



## **LIS 2600: Introduction to Information Technology**

[Current as of: 08/25/12]

**Fall 2011**

**Class time:** Mondays 12:00pm – 2:50pm

**Location:** 405 IS Building

**Instructor:**

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or by appointment

**CourseWeb URL:** <http://courseweb.pitt.edu>

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### **I. Course Description:**

Information technologies primer: computers and key applications; networking and Internet applications; implications of future technological developments on libraries; web page authoring; use of Internet and networks to deliver library services; graphics and multimedia applications.

### **II. CourseWeb Information:**

CourseWeb is a Web-based system using BlackBoard software that facilitates course-related communication as well as distribution of course materials and grades. You can access CourseWeb at <http://courseweb.pitt.edu> . You must log in with your University Computer Account – this is the one that goes with your ‘pitt.edu’ e-mail address. If you do not have a Pitt account, please contact Computing Services (CSSD) at 412-624-HELP [4357] to find out how to get one. Course-related e-mail will be sent to your Pitt e-mail account. If you do not read e-mail on your Pitt account, you are

responsible for forwarding any e-mail received on your Pitt account to the e-mail address that you use. See <http://accounts.pitt.edu/> for information on managing your Pitt account and forwarding e-mail. If you have trouble logging in to CourseWeb, you may need to log in to the accounts website above to activate your Pitt e-mail account. Call 412-624-HELP with any problems relating to your account.

### **III. Recommended books and Readings**

There is no required textbook for this class, but there will be about 3-4 required readings each week. You will publish your reading notes online at your own blog space before the required deadline. The notes can be informal in style – even bulleted lists can be used when appropriate, however, the response should clearly indicate the context, including the part of the text that triggered your questions. Do not summarize the readings. Instead, discuss your thoughts, ideas, and questions related to them.

Readings will generally be available either on the Web or via CourseWeb. I will communicate each week which readings are required both in class and on CourseWeb. Additional readings may be added as needed. You may need a PDF reader, such as Adobe Reader, to view most readings.

### **IV. Related Software download and online accounts**

#### **a. Software to be downloaded and installed**

- Adobe Reader for reading PDF files. <http://www.adobe.com/products/acrobat/readstep2.html>
- Firefox browser. <http://www.mozilla.com/en-US/firefox/all.html#languages>
- Jing the free version. Jing is an always-ready program that instantly captures and shares images and video ... from your computer to anywhere. <http://www.jingproject.com/>
- Lavasoft Ad-Aware the free version: [http://lavasoft.com/products/ad\\_aware\\_free.php](http://lavasoft.com/products/ad_aware_free.php)
- KompoZer. a complete web authoring system that combines web file management and easy-to-use WYSIWYG web page editing. <http://kompozer.net/>
- Skype. Skype created a little piece of software that makes communicating with people around the world easy and fun. <http://about.skype.com/>
- Zotero. [zoh-TAIR-oh] is a free, easy-to-use Firefox extension to help you collect, manage, and cite your research sources. It lives right where you do your work — in the web browser itself. <http://www.zotero.org/>
- Microsoft package, particularly Microsoft Access.

#### **b. Accounts that need to be created**

- Blogger.com
- Citeulike.org
- Flickr.com
- Google account
- Koha
- Refworks
- Screencast.com

