INF 163: Project in the Social and Organizational Impacts of Computing
University of California, Irvine
Spring 2017

SYLLABUS

INSTRUCTOR

Prof. Paul Dourish
jpd@ics.uci.edu
Office Hours: by appt.

TEACHING ASSISTANT

Xinning Gui
guix@uci.edu
Office Hours: by appt.

CLASS TIME

Lectures	Tuesday/Thursday 11:00 pm – 12:20 pm	MSTB 118
Discussion	Wednesday 9:00 am – 9:50 am	SSTR 103 (initially)
	10:00 am – 10:50 am	SSTR 103 (initially)

WEBSITE

Course materials, including links to readings, will be available at: http://dourish.com/classes/infx163s17. **You are responsible for checking this site regularly to ensure that you are up-to-date with any changes in the course**. Pertinent changes will normally be announced to your UCINET email address. Readings will generally be available at least one week prior to the class session in which they will be discussed.

OVERVIEW

The objective of the course is to provide practical experience in researching and analyzing social and organizational aspects and implications of information technology and digital media. Emphasis will be placed on conducting ethnographic research, writing, and presenting. You will be part of a team project analyzing organizational process and technology-in-use in the community, in a particular social group, at a local business, non-profit organization or service at UCI.

- First, you will learn about how to design an empirical study. Even though you have learned some of this in 161 and 162, this *practicum* will help you engage that material in the empirical world. What question are you trying to answer? How should you go about attempting to answer these questions? What other factors do you need to consider when engaging in empirical research?

- Second, you will learn how to gather data about people's social and cultural environments. Techniques will include observing social dynamics, interviewing people, and analyzing technologies-in-use. We will also discuss other techniques such as organizational documents, artifact analysis, and journals and logs. For each technique you will learn what types of question it can answer, how to go about using it, and how does it influence your study design.

- Third, you will learn how to analyze the data that you collect. Analysis is the process of taking the data that you gather and turning into a systematic set of findings that let you make claims. For example, analysis lets you say how and why an organizational process is effective or ineffective for

the users or whether software needs to work a certain way in order to meet the needs of potential users. We will learn how to perform analysis on the types of data that you've just learned how to collect.

The goal of this class is to provide you with an introduction to how to use empirical methods and engage in data analysis to provide insight into organizational processes and technologies in-use. It builds on your previous experiences in 161 and especially in 162; where the project work in 162 focused especially on public observation, the project work in 163 will also incorporate interviewing and artifact analysis. At the end of this class you should be able to design a study that allows you to take a research question and answer it using appropriate data collection and analysis techniques.

REQUIRED READINGS

Readings will be available as PDF links from the course website.

Details subject to change. You will be notified in advance if there will be any change. (This schedule has been updated to reflect some necessary changes in the sequence of classes.)

Week	Date	Topics	Assignments	Readings	Notes
1		During this week you should start on the following: Decide on research topics Create timeline for research Assign group roles Develop team contract	Creating the team contract will likely take more time than you anticipate. Use discussion to be as productive, honest, and transparent with each other as possible about your communication style, work style, and various commitments. Learning to work productively in groups is difficult and will be key to success in this course.		
1	4/4	Introductions and Plans. Forming groups			
1	4/6	What makes a good research topic? The nature of "sites".	*Observational exercise assigned.*		
2		Literature review in your chosen area. Identification of initial informants, schedule meetings.	You will need at least 5 scholarly citations for final report. Suggestions on where to look for relevant literature are: ACM Digital library www.acm.org Computer Supported Collaborative Work, The Information Society, New Media and Society, Journal of Contemporary Ethnography, Journal of Communication		
2	4/11	The mechanics of participation		Reading from DeWalt and DeWalt	
2	4/13	Participation, rapport, ethics	*#1 Team contract due.*	Reading from Rogers, "Reconfiguring the Ethnographer"	
		DATA COLLECTION PHASE BEGINS			
3		Bring in rough draft of project proposal. Practice interviews. Begin scheduling interviews for next few weeks NOW. This is critical.	You should be beginning to gather data this week – observational materials where relevant, archival materials where relevant, or interviews. Remember, your research topic will develop as you gather data, so it's important to begin early and iterate.		
3	4/18	Planning to interview - Who to interview? - What to ask them? - What makes a good interview question? - What can interviewing help you with, what can't it?		Seidman, "Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences."	Reminder, every group member is responsible for at least 10 hours of data collection (combination of observation and

