

Course Syllabus

I. Course Information

Information Visualization: Theory & Techniques

RUCD160-1DL

01/12/2022- 03/22/2022 | Course Week runs from Wednesday to Tuesday.

Instructor's Name and Contact Information

- Doug Brams, MHCI, CUA
- Adjunct Faculty
- Email: dbrams@brandeis.edu
- Text (Preferred): 678-736-3056
- Office Hours/Availability – By Arrangement

You can use the Private Forum in LATTE for any direct communications with me. Please send me a message to arrange a time to speak with me directly with questions or concerns or if you need help with the course material or assignments.

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. Please print a copy of this syllabus for reference.

Course Description

Catalog Description and Course Outcomes

The goal of information visualization is to communicate information accurately and effectively to users, helping them to analyze and make decisions about data and evidence. The course will cover various data visualization theory and techniques, while providing students with the opportunity to apply them. Students will gain an understanding as to how humans visually perceive and make inferences from data graphics. They will experiment with various data models, graphical conventions, and tools as they design, innovate and evaluate data visualizations.

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

1. Identify common pitfalls in data visualization and how to avoid them.
2. Apply knowledge of perception, cognitive load, and gestalt principles into the design of data visualizations.
3. Determine and construct the most appropriate chart types to convey the information depending on the data set.
4. Identify the cognitive principles that will impact the use of a particular data representation, and create design solutions that will ensure effective and efficient communication of the meaning of the data based on these principles.
5. Communicate the meaning of the data not just the data.
6. Explain use of persuasion techniques in data visualization and understand the difference between persuasion and manipulation.
7. Design and create an information dashboard reflecting best practices that will enable smart decision making for your target audience.

Welcome Note

Thank you for registering for this course! I am looking forward to working with you this term as your instructor, and helping you to develop a solid understanding of user experience aspects of data visualization design and the ability to apply those skills toward the design of information dashboards. I have worked to make the procedures that we will use clear to everyone through this syllabus and through the materials posted in LATTE course. Please familiarize yourself with these materials and feel free to ask me any questions that you may have. I am happy to work with you individually and as a class to help you to learn and apply the new data visualization skills and concepts presented in the course, and I encourage you to ask questions when you are unsure and respond to your classmates' questions when you believe you have the answer; in explaining how to approach problems, we learn more ourselves. We can all learn from each other, and I hope that we'll have open and enriching discussions as we move forward! My full introduction and biography has been posted to our discussion forum (Introduce Yourself forum in Week 1). I look forward to reading your biographies and getting to know you as well. I sincerely hope you enjoy this course, and look forward to your contributions.

Relevant Programs

Required Course in the M.S. in User Centered Design

Potential Elective by petition in other Graduate Professional Studies programs

Prerequisites

RUCD 120 Cognitive and Social Psychology of User-Centered Design

Materials of Instruction

a. Required Texts

- Few, Stephen, (2003), Information Dashboard Design: Displaying Data for At-a-Glance Monitoring Second Edition. Analytics Press. ISBN-10: 1938377001.
- Few, Stephen, (2012), Show Me The Numbers, Designing Tables and Graphs That Enlighten. Analytic Press. ISBN-10: 0970601972.
- Knaflitz, Cole Nussbaumer, (2015). Storytelling With Data. John Wiley & Sons, Inc. ISBN: 9781119002253 pbk.
- Wong, Dona M., (2010). The Wall Street Journal Guide to Information Graphics. The Dos & Don'ts of Presenting Data, Facts, and Figures. W.W. Norton & Company, Inc. ISBN: 978-0-393-34728-9 pbk.

b. Required Software and Other Supplies

- N/A

c. Recommended Resources

- Berinato, Scott, (2016). Good Charts: The HBR guide to Making Smarter, More Persuasive Data Visualizations. Harvard Business Review Press. ISBN-10: 1633690709.
- Tufte, Edward R., (2001). The Visual Display of Quantitative Information, 2nd Edition. Graphics PR. ISBN-10: 0961392142.
- Tufte, Edward R., (1997). Visual Explanations: Images and Quantities, Evidence and Narrative. Graphics PR. ISBN-10: 0961392126.
- Tufte, Edward R., (1990). Envisioning Information. Graphics PR. ISBN-10: 0961392118.
- Tufte, Edward R., (2006). Beautiful Evidence. Graphics PR. ISBN-10: 0961392177.

d. Online Course Content

This course will be conducted completely online using Brandeis' LATTE site, available at <http://latte.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 the Welcome Message and the materials found in the Week 1 block.