### **V. Course Schedule**

Week	Date	Topic
1	Aug 27	<p><b>Introduction and Course Overview</b></p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) OCLC report: Information Format Trends: Content, Not Containers (2004). <a href="http://www.oclc.org/reports/2004format.htm">http://www.oclc.org/reports/2004format.htm</a></li> <li>2) Clifford Lynch, "Information Literacy and Information Technology Literacy: New Components in the Curriculum for a Digital Culture" <a href="http://www.cni.org/staff/cliffpubs/info_and_IT_literacy.pdf">www.cni.org/staff/cliffpubs/info_and_IT_literacy.pdf</a></li> </ol> <p><b>Lab Activities:</b> Laptop Setup, Blogger Account, Locating Readings On/Off campus.</p>
	Sep 3	<b>Labor day, no class</b>
2	Sep 10	<p><b>Computer Basics, Digitization</b></p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) Vaughan, J. (2005). Lied Library @ four years: technology never stands still. Library Hi Tech, 23(1), 34-49. At <a href="http://www.emeraldinsight.com/Insight/ViewContentServlet;jsessionid=C5A0E976F56F442F9919082BF1F79360?Filename=Published/EmeraldFullTextArticle/Articles/2380230105.html">http://www.emeraldinsight.com/Insight/ViewContentServlet;jsessionid=C5A0E976F56F442F9919082BF1F79360?Filename=Published/EmeraldFullTextArticle/Articles/2380230105.html</a></li> <li>2) Doreen Carvajal. European libraries face problems in digitalizing. New York Times. October 28, 2007 <a href="http://www.nytimes.com/2007/10/28/technology/28iht-LIBRARY29.1.8079170.html">http://www.nytimes.com/2007/10/28/technology/28iht-LIBRARY29.1.8079170.html</a></li> <li>3) A Few Thoughts on the Google Books Library Project <a href="http://connect.educause.edu/Library/EDUCAUSE+Quarterly/AFewThoughtsontheGoogleBo/46023">http://connect.educause.edu/Library/EDUCAUSE+Quarterly/AFewThoughtsontheGoogleBo/46023</a></li> </ol> <p>Background Readings:</p> <ol style="list-style-type: none"> <li>4) IFLA GUIDELINES FOR DIGITIZATION PROJECTS (2002) <a href="http://archive.ifla.org/VII/s19/pubs/digit-guide.pdf">http://archive.ifla.org/VII/s19/pubs/digit-guide.pdf</a></li> </ol> <p><b>Discussion Topic: Digitization</b></p> <p>Digitization has been viewed as one of the important technology to move library service into current digital world. It is the digitization of rare books and making them available that first pops up in people's minds when people think of moving library services into more modern setting. However, digitization does not come without problems. Besides the papers in the required reading, the following articles also talk about digitization and the problems associate with it.</p> <ul style="list-style-type: none"> <li>• Scanners and Digitization: Stuart D. Lee. Digitization: Is It Worth It? <a href="http://www.infoday.com/cilmag/may01/lee.htm">http://www.infoday.com/cilmag/may01/lee.htm</a></li> <li>• Why Digitize? Abby Smith February 1999.</li> </ul>

		<p><a href="http://www.clir.org/pubs/reports/pub80-smith/pub80.html#preservation">http://www.clir.org/pubs/reports/pub80-smith/pub80.html#preservation</a></p> <ul style="list-style-type: none"> <li>Guidelines for Digitization Projects for collections and holdings in the public domain <a href="http://www.ifla.org/en/publications/guidelines-for-digitization-projects-for-collections-and-holdings-in-the-public-domain">http://www.ifla.org/en/publications/guidelines-for-digitization-projects-for-collections-and-holdings-in-the-public-domain</a></li> </ul> <p>Think of the following startup questions, and discuss in the discussion section.</p> <ul style="list-style-type: none"> <li>Digitization: Is It Worth It?</li> <li>Digitization is expensive, how to sustain it? Is working with private companies a good solution? Any problems that we need to be ware for this approach?</li> <li>“risk of a crushing domination by America in the definition of the idea that future generations will have of its world“ Is this a valid concern?</li> <li>Any other issues pop up.</li> </ul> <p><b>Assignment 1 is out, and due on Sep 24</b> Digitization and Flickr</p>
3	Sep 17	<p><b>Multimedia Representation and Storage</b></p> <p><b>Required Readings</b></p> <ol style="list-style-type: none"> <li>Data Compression. <a href="http://en.wikipedia.org/wiki/Data_compression">http://en.wikipedia.org/wiki/Data_compression</a></li> <li>Data compression basics (long documents, but covers all basics and beyond): <a href="http://dvd-hq.info/data_compression_1.php">http://dvd-hq.info/data_compression_1.php</a></li> <li>Edward A. Galloway, “Imaging Pittsburgh: Creating a shared gateway to digital image collections of the Pittsburgh region” First Monday 9:5 2004 <a href="http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1141/1061">http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1141/1061</a></li> <li>Paula L. Webb, YouTube and libraries: It could be a beautiful relationship C&amp;RL News, June 2007 Vol. 68, No. 6 <a href="http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2007/jun/youtube.cfm">http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2007/jun/youtube.cfm</a></li> </ol> <p><b>Lab Activities:</b> Introduce Jing and pixlr</p> <p><b>Note: Bring a microphone (external or imbedded) for testing Jing in the Lab session.</b></p> <p>Download and install Jing from <a href="http://www.jingproject.com/">http://www.jingproject.com/</a>. After the installation, you need to register an account at screencast.com. There will be a popup window asking you to do that.</p> <p>You will work with the TAs to learn how to use Jing and create a very short video about how to access PittCat in your browser</p>
4	Sep 24	<p><b>Database Technologies and Applications</b></p>