		- Structured vs. unstructured interviews - Different interview protocols for each "role"		Chapters 1, 2 & 4.	interviews, as appropriate.)
3	4/20	Interviewing - Practice interviewing in class - Interview do's and don'ts - Why transcribe? - How does the format of your transcripts affect analysis?		Seidman, "Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences." Chapters 6 & 7. Weiss, "Learning from Strangers", Chapter 3. Reading from Cahill.	
4		Progress meetings	Second round of interviews. Use these to develop themes that have emerged from the first set. You should be exploring and refining your ideas through these.		
4	4/25	Gathering material: Participant observation and field notes	*#2 Project proposal due*	Emerson, Fretz, Shaw, "Writing Ethnographic Field Notes" (ONLY Chapter 3 – 1 and 2 are optional). Readings from Van Maanen and Becker.	Reminder, every group member is responsible for at least 10 hours of data collection (combination of observation and interviews, as appropriate.)
4	4/27	Additional forms of data collection – artifacts and documents, logs, diaries		Gee, J.P. An Introduction to Discourse Analysis. Chapters 5 & 6.	
5			This is the beginning of your last week of data collection. You should also prepare for the mid-term team evaluations next quarter, and a discussion of research challenges you have encountered. Come to discussion prepared to be honest with yourselves and your teammates about your current challenges and what you feel you need to do in the next week to explore the tensions, processes, and perspectives you are seeing in your research site before focusing on data analysis. You should start re-reading all field notes and interview transcripts this week and brainstorming about dominant themes for your data analysis NOW. You only have two weeks to analyze you data so it is critical that you start early.		
5	5/2	Mid-term presentations			
5	5/4	Analyzing data #1 – Asking questions of data	*#3 Interview protocol*	Lofland, Snow, Anderson & Lofland. Analyzing	

				Social Settings. Chapters 6-9. Charmaz. Constructing Grounded Theory. Chapters 3-4. Emerson, Fretz, & Shaw. Writing Ethnographic Fieldnotes. Chapter 6.	
6			At this point you are transitioning from data collection to data analysis. You will be turning in a thorough memo of all of your data collection techniques including observations, field notes, interviews, transcriptions etc. Assignment outlined in detail below. Bring draft of memo to discussion for input. This memo will be the basis of the methods section of your final report.		
6	**5/9**	Guest lecture			
6	**5/11**	Guest lecture			
DATA ANALYSIS					
7		Bring in rough drafts of your heuristic frameworks to discuss.	By now you should be starting to analyze and discuss your data. Grounded theory techniques allow the data to "tell you" what is striking and potentially important. The heuristic frameworks will allow you to "see" your data from a variety of perspectives and should be a valuable tool for group brainstorming.		
7	**5/16**	Analyzing data #2 - Coding and grounded theory	***#4 Data collection & methods memo due in class***	Saldana on coding. Reading from Snow and Anderson.	
7	**5/18**	Analyzing data #3 - Contextual design - Multiple heuristics for "seeing" your data		Beyer and Holzblatt. Contextual Design. Chapter 6.	Meet in groups at the end of class and assign heuristic frameworks to each member
8	**5/25**	Bring draft of dominant themes memo to discuss.			
WRITING UP AND PRESENTING YOUR DATA					
8	**5/23**	Reporting results - How to frame results - Who is your audience - Validating results - What makes a good PPT slide	***#5 Heuristic models memo due in class***	Davis, "That's Interesting!"	
8	**5/25**	No class – individual meetings			

9		Final presentations.			
9	5/30	Final presentations	*#6 Dominant themes memo due in class*		
9	6/1	Final presentations			
10		Final presentations			
10	6/6	Final presentations	*#7 + #8 Individual reflection memo & research journal due*		
10	6/8	No meeting			
Finals week		No Exam. Peer evaluations due – not turned in means **automatic 10% off your final grade**.	#10 Final report due **Tuesday, 6/13 by 5pm**. No reports will be accepted past 5pm and everyone in the group will receive a 0 on the final report.		

