

**ILS-Z604
Spring 2016**

Computer Supported Cooperative Work and Social Computing

3 credits
Wed 1:00-3:45
Wells Library 030

Instructor: Patrick C. Shih
Office hour: Wed 3:45-5:00, LI 013
patshih@indiana.edu
+1 (812) 856-4022

Catalog description

This course provides a survey of the social, organizational, and technical issues involved in designing, developing, deploying, and evaluating computational and communication tools to support the activities of groups and organizations.

Course Description

This is a reading-intensive, discussion-oriented class. The advanced course explores the social, organizational, and technical issues involved in designing, developing, deploying, and evaluating computational and communication tools to support the activities of groups and organizations. The course will review a variety of research methods and conceptual frameworks that have guided CSCW work. Both classic and contemporary material will be read and discussed.

Prerequisites

The student should have completed ILS-Z516 Human Computer Interaction or with instructor approval. ILS-Z556 is recommended for students to gain experience on analyzing systems from a socio-technical perspective.

Objectives

Upon completing this course, the students will

- Understand the nature of social and organizational processes that are relevant to technology adoption and acceptance.
- Learn about the different methods for studying social and organizational processes.
- Become familiar with some of the major theoretical perspectives that have influenced CSCW researchers.
- Know how to evaluate the success of a technology adoption in social or organizational terms.

- Understand the changing and diverse nature of technological constraints that shape the kinds of applications and infrastructure that have been developed to support group and organizational activities.
- Understand the rapidly expanding marketplace in CSCW technologies.

Course Requirements

- Reading:

The readings are uploaded on Canvas. You are expected to read these prior to each class.

- Weekly Memo

For each class session (other than the first), you should bring a 2-page reading response. This should not summarize the readings; rather, it should explain which ideas you found most powerful and the issues about which you are uncertain, and list three questions you would like to propose for classroom discussion. Submit this on Piazza by **Midnight on the day before class**. Bring enough copies on paper for every member to class.

- Class discussion:

Students will take turn leading class sessions that focus on the course readings. Students will first circulate the response papers in the first 15 minutes. Session leaders will then provide a brief overview (15-20 minutes) of the assigned articles, then facilitate general discussions on the assigned articles and the response papers. Participation is worth 30% of your grade.

- Term Paper

The 70% component of your evaluation is a term paper. Term papers are should be around **5,000 words** not including references (which means no less than 4500, but if you hit 10000, stop!), on any topic related to the subject of the class. Abstracts/topics for term papers are due at the end of **week 4**; drafts or outlines of papers are due at the end of **week 6** (these drafts are not graded, but are an opportunity to get early feedback). Final papers are due at the end of **week 15**. Students will meet with the instructor biweekly starting in **week 7** to provide status updates on the project.

Example topics of the paper include the following:

Choose one class of CSCW system (e.g. desktop conferencing, awareness mechanisms). Based on what we have learned about collaborative system design, how would you evaluate these systems in terms of how well they support collaborative work? What benefits have been found? What problems do users encounter? You may compare different systems, evaluating strengths and weaknesses in supporting collaboration, or you may focus on one particular system in depth to illustrate your points. What design recommendations can you give for a redesign of a particular system, or for the general type of system. Support your answer with careful analyses of empirical data, and include course material in your discussion.

OR

Discuss a theoretical design issue in CSCW, e.g. awareness, boundary objects, common information space, etc. Discuss (and critique) how this concept has been used in CSCW. How can better knowledge of this construct help to inform the design of CSCW systems? Support your answer with careful analyses of empirical data, and include course material in your discussion.

OR

Conduct an extensive fieldwork (minimum of 6-8 weeks of observation or immersion) of a local community, e.g., local vendors, nonprofit organizations, etc. Discuss in detail the existing issues that the community faces and how these challenges can be mitigated by CSCW technologies. Support your answer with careful analyses of empirical data, and include course material in your discussion. Instructor can help gain access to local communities.

Grading

Participation	30%
Term Paper	70%

Definitions of Letter Grades

Letter grades have been defined as follows by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the Department of Information and Library Science.

