

**Information in Social and Cultural Context**  
**INF 380C**  
**28480**

Fall 2012  
UTA 1.208  
Tuesdays, 12:00 pm (noon) – 3 pm

Instructor: Dr. Kenneth R. (Ken) Fleischmann  
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### **I. Course Description**

Examines the role of information in human activities, particularly in relation to particular social and cultural contexts. Examines how individuals, groups, organizations, institutions, and society at large create, find, use, understand, share, transform, and curate information.

### **II. Specific Learning Objectives**

By the end of this course, you will:

- Learn a common language and conceptual framework that can connect the diverse areas of specialization within the information field, and express your ideas in class discussions, debates, and projects in ways that can be understood by other information professionals.
- Understand the role of information in human activities and the role of social and cultural contexts, and demonstrate your understanding through completing course readings, submitting discussion questions via Blackboard, and successful participation in small group and class discussions.
- Examine how groups, organizations, and institutions create, find, use, understand, share, transform, and curate information, and connect them to individuals on the micro side and society at large on the macro side, through completing your course readings and projects.
- Demonstrate your ability to work with others and independently effectively and professionally by successfully completing the group and individual components of the project as well as by successfully participating in small group and class discussions and working with teammates in debates, as well as maintaining professional courtesy with opponents.

### **III. Format and Procedures**

This is a seminar-style course, so your attendance and participation in class will be critical to your success in this course and to the success of the course as a whole. Make sure to complete all required readings prior to class, and to submit your discussion questions via Blackboard each week by Monday at noon. You should come to class prepared to participate in small group and class discussions, as well as debates (as proponents, opponents, or jury members/questioners). You will also work independently and in teams to complete a course project that studies the information lifecycle within a group, organization, or institution. The project will combine individual accountability with collaboration, as is common in most positions that you will hold as an information professional. You may use any combination of literature review and/or empirical study to complete your projects. The success of this course will depend on everyone's preparation and willingness to share their ideas and opinions, which requires a shared goal of mutual understanding and respect. You are welcome to express ideas that are different from your peers or the instructor, but this should be done politely and professionally, and in a constructive manner. I look forward to interacting with all of you throughout the semester, and I hope you will learn a lot from me and from your peers.

**IV. Tentative Course Schedule** *\*\*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

<b>Date</b>	<b>Topic/Debate</b>	<b>Work to do at home</b> <b>Readings – to be completed before class</b>	<b>Evaluation</b>
Week 1 9/4	<b>Introduction</b>	N/A (no readings before first class)	Class Attendance and Participation (CAP)
Week 2 9/11	<b>The Evolution of IT</b> <i>Debate: Does IT shape society, or does society shape IT?</i>	<ul style="list-style-type: none"> <li>• Heilbroner, R. (1967) Do machines make history? <i>Technology and Culture</i>, Vol. 8, No. 3, 335.</li> <li>• Winner, L. (1977). Frankenstein’s problem. <i>Autonomous Technology: Technics-out-of-Control as a Theme in Political Thought</i>, pp. 306-335. Cambridge, MA: The MIT Press.</li> <li>• Drucker, P. (1994). The age of social transformation, <i>The Atlantic Monthly</i>.</li> <li>• MacKenzie, D., &amp; Wajcman, J. (1999). Introductory essay: The social shaping of technology. In D. MacKenzie &amp; J. Wajcman (Eds.), <i>The Social Shaping of Technology, Second Edition</i> (pp. 3-27). Philadelphia: Open University Press.</li> </ul>	Discussion Questions (DQs) CAP Debate
Week 3 9/18	<b>Living in a Digital World</b> <i>Debate: Is there something intrinsically different about born digital materials, or are they the same as their born-physical counterparts?</i>	<ul style="list-style-type: none"> <li>• Dellavalle, R.P., Hester, E.J., Heilig, L.F., Drake, A.L., Kuntzman, J.W., Graber, M., &amp; Schilling, L.M. (2003). Going, going, gone: Lost internet references. <i>Science</i>, 302, 787-788.</li> <li>• Trace, C. (2011). Beyond the magic to the mechanism: Computers, materiality, and what it means for records to be “born digital.” <i>Archivaria</i>, 72, 5-27.</li> <li>• Clement, T. (2011). Knowledge representations and digital scholarly editions in theory and practice. <i>Journal of the Text Encoding Initiative</i>.</li> <li>• Feinberg, M., Geisler, G., Whitworth, E., &amp; Clark, E. (2012). Understanding personal digital collections: An interdisciplinary exploration. In <i>Proceedings of the Designing Interactive Systems Conference</i> (pp. 200-209). New York: ACM.</li> </ul>	DQs CAP Debate
Week 4 9/25	<b>Information Work and Workers</b> <i>Debate: Has IT made work easier or harder?</i>	<ul style="list-style-type: none"> <li>• Bailey, D.E., Leonardi, P.M., &amp; Chong, J. (2010). Minding the gaps: Understanding technology interdependence and coordination in knowledge work. <i>Organization Science</i>, 21, 713-730.</li> </ul>	DQs CAP Debate <b>Project Proposal</b>