COURSE POLICIES

GRADING
  40% Assignments
  15% Final Presentation
  30% Final Report
  15% Participation in class, attendance
Total = 100 points

Total Points	Grade
98 - 100	A+
94 - 97	A
91 - 93	A-
88 - 90	B+
84 - 87	B
81 - 83	B-
78 - 80	C+
74 - 77	C
71 - 73	C-
68 - 70	D+
64 - 67	D
61 - 63	D-
60 and below	Fail

CLASS ASSIGNMENTS
Assignments are explained in this syllabus. Assignments will also be discussed in class. There will be time to discuss and review assignments prior to submission during the discussion section. Check the course schedule for the due dates for the assignments. Assignments should be turned in via EEE Dropbox by 11am (start of class) on the day they are due. **No late assignments will be accepted.**

FINAL EXAMS

There is no final exam for the class. Final reports are due via email to both Paul and Xinning on the **Tuesday** of finals week, **June 13 by 5pm**.

CLASS PARTICIPATION
A good portion of the learning in this class will come from in-class discussion and activities. If you do not attend class and lecture you cannot participate and your grade will reflect that. We expect that each student will make every effort to attend all classes and contribute to the discussion and exercises. This is crucial to your group learning as a team and moving forward with your project together. If you need to miss class for extenuating circumstances we expect you to contact us at least one day ahead of class. Except for severe illness or emergency any absences reported on the day of class will be counted as unaccepted absent.

DATA COLLECTION
You should plan to collect around 10 hours of data per team member. This will be a combination of interviews and observations, as appropriate to your particular topic. For example, you may conduct 6 hour-long interviews plus do 4 hours of observation each. This means that in a team of 4, there will have been 24 interviews and 16 hours of observation. The exact number will depend on what you are finding in your project. When you go on interviews, it may be helpful to go in pairs, so that one person leads the interview and the other takes notes. In this case, you should note that one hour of interview was conducted, but that two team members participated in your site visit logs. Everyone should conduct at least one interview on their own; in general, you should avoid interviews conducted by more than two people at once.

PROJECT SCHEDULE
*You are expected to finish your data collection by **May 15** so that you have enough time to analyze your data and write your report.*

Weeks 1 & 2: Contact client site, get approval for project, visit client and make initial contacts
Weeks 3, 4, 5, 6: Collect data (observations, interviews, other relevant data)
Weeks 7 & 8: Analyze data
Weeks 9 & 10: Refine analysis, class presentations, and write report

PLAGIARISM AND CHEATING
Absolutely no cheating or plagiarism will be tolerated. This includes copying material off the web (this will be checked), copying from past reports, and so on. **You are responsible for ensuring that anything you turn in is not plagiarized**. If you are not certain what constitutes plagiarism, you can look at a guide that I put together at http://www.dourish.com/classes/plagiarism.pdf. If any section of a group assignment is found to be plagiarized every member of the group will receive a zero on the assignment. If any section of the final report is found to be plagiarized every member of the group will **FAIL** the class. This class follows the UCI Academic Honor Code:
http://www.editor.uci.edu/catalogue/appx/appx.2.htm.

TECHNOLOGY IN CLASS
You can bring laptops to lectures but they are to be used solely for class related work. Doing your email, going on Facebook, playing games, or any other non-class-related activity is disrespectful of the instructors and your classmates. We will explicitly ask you to close your computers and put away your phones.

CORRESPONDENCE

We will send course announcements by email to the official course mailing list, so you should check your email regularly. Note that this mailing list goes to the email address that the registrar has for you (your UCInet ID). If you prefer to read your email on another account, you should set your UCInet account to forward your Email to your preferred account (you can do this on the web at http://phwww.cwis.uci.edu/cgi-bin/phupdate).