		<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) Database. <a href="http://en.wikipedia.org/wiki/Database">http://en.wikipedia.org/wiki/Database</a></li> <li>2) Entity relationship model in database: <a href="http://en.wikipedia.org/wiki/Entity-relationship_model">http://en.wikipedia.org/wiki/Entity-relationship_model</a></li> <li>3) database normalization process <a href="http://www.phlonx.com/resources/nf3/">http://www.phlonx.com/resources/nf3/</a></li> </ol> <p><b>Lab Activities:</b> Introduce Database System such as Microsoft Access</p> <p><b>Assignment 2 is out and due on Oct 9 (Tuesday)</b> MS Access.</p>
5	Oct 1	<p><b>Metadata and Content Management</b></p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) Anne J. Gilliland. Introduction to Metadata, pathways to Digital Information: 1: Setting the Stage <a href="http://www.getty.edu/research/conducting_research/standards/intrometadada/setting.html">http://www.getty.edu/research/conducting_research/standards/intrometadada/setting.html</a></li> <li>2) Eric J. Miller. An Overview of the Dublin Core Data Model <a href="http://dublincore.org/1999/06/06-overview/">http://dublincore.org/1999/06/06-overview/</a></li> <li>3) Working with Endnote, <a href="http://www.hsl.unc.edu/Services/Tutorials/ENDNOTE/intro.htm">http://www.hsl.unc.edu/Services/Tutorials/ENDNOTE/intro.htm</a></li> </ol> <p><b>Lab Activities:</b> Introducing Zotero <a href="http://www.zotero.org/">http://www.zotero.org/</a> and Refwork (ULS subscription to RefWorks <a href="http://www.library.pitt.edu/articles/database_info/refworks.html">http://www.library.pitt.edu/articles/database_info/refworks.html</a>)</p> <p><b>Assignment 3 is out, due on Oct 22</b> Building bibliographic collections using Zotero and RefWorks</p>
6	Oct 9 (note that this is Tuesday)	<p><b>Computer Networks, Wireless Networks</b></p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) Local Area Network: <a href="http://en.wikipedia.org/wiki/Local_Area_Network">http://en.wikipedia.org/wiki/Local_Area_Network</a></li> <li>2) Computer network <a href="http://en.wikipedia.org/wiki/Computer_network">http://en.wikipedia.org/wiki/Computer_network</a></li> <li>3) Coyle, K. (2005). Management of RFID in libraries. <i>Journal of Academic Librarianship</i>, 31(5), 486-489.</li> </ol> <p><b>Lab Activities:</b> Check IP and MAC addresses on your computer, and learn FTP software FileZilla <a href="http://filezilla-project.org/">http://filezilla-project.org/</a></p>
7	Oct 15	<p><b>Internet and WWW Technologies.</b></p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) Tyson, Jeff. <a href="http://computer.howstuffworks.com/internet-">http://computer.howstuffworks.com/internet-</a></li> </ol>