A	4.0	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A-	3.7	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+	3.3	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B	3.0	Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.
B-	2.7	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+	2.3	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.
C	2.0	
C-	1.7	Unacceptable work. Coursework performed at this level will not count toward the
D+	1.3	MLS or MIS degree. For the course to count toward the degree, the student must
D	1.0	repeat the course with a passing grade.

D-	0.7	
F	0.0	Failing. Student may continue in program only with permission of the Dean.

Grades are assigned by individual instructors based on a combination of student performance measures developed for each course. Student achievement of course objectives is usually assessed through the use of multiple performance measures. For example, a combination of several of the following assessment methods is common: examinations, class participation, written assignments and exercises, research papers, or term projects. Other methods, depending on course content and objectives, may include in-class small group exercises, oral presentations, field-based projects and field experiences, or case study presentations.

Your written, web-based, and oral work will be evaluated according to four criteria; it must:

- Be clearly written, marked up, and/or presented, and spell- and grammar-checked;
- Demonstrate a degree of insight into the concepts, issues, and trends in both the areas you investigate in the assignments and in the course content;
- Demonstrate a degree of originality in your reviews, analyses and projects; and
- Display some familiarity with the appropriate current and/or classic literatures where appropriate.
- Borderline grades will be decided (up or down) on the basis of class contributions and participation throughout the semester.

No course in which a student receives a grade lower than C (2.0) will be counted toward requirements for any ILS degree. **Any required course on which a grade lower than B- is received must be repeated**; an elective course in which an unacceptable grade is earned need not be repeated, but it may be repeated or another course must be taken in its place. Repeating a course in which the student received an unacceptable grade or taking another in its place does not remove the credit points for that course from a student's cumulative grade point average. All grades achieved in SLIS courses will be counted in the ILS and IU GPA. Because a minimum GPA of 3.0 (B) is required for graduation, any grade below B must be balanced by another sufficiently above B to keep the GPA at the 3.0 level.

Late Work Policy

To receive a passing grade in this course, you must turn in all of the assignments and the term project and do your presentation. You cannot pass this course without doing all of the assigned work, however, turning in all of the work is not a guarantee that you will pass the course. Grades of <I> (Incomplete) may be assigned in this course after discussion with the instructor, but depending on the circumstances, there will be a penalty applied at the discretion of the instructor.

All papers and assignments must be submitted on the dates specified in this syllabus. If you cannot submit an assignment or cannot deliver a presentation on the date it is due, it is your responsibility to discuss your situation with the instructor, preferably in advance. Given that your reasons or problems are legitimate, arrangements for the completion of the outstanding work can be made; this will occur, however, at the discretion of the instructor.

There will be a penalty for work turned in after the assigned date, and this will also be applied at the discretion of the instructor.

Academic Integrity

Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Any assignment that contains plagiarized material or indicates any other form of academic dishonesty will receive a grade of "F". A second instance will result in an automatic grade of "F" for the course. Penalties may be harsher depending upon the severity of the offense. See Indiana University's "[Code of Student Rights, Responsibilities and Conduct.](http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml)" <<http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml>>

From: Part II: Student Responsibilities - G. Uphold and maintain academic and professional honesty and integrity - 3. Plagiarism:

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 1. Directly quoting another person's actual words, whether oral or written;
 2. Using another person's ideas, opinions, or theories;
 3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. Borrowing facts, statistics, or illustrative material; or
 5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

There is more to avoiding plagiarism than simply citing a reference. To aid students both in recognizing plagiarism and in avoiding the appearance of plagiarism, Indiana University's Writing Tutorial Services has prepared a short guide entitled - Plagiarism: What it is and how to recognize and avoid it. <<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>>

This guide provides explicit examples of plagiarism and offers strategies for avoiding it. Each student should be familiar with this document and use it as a guide when completing assignments. For example, here are some strategies for avoiding plagiarism:

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the

text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Statement for Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact IU Disability Services for Students <<https://studentaffairs.indiana.edu/disability-services-students/>>.