TEAM DYNAMICS

Learning to work in teams is a cornerstone of the degree programs in ICS and of the "real world." We will assign teams based on your preferences expressed via survey on the first day of class. We will work hard to make sure that your teams are working well with one another. Please see Paul or Xinning if there are any problems within your teams. The earlier we know about them, the more we can do to help. You will also get the chance through your peer review to comment on one another's work, both from within your groups and as outsiders commenting on the presentations of other teams.

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ASSIGNMENTS

* All assignments are team assignments except for the individual reflection and individual research journal
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Assignment #1: Team contract *(A team assignment)*

A common saying is: "Plans are nothing; planning is everything." This means that while plans are often forced to be modified due to unexpected changes in the world, the process of planning gives us a chance to get high-quality work done in time. Therefore this assignment is to encourage you to start the process of planning out your assignments keeping in mind that you are working in a group. By assigning roles and responsibilities (as described below) to members of the group for the activities that comprise each assignment, you ensure a more balanced load across group members.

First, you should assign one individual to serve as a **coordinator** who coordinates group meetings, schedules, and internal logistics; an **editor** who makes sure that all assignments are on time, proof read (by someone), and in order; a **log manager** who is responsible for tracking fieldwork engagement and timing; and one individual to serve as the **data master** who organizes the data, ensures confidentiality of informants, and makes all data available to all team members.

All team members are responsible for data collection, analysis and writing.

In addition to the overarching roles described above you should read through the syllabus for the course, taking into account the various assignments as well as what is required to successfully collect data, analyze data, and write and present your results. Decide what will be required for your team to accomplish each week then break down the quarter into a week-by-week project schedule. Your team should agree upon who is responsible for what (e.g. for research this will include who will be observing and interviewing each week, who will be taking the lead on analyzing data, and for assignments who will be the draft writers and proof readers etc.) These roles should change over the assignments and result in a balanced workload, using existing talents and providing learning opportunities for people to develop new talents.

Part of your team contract concerns communication. It is important for your team to agree on the timing and modes of communication you will use over the course of the project. How will you share your work? How often will you answer email? How will you do edits on drafts? When will you meet? Do you agree not to be late? Do you agree to let others know if something comes up that will interfere with your plans? Will there be consequences for failing to complete agreed-upon work? Exchange phone numbers, email addresses, twitter handles, etc. as appropriate.

What to hand in:
- **Project plan**. List all activities that comprise the research, data analysis, and assignments for this course and who is responsible for what.
- **Workload schedules**. An individual schedule for each member of the group outlining what commitments they have for the quarter and when they will be able to work on this project and when coursework for other classes will be especially busy. Include a shared schedule outlining when the team will be able to meet outside of class and times when two or more individuals can visit the research site together.
- **Communication covenant**, including a list of key communication contacts, promises, and procedures.
- **Your team name.**

Grading Criteria:
- This assignment will be graded on clarity and completeness; we will provide you with feedback to improve your plan.

Assignment #2: Project proposal *(team assignment)*
It is important to decide early on where you are doing your project and why you think this research site is interesting. This is also a chance to appropriately scope your project and brainstorm research questions and the data you will need to answer these questions. In this memo provide a brief description of your field site, the organizational processes or socio-technical systems you plan to focus on, your initial research questions, and how you go about will studying them.

What to hand in:
- 2-3 page single spaced project proposal that includes the following labeled sections: research site; scope of process/technology in-use to examine; research questions; proposed methods for addressing questions.

Grading Criteria:
- The project proposal is graded for clarity, completeness, evidence that that you have thought about what is potentially interesting in your field site, and appropriate scoping of the project.

