|  |  |  |
| --- | --- | --- |
| Learning Outcomes  Examines approaches to locating, acquiring, manipulating, and disseminating data. Imperfection, biases, and other problems in data are examined, and methods for identifying and correcting such problems are introduced. The course covers other topics such as automated collection of large data sets, and extracting, transforming, and reformatting a variety of data and file types.  After successfully completing this course you will be able to:   * State three to five outcomes that you expect your students will achieve as a result of this class. * Outcomes should be clear and measurable and worded around what students do (e.g., define, contrast, apply, analyze, create, evaluate). * If your course carries a General Education designation, you might try to align your outcomes with the [campus outcomes defined for that category](http://gened.umd.edu/for-faculty/gened-faculty.html). * Want some help [writing learning outcome statements](http://bit.ly/29DqrKO)?  Required Resources Course website:[**elms.umd.edu**](http://www.elms.umd.edu/)  There is no required textbook. Readings will be posted to Canvas.  The course uses an iSchool Virtual Computing Lab (VCL) environment to provide the required software. |  | **Donal Heidenblad**  [dheidenb@umd.edu](mailto:dheidenb@umd.edu)  (pronouns: he/him/his)  **Class Meets**  Tuesdays & Thursdays  12:30pm – 1:45pm  LEF #2166  **Office Hours**  HBK #4121F  TBD  and by appointment  **Teaching Assistants**  TBD  **Prerequisites**  INST326 or CMSC131; and INST327.  **Course Communication**  Time-sensitive information will go out via ELMS announcement. “I did not get an ELMS notification” is not a valid excuse.  Please contact me through email to discuss questions, absences, or accommodations.  Please consider this guidance on writing professional emails ([ter.ps/email](http://ter.ps/email)). |

# Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

* Academic integrity
* Student and instructor conduct
* Accessibility and accommodations
* Attendance and excused absences
* Grades and appeals
* Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

# Activities, Learning Assessments, & Expectations for Students

**This is a “flipped” class.** This means that you are expected to watch the lectures and read materials posted to Canvas *before* each class session. There will also be a short quiz on the materials due *before* each class. These quizzes are designed to help me to understand areas where you are having difficulty. I need time to make use of that information, therefore the quizzes must be completed the night before class.

**Why a flipped class?** Research indicates that flipped courses are the most effective learning environment. Studies also show that students strongly believe that a traditional lecture-based courses are most effective despite all of the evidence demonstrating the opposite. Flipped courses have significantly lower course evaluation scores because of this strongly held belief.

During class you will complete

NOTE: You can use this section to outline the overall course format to help explain to students what they will be doing and how their learning will be assessed. Our recommendation is that you give a broad overview of the coursework here, cover the grading weights in a later section, and save the specific assignment details for separate assignment documents. Things you might consider:

* What will you expect that your students have done before class meetings? Why is that preparation helpful or necessary? How long do you expect, on average, that will take? If they will be submitting a quiz or reflection paper, where do they do that and when is it due?
* What will you and your students be doing during class meetings? Is there anything that they need to bring with them? What are your expectations regarding attendance and participation?
  + A common question that comes up with faculty is whether or not you can grade students on attendance. There is no formal policy but our general guidance is this: avoid assigning a grade solely for physical presence in a room. Instead, assign grades based on participation or performance in required class meetings, activities, and assessments. Some use written quizzes or reflection prompts at the beginning or end of the class meeting, some use clicker quizzes throughout, and others note the frequency and depth of participation in class discussions. Contact the [TLTC](http://tltc.umd.edu/) if you’d like some help developing in-class assessment activities that incentive attendance.
* What coursework and assessments will be assigned? Are there any important course policies related to the coursework that you need to address? For example:
  + What is your course policy on deadlines and late submissions?
  + Are there any grading policies specific to these assignments? For example, is the lowest of 10 quizzes dropped? If they don’t submit a paper can they still earn a grade for conducting peer reviews?
  + If there are exams, what is the format? What (if any) resources are permitted? Are they cumulative?
  + Are students permitted to access particular resources, collaborate with others, etc.? Address anything here that helps students understand exactly what is and is not acceptable.
* If there are group projects, what are your expectations for student collaboration? What, if any, protocol is in place to address students who may not be doing their fair share of the assigned work?

# Course-Specific Policies

**No phones or tablet devices are permitted during our class meetings.** If it were feasible, I would also ban laptops. Research shows that they present an irresistible distraction and detract from the cooperative learning environment and interfere with learning and active participation. For that reason, the use of phones and tablets will not be permitted during class meetings (except when required for ADS accommodations).

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

**Computers are required for class.** Class sessions will involve hands-on activities which will involve using your computer. The availability of outlets is limited, so you will need to bring your laptop fully charged to each session. These activities are graded.

**Your attendance in class is expected.** Class sessions will involve hands-on activities. You are expected to complete them in class and the activities’ files are to be turned in at the end of each session, so that I can see where you are running into trouble. You will also be required to submit a short hand-written

Other course policies that you might need to articulate could include:

* Groupwork polices (how are groups formed, what happens if someone isn’t doing their fair share)
* For the various assessments and activities, what is the plan for excused absences?
  + For individual assessments (e.g., quizzes, exams, papers) the expectation is that you will schedule a makeup with some equivalent (but not necessarily identical) assessment. It is not sufficient to simply drop a significant assessment from consideration, as this has the potentially negative effect of increasing the relative weight of the other assessments on the student’s final grade.
  + For minor assessments (e.g., a daily quiz that itself is worth less than 1% of the final grade) it may be appropriate to simply drop the assignment from consideration. However, this should be independent of any policy in which all students have some number of assessments dropped. For example, if you have a daily quiz and drop the lowest two from everyone, an excused absence should not count as one of those two. Doing so would disadvantage the student whose absence should be excused relative to others in the course.
  + For assessments and activities that are more challenging to schedule a make-up for (e.g., presentations, group projects, lab meetings) the instructor should develop a reasonable plan to accommodate excused absences and consult with the [Office of Undergraduate Studies](http://www.ugst.umd.edu/) if there are questions as to what is appropriate.