		<ul style="list-style-type: none"> <li>• Pegrum, M., &amp; Kiel, R. (2011). "Changing the way we talk": Developing librarians' competence in emerging technologies through a structured program. <i>College and Research Libraries</i>, 72, 583-598.</li> <li>• Harris, R. &amp; Wilkerson, M.A. (2001). (Re)positioning librarians: How young people view the information sector. <i>Journal of Education for Library and Information Science</i>, 42, 289-307.</li> </ul>	
Week 5 10/2	<b>Standardization</b> <i>Debate: Do standards solve or cause more problems?</i>	<ul style="list-style-type: none"> <li>• Hickey, D.J. (1977). The search for uniformity in cataloging: Centralization and standardization. <i>Library Trends</i>, 25, 565-586.</li> <li>• Olson, H.A. (2007). How we construct subjects: A feminist analysis. <i>Library Trends</i>, 56, 509-541.</li> <li>• Gould, S.J. (1991). The panda's thumb of technology. <i>Bully for Brontosaurus: Reflections in Natural History</i>, pp. 59-78. London: Hutchinson Radius.</li> <li>• Star, S.L. &amp; Lampland, M. (2009). Reckoning with standards. In M. Lampland &amp; S.L. Star (Eds.), <i>Standards and Their Stories: How Quantifying, Classifying, and Formalizing Practices Shape Everyday Life</i> (pp. 3-34). Ithaca, NY: Cornell University Press.</li> </ul>	DQs CAP Debate
Week 6 10/9	<b>Communities, Networks, Crowds, and Social Media</b> <i>Debate: Does IT bring us closer together or pull us further apart?</i>	<ul style="list-style-type: none"> <li>• Zhang, Y. (2010). Contextualizing consumer health information searching: An analysis of questions in a social Q&amp;A community. In <i>Proceedings of the 1<sup>st</sup> ACM International Health Informatics Symposium</i> (pp. 210-219). New York: ACM.</li> <li>• Howison, J., Wiggins, A., &amp; Crowston, K. (2011). Validity issues in the use of social network analysis with digital trace data. <i>Journal of the Association for Information Systems</i>, 12, 767-797.</li> <li>• Lease, M. (2011). On quality control and machine learning in crowdsourcing. In <i>Proceedings of the 3rd Human Computation Workshop</i> (pp. 97-102). Palo Alto, CA: AAAI.</li> <li>• Golbeck, J., Robles, C., Edmondson, M., &amp; Turner, K. (2011). Predicting personality from Twitter. In <i>Proceedings of the IEEE International Conference on Social Computing</i> (pp. 149-156). Piscataway, NJ: IEEE.</li> </ul>	DQs CAP Debate