Course Grading Criteria

Weighted Grading of Assignments	
Percent	Component
30%	Discussions/Online participation: individual discussions (including original responses and replies) -3% per week, 10 weeks
50%	Assignments
20%	Final Project – Designing an Information Dashboard

Description of Assignments [The following descriptions may change slightly]

1. Participation – Discussion Questions

Each week, students are required to post original responses to one or two discussion questions by Saturday (by 11:55pm in his/her time zone), and at least two substantive replies to the responses of others by Tuesday (by 11:55pm in his/her time zone).

Participation Evaluation Criteria:

Question Responses	60% of weekly participation grade	Max. Points per criteria
	Includes your own insights into the topics, sharing your professional experiences as appropriate and your own conclusions	16
	Includes references to weekly required readings and/or other external sources, cited appropriately. All original responses must draw on external references	16
	Answers the question posed completely; poses questions or points of consideration to elicit responses from classmates	16
	Consists of at least 250-300 words	6
	Well written, with no spelling or grammatical errors, and with the care normally exercised for the student's professional communications	6

One day late: -15 out of 30 possible raw points; more than one day late: no credit

Discussion Replies	30% of Weekly Participation Grade	Max. Points per criteria
	Substantive (beyond an "I agree" or complimentary post) with:	
	<ul style="list-style-type: none"> Follow-on points from your related experiences and/or from the readings Consists of at least 200 words Follow-up questions of others to extend the conversation (encouraged, but not required) 	24
	Grammar/spelling/format/sources noted as appropriate	6
Posting Activity	10% of Participation Grade	Max. Points
	Post the minimum number of required posts on three or more days of the course week	10
	Post the minimum number of required posts on two days of the course week	5
	Post any number of posts on one day of the course week	1

Thoughts on Discussions

Keep in mind that these postings to the forums will be as rich as we make them; not having a traditional classroom in which to discuss topics, we can have some interesting discussions and share our experiences during the 10 weeks. They are required to encourage you to share your knowledge and ideas while gaining from the experiences of your peers as well. You will quickly adjust to the weekly requirements and become familiar with the review criteria, and I look forward to some rich discussions.

2. Assignments

Week 3: Applying Data Visualization Principles: Find an example static chart in an article on the web or from a print source and explain how you would make it better using some of the data visualization principles.

Week 4: Line Chart: Given a scenario where you have to present data to make your case, draw an effective line chart applying effective data visualization principles. Add a brief paragraph explaining how you chose to present the data.

Week 5: Bar Chart: Given a scenario where you have to present data to make your case, create a bar or column chart applying effective data visualization principles. Add a brief paragraph explaining how you chose to present the data.

Week 9: Data Visualization Manipulation: Take two manipulated data visualizations from the media, resketch them without manipulation and discuss what techniques were used to persuade/manipulate the audience.

3. Final Project/Assignment

Designing an Information Dashboard: Design an information dashboard for a specific audience to help make decisions for their job. Explain the dashboard in relation to the audience, why you chose the chart types you did, the context that includes environment and describe rationale based on the data visualization principles learned in the course.

II. Weekly Information

Week 1 (Jan 12 - 18)	History of Information Visualization and Key Players
Learning Objectives	<p>At the end of week 1, students will be able to:</p> <ul style="list-style-type: none"> • Explain the history of the field of data visualization • Identify the key players and their unique approaches to data visualization
Readings	<p>A Brief History of Data Visualization 7 Classic Foundational Vis Papers You Might not Want to Publicly Confess you Don't Know The Beauty of data visualization (TEDGlobal) Numbers that paint the picture The weight of data (TEDtalks) Hans Rosling Telling Stories with Visualizations: Lessons from Data Journalists</p>
Discussions	<ul style="list-style-type: none"> • Introduce Yourself Forum • Private Forum
Assignments/ Assessments	<ul style="list-style-type: none"> • Participation Assessment