		<p><a href="#">infrastructure.htm/printable</a></p> <p>2) Andrew K. Pace “Dismantling Integrated Library Systems” Library Journal, vol 129 Issue 2, p34-36. 2/1/2004 <a href="http://www.libraryjournal.com/article/CA374953.html">http://www.libraryjournal.com/article/CA374953.html</a></p> <p>3) Sergey Brin and Larry Page: Inside the Google machine. <a href="http://www.ted.com/index.php/talks/sergey_brin_and_larry_page_on_google.html">http://www.ted.com/index.php/talks/sergey_brin_and_larry_page_on_google.html</a></p> <p><b>Lab Activities:</b> Introducing Koha</p> <p><b>Assignment 4 is out, due on Oct 29</b> Koha ILS</p>
8	Oct 22	<p><b>HTML and Web Authoring Software</b></p> <p><b>Required Readings:</b></p> <p>1) W3schools HTML Tutorial: <a href="http://www.w3schools.com/HTML/">http://www.w3schools.com/HTML/</a></p> <p>2) HTML Cheatsheet <a href="http://www.wired.com/images/multimedia/webmonkeycheatsheet_full.pdf">http://www.wired.com/images/multimedia/webmonkeycheatsheet_full.pdf</a></p> <p>3) Pratter, F.E. (2011) Introduction to HTML, Chapter 2 of Web Development With SAS by Example, 3<sup>rd</sup> Edition (Google Book) <a href="http://books.google.com/books?id=l_MFZYMv3YgC&amp;pg=PA15&amp;lpg=PA15&amp;dq=introduction+to+html+pratter&amp;source=bl&amp;ots=nXRgMFYZHz&amp;sig=muV0UY1c_ePZO1pcdu8_V_IdbwQ&amp;hl=en&amp;sa=X&amp;ei=Mvs4ULG9O4Gf6QG8h4GICw&amp;ved=0CC0Q6AEwAA#v=onepage&amp;q=introduction%20to%20html%20pratter&amp;f=false">http://books.google.com/books?id=l_MFZYMv3YgC&amp;pg=PA15&amp;lpg=PA15&amp;dq=introduction+to+html+pratter&amp;source=bl&amp;ots=nXRgMFYZHz&amp;sig=muV0UY1c_ePZO1pcdu8_V_IdbwQ&amp;hl=en&amp;sa=X&amp;ei=Mvs4ULG9O4Gf6QG8h4GICw&amp;ved=0CC0Q6AEwAA#v=onepage&amp;q=introduction%20to%20html%20pratter&amp;f=false</a></p> <p>4) Goans, D., Leach, G., &amp; Vogel, T. M. (2006). Beyond HTML: Developing and re-imagining library web guides in a content management system. <i>Library Hi Tech</i>, 24(1), 29-53.</p> <p><b>Lab Activities:</b> Writing simple HTML pages</p>
9	Oct 29	<p><b>Cascading Style Sheet</b></p> <p><b>Required Readings:</b></p> <p>1) W3 School Cascading Style Sheet Tutorial: <a href="http://www.w3schools.com/css/">http://www.w3schools.com/css/</a></p> <p>2) CSS tutorial: starting with HTML + CSS <a href="http://www.w3.org/Style/Examples/011/firstcss">http://www.w3.org/Style/Examples/011/firstcss</a></p> <p>3) chapter 2 of the book <i>Cascading Style Sheets, designing for the Web</i>, by Håkon Wium Lie and Bert Bos (2nd edition, 1999, Addison Wesley, ISBN 0-201-59625-3) <a href="http://www.w3.org/Style/LieBos2e/enter/">http://www.w3.org/Style/LieBos2e/enter/</a></p> <p><b>Lab Activities:</b> Experience using CSS with HTML</p>

		<p><b>Assignment 5 is out, due on Nov 19</b> HTML Authoring: My 2600 Page</p>
10	Nov 5	<p><b>XML</b></p> <p><b>Required Readings</b></p> <ol style="list-style-type: none"> <li>1) Martin Bryan. Introducing the Extensible Markup Language (XML) <a href="http://burks.bton.ac.uk/burks/internet/web/xmlintro.htm">http://burks.bton.ac.uk/burks/internet/web/xmlintro.htm</a></li> <li>2) Uche Ogbuji. A survey of XML standards: Part 1. January 2004. <a href="http://www-128.ibm.com/developerworks/xml/library/x-stand1.html">http://www-128.ibm.com/developerworks/xml/library/x-stand1.html</a></li> <li>3) Extending you Markup: a XML tutorial by Andre Bergholz <a href="http://www.computer.org/portal/web/csdl/abs/mags/ic/2000/04/w4074abs.htm">http://www.computer.org/portal/web/csdl/abs/mags/ic/2000/04/w4074abs.htm</a></li> <li>4) XML Schema Tutorial <a href="http://www.w3schools.com/Schema/default.asp">http://www.w3schools.com/Schema/default.asp</a></li> </ol> <p><b>Lab Activities:</b> XML in metadata schemas</p>
11	Nov 12	<p><b>Digital Library, Institutional Repositories,</b></p> <p><b>Required Readings</b></p> <ol style="list-style-type: none"> <li>1) Mischo, W. (July/August 2005). Digital Libraries: challenges and influential work. D-Lib Magazine. 11(7/8). <a href="http://www.dlib.org/dlib/july05/mischo/07mischo.html">http://www.dlib.org/dlib/july05/mischo/07mischo.html</a></li> <li>2) Paepcke, A. et al. (July/August 2005). Dewey meets Turing: librarians, computer scientists and the digital libraries initiative. D-Lib Magazine. 11(7/8). <a href="http://www.dlib.org/dlib/july05/paepcke/07paepcke.html">http://www.dlib.org/dlib/july05/paepcke/07paepcke.html</a></li> <li>3) Lynch, Clifford A. "Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age" <i>ARL</i>, no. 226 (February 2003): 1-7. <a href="http://www.arl.org/bm~doc/br226ir.pdf">http://www.arl.org/bm~doc/br226ir.pdf</a></li> </ol> <p><b>Lab Activities:</b> DScholar and Drupal system</p> <p><b>Assignment 6 is out, due on Dec 3</b> Drupal</p>
12	Nov 19	<p><b>Web Search and OAI Protocol</b></p> <p><b>Required Readings</b></p> <ol style="list-style-type: none"> <li>1) David Hawking , Web Search Engines: Part 1 and Part 2 IEEE Computer, June 2006. <a href="http://www.computer.org/portal/web/csdl/doi/10.1109/MC.2006.213">http://www.computer.org/portal/web/csdl/doi/10.1109/MC.2006.213</a> and <a href="http://www.computer.org/portal/web/csdl/doi/10.1109/MC.2006.286">http://www.computer.org/portal/web/csdl/doi/10.1109/MC.2006.286</a></li> <li>2) Shreeves, S. L., Habing, T. O., Hagedorn, K., &amp; Young, J. A. (2005). Current developments and future trends for the OAI protocol for metadata harvesting. <i>Library Trends</i>, 53(4), 576-589.</li> <li>3) MICHAEL K. BERGMAN, "The Deep Web: Surfacing Hidden Value" <a href="http://quod.lib.umich.edu/cgi/t/text/text-">http://quod.lib.umich.edu/cgi/t/text/text-</a></li> </ol>