<p>Week 7 10/16</p>	<p><b>Privacy and Surveillance</b> <i>Debate: Which comes first? Protecting individuals' privacy or protecting public safety?</i></p>	<ul style="list-style-type: none"> <li>• Patton, J.W. (2000). Protecting privacy in public? Surveillance technologies and the value of public places. <i>Ethics and Information Technology</i>, 2, 181-187.</li> <li>• Blanchette, J-F. &amp; Johnson, D.G. (2002). Data retention and the panoptic society: the social benefits of forgetfulness. <i>The Information Society</i> 18:33-45.</li> <li>• American Library Association. (2003). Resolution on the USA Patriot Act and related measures that infringe on the rights of library users.</li> <li>• Goodman, A. &amp; Goodman, D. (2008). America's most dangerous librarians: Meet the radical bookworms who fought the Patriot Act – and won. <i>Mother Jones</i>.</li> </ul>	<p>DQs CAP Debate</p>
<p>Week 8 10/23</p>	<p><b>Digital Inequality</b> <i>Debate: Does IT increase or decrease inequality in society?</i></p>	<ul style="list-style-type: none"> <li>• Kinney, B. (2010). The Internet, public libraries, and the digital divide. <i>Public Library Quarterly</i>, 29, 104-161</li> <li>• James, J. (2011). Are changes in the digital divide consistent with global equality or inequality? <i>The Information Society</i>, 27, 121-128.</li> <li>• Perry, J., Macken, E., Scott, N., &amp; McKinley, J.L. (1997). Disability, inability, and cyberspace. In B. Friedman (ed). <i>Designing Computers for People: Human Values and the Design of Computer Technology</i> (pp. 65-90). Stanford: CSLI Publications.</li> </ul>	<p>DQs CAP Debate</p>
<p>Week 9 10/30</p>	<p>No Class (Instructor at ASIS&amp;T Annual Meeting to Present Research)</p>	<p>No Readings – Please use this time to complete your individual projects (note: you will need to have made significant progress on your projects prior to now; this is just to finish up)</p>	<p><b>Individual Projects (submit via Blackboard by Friday at noon)</b></p>
<p>Week 10 11/6</p>	<p><b>Elections and Politics</b> <i>Debate: Should we adopt online voting?</i></p>	<ul style="list-style-type: none"> <li>• Winner, Langdon. (1986). Do artifacts have politics? <i>The Whale and the Reactor: A Search for Limits in an Age of High Technology</i> (pp. 19-39). Chicago: The University of Chicago Press.</li> <li>• Sclove, R.E. (1995). I'd hammer out freedom: Technology as politics and culture. <i>Democracy and Technology</i> (pp. 10-24). New York: Guilford Press.</li> <li>• Mohen, J., Glidden, J., Phillips, D.M., &amp; Von Spakovsky, H.A. (2001). The case for Internet voting/Gauging the risks of Internet elections. <i>Communications of the ACM</i>, 44, 72-85.</li> </ul>	<p>DQs CAP Debate</p>

		<ul style="list-style-type: none"> <li>• Carter, L., &amp; Bélanger, F. (2012). Internet voting and political participation: An empirical comparison of technological and political factors. <i>ACM SIGMIS Database</i>, 43, 26-46.</li> </ul>	
Week 11 11/13	<b>Globalization</b> <i>Debate: Does IT present more promises or more challenges for striving toward world peace?</i>	<ul style="list-style-type: none"> <li>• Kolko, B. &amp; Putnam, C. (2009). Computer games in the developing world: The value of non-instrumental engagement with ICTs, or taking play seriously. In <i>Proceedings of the International Conference on Information and Communication Technologies and Development</i> (pp. 46-55). Piscataway, NJ: IEEE.</li> <li>• Aspray, W. (2010). IT offshoring and American labor, <i>American Behavioral Scientist</i>, 53, 962-982.</li> <li>• Warschauer, M. &amp; Ames, M. (2010). Can One Laptop Per Child save the world's poor? <i>Journal of International Affairs</i>, 64, 33-51.</li> </ul>	DQs CAP Debate
Week 12 11/20	<b>Value-Sensitive Design</b> <i>Debate: Does IT do more to harm or further human values?</i>	<ul style="list-style-type: none"> <li>• Friedman, B., &amp; Kahn, P.H., Jr. (2008). Human values, ethics, and design. In J. A. Jacko &amp; A. Sears (Eds.), <i>The Human-Computer Interaction Handbook</i> (pp. 1177-1201). Mahwah, NJ: Lawrence Erlbaum Associates.</li> <li>• Waddington, David. Locating the wrongness in ultra-violent video games. <i>Ethics and Information Technology</i> 9:2 (July 2007): 121-128.</li> <li>• Shilton, K. (In Press). Value levers: Building ethics into design. <i>Science, Technology, and Human Values</i>.</li> </ul>	DQs CAP Debate
Week 13 11/27	<b>Professional Ethics</b> <i>Debate: When they conflict, should information professionals follow the code of ethics of their professional association or of their employing organization?</i>	<ul style="list-style-type: none"> <li>• Jones, M., Schuckman, A., &amp; Watson, K. (2004). The ethics of pre-employment screening through the use of the Internet. In D. McIntosh, R. Drabic, K. Huber, I. Vinogradov, &amp; M. Bassick, <i>The Ethical Imperative in the Context of Evolving Technologies</i> (pp. 43-50). Boulder, CO: Ethica Publishing.</li> <li>• Kuhn, M. (2007). Interactivity and prioritizing the human: A code of blogging ethics. <i>Journal of Mass Media Ethics</i>, 22, 18–36.</li> <li>• ALA Core Values of Librarianship</li> <li>• ALA Code of Ethics</li> <li>• ACM Code of Ethics</li> </ul>	DQs CAP Debate
Week 14 12/4	Group Project Presentations	No Readings – Project Presentations	<b>Group Project Slides for Presentations</b>

## V. Course Requirements

### 1. Class attendance and participation policy

(a) Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). Excessive tardiness may be considered as an unexcused absence.