Week 2 (Jan 19 – 25)	Cognitive Science in Data Visualization
Learning Objectives	<p>At the end of week 2, students will be able to:</p> <ul style="list-style-type: none"> • Summarize human limitations and capabilities and how it affects processing visual information through the lens of cognitive science • Identify and critique visualizations in relation to visualization principles described by cognitive science • Analyze a visualization and describe cognitive pitfalls
Readings	<p>Data Visualization for Human Perception How to Make Data Visualization Better with Gestalt Laws The Psychology Behind Information Dashboards Four Cognitive Design Guidelines for Effective Information Dashboards Declutter Your Data Visualizations Data Visualization: Seeing the Story in the Data and Learning to Effectively Communicate</p>
Discussions	<ul style="list-style-type: none"> • Week 2 Discussion: original responses no later than Saturday, replies no later than Tuesday • Find an example of visualization online or in a public setting and analyze it for aspects that would affect attention, memory, and failure to apply Gestalt principles.
Assignments/ Assessments	<ul style="list-style-type: none"> • Participation Assessment

Week 3 (Jan 26 – Feb 1)	Displaying Data for Exploration and Declaration
Learning Objectives	<p>At the end of week 4, students will be able to:</p> <ul style="list-style-type: none"> Identify how to interpret the data and select the format that best presents complex information. Explain how to apply underlying charting principles to create powerful visualizations that best tell the story. Decide how to use color as guide to direct attention to most effectively tell the story Considerations in displaying multiple data sets in close proximity
Readings	<p>Book: Show Me: Chapter 6, Chapter 12, pg. 310, Appendix 1 (last page of book)</p> <p>Book: Storytelling: Pages 1-6 and Chapter 2</p> <p>Book: WSJ Guide: Color pg. 40 – 48</p> <p>Book: Information Dashboard Design: Chapter 8</p> <p>Data Visualization 101: How to Choose the Right Chart or Graph for Your Data</p> <p>Selecting the right chart type for your data</p> <p>Recommended:</p> <p>Urban Institute Data Visualization Style Guide</p> <p>Data Visualization Storytelling Essentials, Lynda.com (Brandeis login required)</p>
Discussions	<ul style="list-style-type: none"> Week 3 Discussion: original responses no later than Saturday, replies no later than Tuesday Read through Chapter 2 Chart Smart which compares good and bad chart examples, discuss 2-3 principles you learned and how you would apply them to your work.
Assignments/ Assessments	<ul style="list-style-type: none"> Applying Data Visualization Principles Participation Assessment

Week 4 (Feb 2 – 8)	Line Charts, Sparkline Charts, and Their Variations
Learning Objectives	<p>At the end of week 4, students will be able to:</p> <ul style="list-style-type: none"> Identify when to use line charts and sparkline charts Analyze effective and ineffective use of line charts
Readings	<p>Book: Show Me: pg. 217-220</p> <p>Book: WSJ Guide: pg. 49-61</p> <p>Book: Information Dashboard Design: pg. 128-130, and Chapter 9 and 10</p> <p>Book: Storytelling: pg. 152-156</p>
Discussions	<ul style="list-style-type: none"> Week 4 Discussion: original responses no later than Saturday, replies no later than Tuesday Discuss where you encounter these in real world settings and share examples of effective use and bad use of line charts, and explain why.
Assignments/ Assessments	<ul style="list-style-type: none"> Line Chart Assignment Participation Assessment

Week 5 (Feb 9 – 15)	Bar Charts and Their Variations
Learning Objectives	<p>At the end of week 5, students will be able to:</p> <ul style="list-style-type: none"> Identify when to use bar charts and their variations Analyze effective and ineffective use of bar charts
Readings	<p>Book: Information Dashboard Design: pg. 49-51, 122-128</p> <p>Book: Storytelling: pg. 50-59, 156-162</p> <p>Book: WSJ Guide: pg. 62-72</p>
Discussions	<ul style="list-style-type: none"> Week 4 Discussion: original responses no later than Saturday, replies no later than Tuesday Discuss where you would see bar/column charts and their variations in real world settings and share examples of effective use and bad use of bar charts, and explain why
Assignments/ Assessments	<ul style="list-style-type: none"> Bar Chart Assignment Participation Assessment