Assignment #3: Structured Interview protocol *(team assignment)*
After looking closely at your semi-structured interviews it is time to determine what topics you would like to explore further in a more structured format. When you actually ask these questions, be prepared for follow-up questions, and make space on the protocol print-out for the answers. These notes will then be used for:

What to hand in:
- Short description of the organization and a list of the people you interviewed in the semi-structured format, including their title or roles.
- A one-page single spaced overview of what you are finding; what topics you feel would benefit from a more structured and comparative interview technique; and who you are going to approach for a structured interview and why.
- Your structured interview protocol.

Grading Criteria:
- Evidence that you have conducted semi-structured interviews and thought deeply about what you would like to explore further in a more structured format.
- Comprehension and clarity in writing.
- Appropriateness of interviewees.

Assignment #4: Data collection and methods *(team assignment)*
This memo will be the basis of your "methods" section in your final report. Now is time to take stock of the data you have gathered in order to move toward analysis. In this memo you will be describing all of the data you have collected. We encourage group members to read each other's field notes and interview transcripts and brainstorm about connects, parallels, tensions, and emerging themes. Data analysis is probably the most intensive aspect of this course and you will need to be thoroughly familiar with all the data the group has collected in order to conduct a rich analysis under a tight timeline.

What to hand in:
- 4-5 page single spaced project description of your data collection, including:
  - Description of the project.
  - Description of the amount of time observing, location of observations, people and processes observed.
  - Description of all interviews (semi-structured and structured). Themes and open-ended questions from semi-structured interviews. Re-submit the structured interview protocol.
- In your appendix:
  - In additional to the memo hand in all transcripts (semi-structured and structured) and field notes.
  - Any additional sources of data you have collected (photographs, logs, emails).

Grading Criteria:
- Appropriateness of techniques, interviewees, and observations.
- Quality of transcripts.
- Quality of field notes.
- Evidence that data collection has been equally distributed across the team.
- Clarity and comprehension of writing and presentation.

Assignment #5: Heuristic models models *(team assignment)*
Each member of the team will choose a different contextual design model of "seeing work" discussed in class and outlined in your readings (e.g. flow, sequence or swimming lane, communication, cultural,

physical, artifact), that you think will be most helpful in illuminating what you are seeing in your field site. Gather any necessary additional information and draw the models. Discuss as a group the process of creating each heuristic, what it allowed you to "see" about your field site (e.g. breakdowns, inefficiencies, work-arounds, social dynamics, role of physical layout) and where the various heuristics informed or related to each other. Write a reflection of this group discussion.

What to hand in:
- 1-2 page narrative describing the team's discussion about the various models and what each way of "seeing" allowed you to gain understanding about your field site and focus of analysis. Include thoughts about how these models affected your thinking about the inferences you are drawing from your field site and ways in which you imagine answering your initial research questions.
- Graphic and explanation of each of the models.

Grading Criteria:
- Quality of the individual models.
- Clarity and quality of the things seen on the representations.

Assignment #6: Dominant themes *(team assignment)*
This memo is your first attempt to frame out the "findings" section of your final report. The "findings" are, in essence, the "so what" of this entire exercise so this is a critical stage of your research project. This is a chance for you to outline what you current consider to be the dominant themes in your study. For each theme provide a brief description of why it is important, what data you have to support your analysis, and potential implications. The more you are able to give us the better we will be able to give you feedback, question your analysis, and push you to develop a nuanced insight. Teams that get A's turn in enough that they can polish during Week 10. We will take about a week to read and comment on your data analyses.

What to hand in:
- 4-5 page single spaced memo of the dominant themes, data supporting these themes, importance of themes, and implications.

Grading Criteria:
- Interest and insight in dominant themes.
- Evidence of data analysis that supports the themes and illustrates how the themes operate across contexts.
- Nuanced thinking about why the themes are important for scholars and researchers, what insight they can provide for those in the research site, and what implications the themes have for organizational process, communication patterns, social dynamics, or design of a system.
- Clarity and comprehension in writing.