(b) Class participation is a critical element of this course. The effectiveness of the course will be significantly impacted by the quality of your participation. Class participation is not merely attendance, but rather factors in your overall contributions to the collaborative learning environment, based on both the quantity and quality of your interactions in all aspects of the course. Discussion of class participation with the instructor is encouraged in order to ensure that you are making the most of the classroom experience and the accompanying opportunities for learning. You are expected to participate in all aspects of class discussion. You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions, and your participation will not be based on who speaks the loudest or the longest, but on consistent participation of significant quantity and, most importantly, quality.

(c) Your attendance and class participation grade will be calculated by multiplying the numerical assessment of your class participation by the percentage of classes that you attend (with exceptions made for documented, university-recognized absences as noted above). Please note that regular attendance and active participation in each class session are critical for receiving a good grade in this course. For example, by actively participating in each class, you will receive a full letter grade higher than if you were to skip half of the classes or to be half-awake for all of the classes.

(d) Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### 2. Course Readings/Materials

(a) All course readings are available on the course Blackboard site at <http://courses.utexas.edu/>

(b) Please make sure to complete all readings prior before coming to class

(c) You will need to do additional reading to prepare for debates and projects. A sample list of additional publications that may be useful for these activities is available on the Blackboard site, although you are also encouraged to seek out additional relevant readings

### 3. Use of *Blackboard* in class

To supplement our in-class discussions we will use *Blackboard*—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You can find Blackboard support at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

## 4. Discussion Questions

(a) Except for weeks 1, 9, and 14, there will be required readings each week. The required readings will be posted on Blackboard, so there are no books to buy or papers to acquire for the class. Each week, you are expected to read the material carefully and post one discussion question that addresses one or more of the class readings (synthesis and synergy across articles are keys to successful questions) to the week's thread on Blackboard, by noon on the day before your class. These questions should stimulate thoughtful class discussion and will be graded accordingly. Before class, examine your colleagues' questions and be prepared to discuss them in class.

## 5. Projects

(a) Projects combine teamwork with individual accountability, and include a project proposal, individual report, final report, and final presentation.

(b) On the first day of class, we will form teams with five students per team. You will work with your team throughout the semester on your project proposal, final report, and final presentation.

(c) Please use APA format: <http://www2.liu.edu/CWIS/CWP/library/workshop/citapa.htm>

(d) The project proposal involves deciding on a group, organization, or institution to study, and selecting five different aspects of the information lifecycle (how they create, find, use, understand, share, transform, and curate information). You will then submit a two-page proposal including:

- i) What group, organization, or institution have you decided to study?
- ii) Why have you selected this group, organization, or institution?
- iii) What five aspect of the information lifecycle have you decided to focus on?
- iv) Who will focus on which component (each student picks a different component)?
- v) What approach will you use across components and for each particular component?

Project proposals must be submitted via Blackboard by noon on Tuesday, September 25, 2012.

(e) The individual report involves writing your own report on your selected aspect of the overall information lifecycle the group, organization, or institution that your team has decided to study. Your report should be 5-10 pages in length and can be based on any kind of research, including literature review, interviews, surveys, or any other appropriate research methods. Please note that experience with research methods is not necessary, as you may elect to write a literature review. You should make sure to answer the following questions in your report:

- i) How did you study your selected aspect? Please be as detailed as possible.
- ii) What did you find? What were the findings of the lit review, interviews, survey, etc.?
- iii) What does it mean? What would you conclude based on your findings?
- iv) What can we learn from? What best practices used here can apply elsewhere?
- v) What can be improved? e.g., how could your organization improve information use?

Individual reports must be submitted via Blackboard by noon on Friday, November 2, 2012.

(f) The final report should provide a comprehensive overview of the information lifecycle within your selected group, organization, or institution, including providing answers for all questions from the individual report. However, unlike the individual reports, you will need to work together to synthesize your answers into a coherent report that must begin with an executive summary and end with takeaways. Your final report should be 20-30 pages in length, and must be collaboratively written by all team members based on each team member's individual reports. Final reports must be submitted via Blackboard by noon on Tuesday, December 4, 2012.