		<p><a href="http://www.libraryjournal.com/doi/pdf/10.1002/ldx?c=jep;view=text;rgn=main;idno=3336451.0007.104">idx?c=jep;view=text;rgn=main;idno=3336451.0007.104</a></p> <p><b>Lab Activities:</b> Advance Searches in Google Scholar and Web of Science</p>
13	Nov 26	<p><b>Social Software and Library 2.0</b></p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) John Blossom (2009). What makes social media tick: seven secrets of social media. Content Nation, chapter 2. Wiley Publishing Inc. <a href="http://www.contentnation.com/wiki/chapter-2-what-makes-social-media-tick-seven-secrets-of-social-media">http://www.contentnation.com/wiki/chapter-2-what-makes-social-media-tick-seven-secrets-of-social-media</a></li> <li>2) Charles Allan, "Using a wiki to manage a library instruction program: Sharing knowledge to better serve patrons, C&amp;RL News, April 2007 Vol. 68, No. 4 <a href="http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2007/apr/usin_gawiki.cfm">http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2007/apr/usin_gawiki.cfm</a></li> <li>3) Xan Arch, "Creating the academic library folksonomy: Put social tagging to work at your institution" C&amp;RL News, February 2007 Vol. 68, No. 2 <a href="http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2007/feb/libraryfolksonomy.cfm">http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2007/feb/libraryfolksonomy.cfm</a></li> <li>4) Jimmy Wales: "How a ragtag band created Wikipedia" <a href="http://www.ted.com/index.php/talks/jimmy_wales_on_the_birth_of_wikipedia.html">http://www.ted.com/index.php/talks/jimmy_wales_on_the_birth_of_wikipedia.html</a></li> </ol> <p><b>Lab Activities:</b> Writing and Editing Wiki pages</p>
14	Dec 3	<p><b>IT Issues: Security and Privacy</b></p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) No place to hide site: <a href="http://www.noplacetohide.net/">http://www.noplacetohide.net/</a></li> <li>2) TIA and data mining <a href="http://www.epic.org/privacy/profiling/tia/">http://www.epic.org/privacy/profiling/tia/</a></li> <li>3) MyTurn: Protecting privacy rights in libraries, By Judah Hamer • September 24, 2008 <a href="http://greatlibrarynews.blogspot.com/2008/09/myturn-protecting-privacy-rights-in.html">http://greatlibrarynews.blogspot.com/2008/09/myturn-protecting-privacy-rights-in.html</a></li> </ol> <p><b>Discussion Topic:</b> Online Privacy</p> <ul style="list-style-type: none"> <li>• Jeffrey Rosen - Is Privacy Dead? <a href="http://www.youtube.com/watch?v=5raH8oORHKM">http://www.youtube.com/watch?v=5raH8oORHKM</a></li> <li>• FACEBOOK: Federal Human Data Mining Program <a href="http://www.youtube.com/watch?v=OwnTWZ1-UWY">http://www.youtube.com/watch?v=OwnTWZ1-UWY</a></li> <li>• Jonathan Zittrain - The Future of the Internet <a href="http://www.youtube.com/watch?v=o7UIYTFKFqY#">http://www.youtube.com/watch?v=o7UIYTFKFqY#</a></li> </ul>
15	Dec 10	<p><b>Organizational Computing, Cloud Computing, and the Future</b></p>