Week 6 (Feb 16 – 22)	Simple Texts and Tables
Learning Objectives	<p>At the end of week 6, students will be able to:</p> <ul style="list-style-type: none"> Identify when to use simple text and tables Analyze effective and ineffective use of text and tables
Readings	<p>Book: Show Me: Chapter 3, 4, & 8</p> <p>Book: WSJ Guide: pg. 30-33, 82-85, 110-111</p> <p>Book: Information Dashboard Design: pg. 100, 103-104, 115-117</p> <p>Recommended: Table or Graph?</p>
Discussions	<ul style="list-style-type: none"> Week 6 Discussion: original responses no later than Saturday, replies no later than Tuesday Discuss where you encounter text and table data in real world settings and share examples of effective use and bad use of text and tables in infographics, and explain why
Assignments/ Assessments	<ul style="list-style-type: none"> Participation Assessment

Week 7 (Feb 23 – Mar 1)	Heat Maps and Scatter Plots
Learning Objectives	<p>At the end of week 7, students will be able to:</p> <ul style="list-style-type: none"> Identify when to use heat maps and scatter plots Analyze effective and ineffective heat maps and scatter plots
Readings	<p>Book: Show Me: pg. 88, Book: Information Dashboard Design: pg. 135-137, pg. 139-140 Book: WSJ Guide: pg. 90-91 Recommended: Hotshot Charts: Basketball Data Insights 19 Things We Can Learn From Numerous Heatmap Tests When to Use Heat Maps and Highlight Tables. Episode 10. Which Chart or Graph Is Right for You?</p>
Discussions	<ul style="list-style-type: none"> Week 7 Discussion: original responses no later than Saturday, replies no later than Tuesday Discuss where you encounter heat maps and scatter plots in real world settings and share examples of effective use and bad use of text and tables in infographics, and explain why
Assignments/ Assessments	<ul style="list-style-type: none"> Participation Assessment

Week 8 (Mar 2 – 8)	Data Visualization responding to Audience and Context
Learning Objectives	<p>At the end of week 8, students will be able to:</p> <ol style="list-style-type: none"> Explain how to present data according to the audience, the time frame, and the environment in which decisions need to be made Explain how to apply mobile data visualization principles to create powerful mobile visualizations that best tell the story Adapt data visualization optimally across desktop, tablets, and mobile phones
Readings	<p>Book: Information Dashboard Design: Chapter 3, 4 Book: Storytelling: pg. 127-150 4 Tips for Better Data Visualization on Mobile Devices How to Design Effective Information Dashboards for your Business</p>
Discussions	<ul style="list-style-type: none"> Week 8 Discussion: original responses no later than Saturday, replies no later than Tuesday Discuss where you encounter visualization that has been customized for the environment and context of use in real world (like cockpits, working outside office environments) and share examples of effective use and bad use of factoring in decision time and context/environment into the data visualization display, and explain why.
Assignments/ Assessments	<p>Participation Assessment</p>

Week 9 (Mar 9 – 15)	Data Visualization Manipulation
Learning Objectives	<p>At the end of week 9, students will be able to:</p> <ul style="list-style-type: none"> Summarize how the use of emphasis, isolation, and adding and removing reference points can be used for persuasion as well as deception, falsification, exaggeration, and omission. Identify methods to clearly focus and persuade the target audience Explain the ethical concerns regarding the use of design as a tool to manipulate the presentation of data with good and bad consequences.
Readings	<p>Book: WSJ Guide: pg. 23, 26 – 29, 126 Book: Information Dashboard Design: Chapter 6, 12 Book: Storytelling: Chapter 7, 8 Book: Show Me: pg. 192 – 196 Storytelling with Data, Watch “do you SEE it?”</p>
Discussions	<ul style="list-style-type: none"> Week 9 Discussion: original responses no later than Saturday, replies no later than Tuesday Discuss a time you have been wrongly manipulated by data when you had to make an important decision, and explain why. Discuss a time at work where you presented data to stakeholders to persuade them towards your position. What did you use, was it effective? Explain why or why not.
Assignments/ Assessments	<p>Data Visualization Manipulation Participation Assessment</p>