(g) The final presentation will be on the last day of class. Each presentation will be 15 minutes in length, with an additional five minutes for questions and discussion. All team members must participate in both preparing and presenting the final presentation. Each team must submit PowerPoint slides via Blackboard by noon on Tuesday, December 4, 2012.

## 6. Debates

- (a) Debates will be held during the second half of each class period.
- (b) During each debate, students will work in teams of three covering both sides of the debate. Each student will participate in 2 debates during the semester. During the first day of class, you will indicate your preferred debate topics and sides, and efforts will be made to match you up with topics and sides for which you have indicated interest.
- (c) Prior to each debate, you will need to identify at least 6 different outside readings (2 per team member) that you used, and each team member needs to prepare a one-page summary listing the readings as well as your planned contributions in terms of the different components of the debate. Basically, these help to ensure that you are prepared for the debate and help you to document the preparation that you did before each debate. You will need to coordinate with your team members prior to the debate to ensure that you select different readings and have assigned roles for the different components of the debate.
- (d) Each debate will begin with a coin toss to determine order, followed by opening statements by each side (5 minutes each), cross-examination between the two sides (5 minutes each), questioning by the jury (8 minutes total), and closing arguments (1 minute each). Please make sure to coordinate your roles within your team prior to the debate, so you'll be ready for all components.
- (e) Each debate will also include three additional roles, which will be randomly selected: moderator, time-keeper, and parliamentarian. The moderator's role will be to introduce the debate question as well as the members of each team, as well as to transition from one part of the debate to the next. The timekeeper's role will be to ensure that each segment of the debate is completed on schedule. The parliamentarian's role is to ensure that the debate is civil, professional, and constructive, and to intervene if the debate gets off topic or if debaters violate the spirit of the debate or the course. Please note that the instructor may also intervene in any of these capacities on an as-needed basis.
- (f) Any student not playing one of these roles will be a member of the jury. As a jury member, please come prepared with questions to ask both sides, and please note that performance as a juror as well as other roles will be evaluated as part of class participation.
- (g) Your grade for each debate will be based on your preparation as documented in your one-page summary as well as your performance in the debate as evaluated by the instructor and the jury.

## 7. Late Assignment Policy

All assignments are due at noon on the day of the class meeting for the week, except as noted in the course schedule. All assignments must be submitted via Blackboard. Late assignments will only be excused in situations following university policy (illness, religious holy days, etc.) with proper documentation and timely notification (prior to the deadline for non-emergencies). In all other cases, assignments received after the deadline will be penalized 10% per 24-hour period. If you turn in an assignment (without prior authorization or extreme emergency circumstances) even one minute late, you will have an automatic deduction of 10% prior to grading of the assignment; if you are five days late, even an otherwise perfect assignment will only receive half-credit; and if you are ten days late, your assignment will not be graded and will not receive any credit.

## VI. Grading Procedures

Grades will be based on:

- (a) Attendance and Participation (20%)
- (b) Weekly Questions (10%)
- (c) Debates (20%)
  - i) Preparation: 3% per debate
  - ii) Jury Vote: 2% per debate
  - iii) Instructor evaluation: 5% per debate
- (d) Projects (50%)
  - i) Project Proposal: 10%
  - ii) Individual Report: 15%
  - iii) Group Report: 15%
  - iv) Group Presentation: 10%

Grading Scale:

	B+	87-89	C+	77-79	D+	67-69			
A	93-100	B	83-86	C	73-76	D	63-66	F	0-59
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

## VII. Academic Integrity

### University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code. **[See the UT Honor Code above.]** Any work submitted by a student in this course for academic credit will be the student's own work, although collaboration is allowed and required in the project proposal, group report, group presentation, and some aspects of the debate preparation. However, each student is ultimately responsible for preparing their own one-page summary including their own unique outside readings.

The projects combine teamwork with individual accountability. For the project proposal, you will need to work with your team members. For the individual report, you will need to complete your own report without help from other students. For the final project and presentation, you will need to share your individual project results with your team members (after first submitting them to the instructor).

## VIII. Other University Notices and Policies

### Use of E-mail for Official Correspondence

- All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/help/utmail/1564> .

## **Documented Disability Statement**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information:  
[http://www.utexas.edu/diversity/ddce/ssd/for\\_cstudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php)

## **Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

## **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.