		<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1) Galen Gruman. “What cloud computing really means” InfoWorld, April 2008. <a href="http://www.infoworld.com/article/08/04/07/15FE-cloud-computing-reality_1.html">http://www.infoworld.com/article/08/04/07/15FE-cloud-computing-reality_1.html</a></li> <li>2) Explaining Cloud Computing <a href="http://www.youtube.com/watch?v=hplXnFUIPmg&amp;NR=1">http://www.youtube.com/watch?v=hplXnFUIPmg&amp;NR=1</a></li> <li>3) Thomas Frey. The Future of Libraries: Beginning the Great Transformation <a href="http://www.davinciinstitute.com/page.php?ID=120">http://www.davinciinstitute.com/page.php?ID=120</a></li> </ol>
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## VI. Assessment

### *Participation 40%*

The participation in this course is assessed by students’ activities. The graded activities include:

- Each week before the class starts, the students need to submit their notes on required readings for that week. The notes should be posted in the students’ blog space (how to open a blog is discussed in class 1). The deadline for posting the reading notes is Monday evening of that week. Each reading note will count 2% in the final score. Maximum 10 reading notes will be counted.
- After each week’s class, students will have a chance to raise one muddiest point, which is the most vague or unclear topic discussed in that week’s class that students want to have more input from either peer students or the instructor. The deadline for posting the muddiest is Monday evening of the following week. Each comment/answer contributes 1.5% to the final score. Maximum 10 will be counted.
- There will be 5% for class participation.

### *Assignment 60%*

There are total six assignments, each of which will count 10% in the final course score. You are required to make a clear presentation about your ideas, and the essay should be about one or two pages.

The deadline of submitting each assignment is before 12pm of the due date. Each 24 hours delay will have 40% deduction of the maximal score. No submission later than 2 days will be accepted except in the case of emergencies and personal disasters.

### *Course Grading Scale:*

The final grade depends on the percentage of points you have earned, and the definition of letter grades is:

- $90 \leq A- < 93$ ,  $93 < A \leq 100$

- 80 <= B- < 83, 83 < B <= 87, 87 < B+ < 90
- 70 <= C- < 73, 73 < C <= 77, 77 < C+ < 80
- 60 <= D < 70,
- F < 60

## VII. Course Policies

### *Plagiarism*

It is expected that the work you submit in this course will be your own. While collaboration is allowed for the course project, it should be approved in advance and the nature of each contribution should be specified in the project proposal and the final submission.

The following statement is taken from *The Teaching Assistant Experience: A Handbook for Teaching Assistants and Teaching Fellows at the University of Pittsburgh* (A.P. Haley and J.M. Nicoll, eds.) ]

Plagiarism means submitting work as your own that is someone else's. For example, copying material from a book or other source without acknowledging that the works or ideas are someone else's and not your own is plagiarism. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write<sup>1</sup>.

Plagiarism is a violation of the University of Pittsburgh's standards on academic honesty, and violations of this policy are taken seriously. **From the *Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures* (effective September, 1995):**

A student has an obligation to exhibit honesty, and to respect the ethical standards of the historical profession in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she:

- Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
- Submits the work of another person in a manner which represents the work to be one's own.

[Quotation ellipsed.] <sup>2</sup>

### *Special Needs*

Students with disabilities who require special accommodations or other classroom modifications should notify the instructor and the University's Office of Disability Resources & Services (DRS) no

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<sup>1</sup> B. G. Davis, *Tools for Teaching* (San Francisco: Jossey-Bass, 1993), 300.

<sup>2</sup> University of Pittsburgh, *Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures* (Pittsburgh: University of Pittsburgh, 1995), 7-8.

later than the 2nd week of the term. Students may be asked to provide documentation of their disability to determine the appropriateness of the request. DRS is located in 216 William Pitt Union and can be contacted at 648-7890 (Voice), 624-3346(Fax), and 383-7355(TTY). Students who must miss an exam or class due to religious observances must notify the instructor ahead of time and make alternative arrangements.