# Get Some Help!



You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit [http://www.counseling.umd.edu](http://www.counseling.umd.edu/).

Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

**Names/Pronouns and Self Identifications**

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu/) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

# Grades

Campus Policy dictates that you must specify:

* How final letter grades will be determined. This should include a breakdown of all graded assessments, their weight in the course, and whether final grades will include +/- descriptors.
* How students will have access to their grades throughout the semester, and how they can review their work (including the final exam).

Here is just one example, you are welcome to use any language in here or edit to reflect your specific grading policies:

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

A table of the assessments and point values can be a concise way to convey all of the graded elements and their relative weight in the course. If you are using weighted percentages (e.g., exams = 30%, paper = 20%) be sure to clarify the number of assessments within each category… is there one exam worth 30% or are there three exams that are each worth 10%? Here is one sample table in which raw points are being used, but category weights are provided to help students understand how the course assessments relate to each other:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning** |  | **Points** | **Category** | **Category** |
| **Assessments** | **#** | **Each** | **Total** | **Weight** |
| **Worksheets** (WS): pre-class reading quizzes submitted on ELMS | 12 | 10 | 120 | 17% |
| **Learning Checks** (LC): in-class “clicker” quizzes | 22 | 2 | 40 | 6% |
| **Scientific Analysis** (SA): short writing assignments | 6 | 20 | 120 | 17% |
| **Exams** (EX) | 3 | 100 | 300 | 43% |
| **Group Project** (GP): hand-on demonstrations | 4 | Varies | 120 | 17% |
| **Total Points:** | | | **700** |  |

It is essential that you articulate in your syllabus how final letter grades will be assigned. The meaning of letter grades is [established here](http://www.testudo.umd.edu/plusminusimplementation.html). There is no campus policy on percentages and letter grades, nor is there a requirement that you utilize a points-based scheme. Here is one sample, which you are welcome to use or edit to reflect your grading policies:

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Final Grade Cutoffs** | | | | | | | | | |
| + | 97.00% | + | 87.00% | + | 77.00% | + | 67.00% |  |  |
| A | 94.00% | B | 84.00% | C | 74.00% | D | 64.00% | F | <60.0% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% |  |  |

(see last page for sample course schedule)

# Course Schedule

The format of this section will vary based on the design of your course and the semester, but our guidance is to aim for a clear and concise table that maps out all of the assignment assessments and deadlines and gives students a sense of the course’s organization. For example, rather than simply saying “Chapter 3” consider provided the topic description. Here is just one sample table from a 6-week summer session of the Psychology of Evil:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WS** = Worksheet submitted online by **8:00am** that day | | | | **LC** = Learning Check during class meeting | |
| **SA** = Scientific Analysis Writing Assignment submitted online by **10:00pm** that day | | | | **RWA** = Real-World Application Assignment | |
| Note: No assignment will be accepted for credit after the deadline. | | | | **CS** = In-Class Case Study | |
| **Due Before Class** | | | **During our Class Meeting** | | **Due After Class** |
| Wed | 6/31 | **-** | **Course overview and head start on coursework** | | **SA-01 6/2 @ 8am** |
| Fri | 6/2 | **WS-01**  **SA-01** | **A psychological view of evil.**  CS-01:A monster or a moral victim? | |  |
| Mon | 6/5 | **WS-02**  **WS-03** | **Thinking scientifically about evil.**  **Will “normal” people do evil things?** | |  |
| Wed | 6/7 | **WS-04** | **When is failing to help evil?**  CS-02: Is it evil not to help? | | **SA-02 due at 10pm** |
| Fri | 6/9 | **-** | **Exam #1** | |  |
| Mon | 6/12 | **RWA-01** |  | |  |
| Wed | 6/14 | **WS-05**  **WS-06** | **Why do we make unethical decisions?**  **What makes us empathetic and trusting?** | | **SA-03 due at 10pm** |
| Fri | 6/16 | **WS-07** | **How can we reduce evil between groups?** | |  |
| Mon | 6/19 | **WS-08** | **Why is there evil in the first place?**  CS-03: Are we all just a little bit evil? | | **SA-04 due at 10pm** |
| Wed | 6/21 | **IPC** | CS-04: Becoming a case study in anti-evil | |  |
| Fri | 6/23 | **RWA-02** | **Exam #2** | |  |
| Mon | 6/26 | **WS-09**  **WS-10** | **How has evil influenced the evolution of our species?**  **Do violent movies, songs and games cause evil behavior?** | | **SA-05 due at 10pm** |
| Wed | 6/28 | **WS-11** | **What makes someone become a psychopath?**  CS-05: T.B.A. | |  |
| Fri | 6/30 | **WS-12** | **Why do people commit mass murders?** | | **SA-06 due at 10pm** |
| Mon | 7/3 | **-** | Project Time | |  |
| Wed | 7/5 | **-** | **Exam #3** | |  |
| Fri | 7/7 | **RWA-04** | **RWA-03**: Formal presentations | |  |

**Note**: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.