Assignment #7: Individual reflection *(individual assignment)*
Near the beginning of the semester, you and your team planned the activities of the semester surrounding your project. At mid-term you completed a reflection and evaluation form regarding your project progress, client relationship, team functioning, and fellow team members. Now at the end of the

project, you are to reflect on your experiences and derive lessons for the future. Reflect on how accurate the planning was, how long the activities really took, and what kinds of things made the plans change. You should also talk about your team's relationship with the client. Reflect as well on your communication covenant and its usefulness and how it might have been more useful. If you made changes in your plan, communication covenant, team functioning or client relationship after the mid-term feedback, reflect on these changes. Think about the evaluations you made at mid-term and the suggestions you came up with for improving things. Did you make these improvements? Why or why not?

From your reflections, you should find lessons about client relationships, project planning, team-work and your own participation, things that you can take with you as you go forward. The purpose of this assignment is to take time to reflect on the events of the semester and to articulate what you've learned so that these lessons can help in future project planning, client relationships, and team-work efforts.

How to hand in:
Your submission should be in Microsoft Word or PDF format. If you have multiple documents, please combine them into one single document before submitting. *It is not necessary to submit your project plan or communication covenant with your reflections paper.*

What to hand in:
Your assignment should be 3-5 pages single-spaced, including:
- An introductory paragraph about what's in the paper.
- A description of the original project plan and a discussion of any deviations from it, including the causes of those deviations and how the group did or did not handle the deviations.
- A description of the communication covenant and of your team's dynamics and functioning, including both strengths and weaknesses.
- Overall reflections on project planning, the communication covenant, teamwork and lessons to use in the future.

Grading Criteria:
- Quality writing overall (spelling, grammar, clarity)
- Well written introduction
- Reflections on the project
- Reflections on the team, including yourself
- Reflections on working with the client
- Lessons learned for the future

Assignment #8: Individual research journal *(individual assignment)*
Part of learning how to conduct research is learning how to listen to your gut, observe everything, make wacky connections and deal with the complicated emotional experience of observing and interviewing others. Your research journal is a private place to jot down insights, ideas, observations, silly thoughts, and your gut reaction to the stress of research. While your field notes are slightly more "objective" and formal you can use your journal to write down: how it felt to go into a place and observe people; where and when you felt competent or out of your depth; whether or not you found an interview to be motivating or defeating and why; impressions of the physical environment (is it depressing, loud, fun,

etc.); what people are wearing; who seems to like whom and who doesn't; who appears to have the power and why; who is "cool" and why -- whatever thoughts come to mind.

The journal is a private place. Your instructors will see it but will not share your journal with any of your teammates or clients. Insights in your journal may or may not become part of your group's findings. The journal can be typed or written. Entries can be of any length but we expect 3-5 unique entries a week.

What to turn in:
- Your journal.
- This is the ONLY assignment that can be turned in via dropbox or in person to the TA. If you are more comfortable jotting down your thoughts in pen and paper that is fine. But make sure your writing is legible.
- Your journal should be turned in with your individual reflection memo (Assignment #7)

Grading Criteria:
- Ability to read your writing.
- Evidence that you have been keeping a journal throughout the class
- Evidence that you used the journal to make observations, work through issues, and learn about the process of doing research.

Assignment #9: Final Presentation *(team assignment)*

Overview:
Your team must prepare a short (approximately 20 minute) presentation focusing on your project's findings and recommendations, to be presented in class   The order of presentations will be decided by the instruction team with input from you and your client. You should invite your client to this presentation. If the client cannot attend, please make arrangements to present to the client at another time.

How to hand in:
Your instructor liaison team member should email your presentation slides (as a PowerPoint deck) by **8am** on the day of your presentation so that they can be loaded onto a single computer. This is important in order to minimize time spent switching between presentations.

What to prepare:
Each team will have 20 minutes for their presentation (approximately, depending on number of groups). We will then have an additional 10 minutes for Q&A and discussion. Teams should select two presenters and split the presentation between them. This should not be a verbal presentation of all the content in the final paper – 20 minutes is not as long as you think it is! There will be a timekeeper, and you will be cut off when your 20 minutes are up. You should plan to spend about 80% of your time on the findings and implications. The team members who do not present will be responsible for answering questions during the Q&A.