Week 10 (Mar 16 – 22)	The Future of Information Dashboards and Visualization
Learning Objectives	<p>At the end of week 10, students will be able to:</p> <ul style="list-style-type: none"> Summarize the use of emerging technologies in data visualization Analyze the pros and cons of 3D and VR and identify what fields may implement them.
Readings	<p>Book: Show Me: Chapter 7 Book: Information Dashboard Design: Chapter 1, 2 and Chapter 13 Book: WSJ Guide: pg. 143 The Future of Information Dashboards 3D RF Data Visualization This Video Illustration Showing the Scale of Human Loss From World War II Is Devastating A 3-D View of a Chart That Predicts the Economic Future: The Yield Curve Brown’s new VR display aids scientific, artistic exploration</p>
Discussions	<ul style="list-style-type: none"> Week 10 Discussion: original responses no later than Saturday, replies no later than Tuesday Discuss what you found interesting in the articles and videos you watched this week on the application of emerging technology for data visualization. What concerns do you have about the visualization type based on something you have learned in this course?
Assignments/ Assessments	<ul style="list-style-type: none"> Final Project Participation Assessment

III. Course Policies and Procedures

Orientation

All students who are new to Graduate Professional Studies or whom have not previously taken an online course are expected to have completed the Student Online Orientation course accessible from the GPS Resources block of the course homepage. This should be performed before the course start date.

Asynchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the forums, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly modules to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course.

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 7-9 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments are due by the close of the associated week (Tuesday evenings).

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 Evaluation Criteria section above.

Points will be deducted for late Instructional Design "Blueprint" deliverables 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 occasion, 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.

Confidentiality in the Classroom

As we proceed throughout our Discussions, I'd like to highlight a point about confidentiality in our online classroom. 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.

Grading Standards

Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.

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

Feedback will typically be provided on assignments and the final project within 10 days of the due date. Within 7 days of the close of each week, feedback will be provided on weekly participation via the associated Weekly Participation Feedback links; you do not have to submit anything to these assignments. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for that week.

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.

Assignment Availability and Due Dates

ASSIGNMENTS	AVAILABLE	Due
Applying Data Visualization Principles	WED (JAN 26), WEEK 3	TUES (FEB 1), WEEK 3
Line Chart	WED (FEB 02), WEEK 4	TUES (FEB 8), WEEK 4
Bar Chart	WED (FEB 9), WEEK 5	TUES (FEB 15), WEEK 5
Redesign Table	WED (FEB 16), WEEK 6	TUES (FEB 22), WEEK 6
Heatmap / Scatterplot	WED (FEB 23), WEEK 7	TUES (MAR 01), WEEK 7
Heart Rate Data	WED (MAR 2), WEEK 8	TUES (MAR 8), WEEK 8
Data Visualization Manipulation	WED (MAR 9), WEEK 9	TUES (MAR 15), WEEK 9
Final Project	WED (MAR 16), WEEK 9	TUES (MAR 22), WEEK 10
Weekly Response to Discussion Question		By Sat of each week
Other Substantive Posts (2 per week)		2 by Tues of each week

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/current-students/academic-information/student-handbook.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 the Rabb School Disability Coordinator immediately.

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 cite resources properly 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.

Students may be required to submit work to [TurnItIn.com](https://www.turnitin.com) software to verify originality. TurnItIn is a tool that compares student assignment submissions to internet sources and a comprehensive database of other papers. It creates a report that provide a link to possible matches and a "similarity score". TurnItIn does not determine whether a paper has been plagiarized; individual faculty will make that judgment. All papers submitted to TurnItIn are kept in a separate reference database of Brandeis work, to be used solely for the purpose of detecting plagiarism in the future. Students retain copyright on their original course work. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at [LTS - Library guides](#)

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.

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please communicate with me and present your letter of accommodation as soon as you can. I want to support you.

In order to provide accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or access@brandeis.edu.