignments and posting to discussions.
- How points and percentages equate to grades

100-94	A	76-73	C
93-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59 or <	F

Feedback

My goal is to grade homework within a week of the due date. I will post an announcement if I am delayed in grading for some reason. If you submit an assignment late, I usually grade it after the following assignment is due, so that my feedback is timely for the greatest number of students.

If you have questions about assignments, the most reliable private way to reach me is via the One on One Discussion forum. If your question will help the entire class, I may take the liberty of answering it via the Questions and Answers forum.

If you send me a message at my Brandeis email address, I normally respond within 24 hours of receiving it. However, email may be delayed several days.

Confidentiality

- We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom.
- Finally, for your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

Time Management

Students sometimes run into problems related to managing their time, especially in distance learning courses. I hope these ideas will help you to succeed in the class:

- If you are employed full-time, do not take more than two courses at a time. I have never yet met a student who could successfully manage this, especially toward the end of the term as finals and projects come due.
- Keep up with the course week-to-week. Don't let yourself fall behind on readings, discussion posts, etc. Brandeis courses are not self-paced, and they depend on the collaboration of everyone. Participating late, or "trying to get ahead" is very disruptive.
- Take a look at course assignments early in the week and consider how you will approach the solutions. Ask questions early, so I have time to answer them. Don't wait until Tuesday night to begin work.
- If you are planning a vacation, plan to continue participating in the class. Thanks to LATTE, you can post discussions and submit homework from virtually anywhere in the world. I will not be able to accept homework late because of a scheduled vacation.
- If you do find yourself short of time, remember that discussion posts count for 30% of your grade. Do not forgo discussions, because it's impossible to complete the course successfully without them.
- If you experience a serious situation, such as a severe illness, contact me as soon as you can, or contact the GPS office.

IV. University and Division of Graduate Professional Studies Standards

Please review the policies and procedures of Graduate Professional Studies, found at <http://www.brandeis.edu/gps/students/studentresources/policiesprocedures/index.html>. We would like to highlight the following.

Learning Disabilities

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Student Accessibility Support

Brandeis University is committed to providing reasonable accommodations to individuals with appropriately documented physical, learning, or psychological disabilities; short-term and long-term.

Disclosing a disability and requesting accommodations are personal decisions. Brandeis does not require you to disclose the existence of a disability, but requesting accommodations does require that you disclose your disability. Be sure to contact Student Accessibility Support (SAS) as soon as possible to ensure all your accommodations are delivered in a timely manner.

Please refer to www.brandeis.edu/academic-services/accessibility for more information. For any questions regarding the accommodation request process, please contact Jaspreet Mahal, Accessibility Specialist for Graduate Students, at 781-736-3470 or jaspreet26@brandeis.edu.

Academic Honesty and Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, "Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort. A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the student's own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source." In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources **MUST** be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to properly cite resources may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND " Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Web site. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized

collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School Graduate Professional Studies.

University Caveat

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances. If you have questions or concerns about course content before the start of the course, please contact the instructor.