Tell us only enough about your client organization, project focus, and participants so that we are able to contextualize your findings. Also, you need only briefly mention your data collection and analysis. If anything you did was different or unique due to circumstances particular to your project, please

describe it. As with all assignments, the team should tie its findings back to the data collected, using examples and quotes where appropriate. In addition to identifying problems, be sure to highlight positive aspects as well. Finally, your audience should be able to see how your implications and recommendations might address the issues and processes identified in your findings.

Both the slides and the delivery of the presentation should be professional in nature.

Grading Criteria:
- Organization and clarity of the presentation
- Style and effective, purposeful use of visual
- Focus of the presentation on findings and implications
- Evidence/examples on which findings are based is provide
- Implications and recommendations are appropriate for client and project focus

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Assignment #10: Final Report *(team assignment)*

Overview:
This is a report of your entire project, written for both the client organization and your instructors. We will solicit your client's review of your project, and your grade will be recorded when your research site has acknowledged receipt of your executive summary and provided their review.

How to hand in:
Your submission should be in Microsoft Word or PDF format. Please combine multiple documents into one single document before submitting. All documents should be formatted for easy printing and legible when printed.

What to hand in:
Your paper should be written in a business report format, including an executive summary (2-3 pages), and should be 15-20 pages long, single spaced, double space between paragraphs. This includes the title page, table of contents, executive summary, and the body of the report. Reference and appendix are not counted in the page count.

Your report must also include supplemental materials not included in the 15-20 page count. Supplemental materials should **not** be shared with your research site. These materials include any interview transcripts, images, or additional data that was gathered after your data collection and techniques memo was turned in.

If you use photographs in your paper, the identities of your interview participants must be disguised, unless you have explicit permission from the people in the photographs.

This report presents the group's findings. At a minimum it contains the following sections:

- Contact information of the individual(s) at the client organization to whom you are submitting the report. (This is important so that we may easily contact the client for feedback.)

- Executive summary: 2-3 page overview of the findings and implications. (*We expect you to share this with your research site. If they are interested in seeing your full report please share that as well*)

- Table of contents

- Introduction
    - What is being studied and why
    - Setting of research

- Literature review (what has been studied in this domain, workspace, or theme that you are going to discuss below, what does this literature say and how can your analysis contribute to this work. Include at least five additional sources aside from those read in class)

- Methods & analysis
    - Detailed description of setting, people (anonymized), work processes
    - Sample (number and demographics)
    - Methods used (observations, interviews, other)
    - Analysis (brief description of process of analyzing data)

- Findings
    - A logically organized description of your findings along with supporting evidence from your data (e.g. quotes, examples from your interviews/observations, models, graphs, plots, etc). This should include positive aspects as well as tensions and struggles.
    - It is not necessary for you to include *all* of the models you created throughout the class. **Only** use those that are applicable to your recommendations.

- Discussion & Implications
    - Implications of your findings for the organization and individuals within it.
    - Design, policy, technological, social or other recommendations.
    - Delineate long term vs. short-term recommendations and what you see as the potential costs or struggles and benefits involved in implementing each recommendation.

- Conclusion and directions for future research

Grading Criteria
- Clear, well-written report (sentence structure, grammar and typos, writing style)
- Design, look, and format of the paper
- Overview of the client organization
- Description of the project focus and scope
- Data collection and analysis methods
- Findings and evidence upon which the findings are based
- Implications for your client organization

WRITING RESOURCES

UCI has resources on campus available to help students with their writing needs. Students are encouraged to contact these services throughout the course. *Services are free of charge to UCI students*. The following resources are offered to students on an appointment basis:

General information for writing resources at UCI:
http://www.writing.uci.edu/stures.html

Sue Cross
Peer tutor coordinator
http://www.writing.uci.edu/peertutors.html

LARC
http://www.larc.uci.edu/

Academic English
https://eee.uci.edu/programs/esl/

Grammar for writing (created by UCI humanities students)
https://eee.uci.edu/programs/esl/studentgrammar.html