INF 712 Research Seminar in Information Science II (1 credit)
Spring 2013—Monday 11:30 AM to 1:30 PM
Husted 012 (#5593)

<table>
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<tr>
<th>David F. Andersen</th>
<th>Deborah Lines Andersen</th>
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<td>315 Milne Hall</td>
<td>140C Draper Hall</td>
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<tr>
<td>(518) 442-5258 (Office)</td>
<td>(518) 442-5122 (Office)</td>
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<td>(518) 439-6153 (Home)</td>
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<td>Office Hours: Monday 2 to 3; Friday 2 to 3; by appointment</td>
<td>Office Hours: Monday 1:30 to 3:30; Tuesday 12:30 to 3:30; by appointment</td>
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Course Purpose and Overview
This is the second of four research seminars offered in sequence during the first two years of the Ph.D. program in information science. Taken together, these four seminars are designed to create a continuing dialogue between students and faculty in the program around major themes of research on campus at the University at Albany. The seminars are not designed to teach research methods, core concepts and theories, nor the advanced materials from the current approved specializations in the program. These are taught in the research methods course (INF 710), the core classes (INF 720 through 724), and in the specialization and elective courses respectively.

This semester the INF Research Seminar will be strongly organized around the annual information science research conference to be held near the end of the semester. Students in this class will both organize and participate in this conference. Other presenters at the research conference will include upper-level Ph.D. students as well as faculty in the INF program.

Course Objectives
There is a lot to get done in this one semester—this course is designed to help you to meet critical first year expectations and to give you early research momentum for your career here at Albany. At the end of this semester, students taking this seminar will have:

1. Participated in the design of a research conference.
2. Set up and participated in the review process necessary to run a research enterprise.
3. Presented at a research conference, most likely in a poster session.
4. Made a final selection of their program guidance committee, including the chair, who is normally from their primary specialization.
5. Worked with the program guidance chair to design a program of study for their primary specialization.
6. Worked with their program committee to design a program of study for their secondary specialization. (One member should be from secondary specialization.)
7. In time for the spring faculty review meeting—completed a fully signed Program of Study (that can be amended easily at a later date) to guide their plans over the next several years. The original needs to be in Deborah Andersen’s hands (as INF Steering Committee, Student Advisee member) by April 22.
8. Participated in and reflected on all INF PhD dissertation/research discussions.
Course Organization and Logistics

On about half of the days that this class meets, we will convene as a class to do our own business. On these days, the class will start at 11:30 and continue until our business is completed. On those days scheduled for an external presenter, we will have a schedule more similar to that of INF711—class will usually be organized into three distinct “chunks”:

**Chunk #1: Course logistics and announcements—11:30-Noon.** The first twenty five minutes will be taken up with a whole class discussion of the various issues and concerns arising in the class. This will be our time as a class to meet as a whole, keep track of one another, and deal with issues around the various class assignments that are coming due. This is the time when assignments will be passed in and returned and various logistical details resolved. Students are encouraged to bring lunch to this portion of the class.

**Chunk #2: Formal Presentation—Noon to 1 PM.** About half of the classes will involve guest presentations by members of the INF research community in a modified brown bag format. These presentations will start at noon and will end promptly at 1:00 PM.

**Chunk #3: Informal Discussion with Presenters and Course Instructors—1 to 1:30 PM.** Research presenters will normally join us for a continuing discussion after their presentations. This will be a good time for students to meet senior Ph.D. students with whom they wish to meet or to catch up with us on any straightforward questions that about the class. Stay after class as necessary to set up an individual appointment for complicated or time-consuming discussions.

**Course Listserv and ERs:** There is a single listserv for INF711 through INF714. All class members should sign up for this at listerv@listserv.albany.edu. The name of the listserv is INF711-14@listserv.albany.edu. The class ERs site on the UALibraries website for INF710, and INF711 through INF714 is under “711” on ERs. The password is [deleted].

**Alternative Learning Styles.** The University is particularly suited to the academically qualified student who has a physical or learning disability. Reasonable academic accommodations are provided in this class. If you have any condition that would make different presentation of materials (e.g., size of type), placement in the room, special seating, or different teaching style (where possible) beneficial to you, please see the professors. If you have a disability (e.g., physical, sensory, systemic, cognitive, learning, psychiatric), please do register with the Disability Resource Center. This center will provide letters verifying disability status and will suggest appropriate academic accommodations. Please contact either of the instructors during the first two weeks of the semester and the center enough in advance so that we can be of help to you.
The INF Spring Research Conference

Members of this class will organize and participate in the Annual NTIR Spring Research Conference. By organizing the conference as a class we will gain an inside glimpse of how conferences work. We expect that the class might break into a logistics group, a program planning group, and an evaluation and learning group to complete work on the conference. Each group will be expected to come to grips with all the tasks necessary to make a full day research conference run. Typically all of the faculty and students associated with the INF program will show up for this full day affair scheduled in April this year.

Conference Website: Each year the first year class creates and/or updates the website for the NTIR conference. This website builds upon the sites that have been developed by past classes.

Course Deliverables: The Second Semester Research Portfolio

The deliverable products for this class are organized around a number of concrete activities designed to create forward momentum for your Ph.D. research program. All of this work is to be integrated into a Second Semester Research Portfolio.

The Second Semester Research Portfolio is divided into several parts:

_____ Part I: Program of Study Form (Final Draft, signed by your complete faculty committee)
  A. Complete a draft of your proposed Program of Study Form for formal review by your committee near to the mid-semester point
  B. Turn in your original, signed (by three faculty members) program of study form to Deborah Andersen by April 22. Make a photocopy of this signed form to include in your end-of-semester 712 research portfolio. *This is a central requirement of this course and incompletes will not be available to meet this requirement—all program of study plans can be modified if you change your plans later. This merely indicates that you have a working plan that is OK with your faculty committee.*

_____ Part II: Poster Research Presentation at the INF Research Conference
  A. Poster Presentation Proposal
  B. Poster Presentation Update (including indication of faculty support for your idea)
  C. Presentation of the final poster at the INF spring research conference.

_____ Part III: Group Work Organizing and Running a Research Conference.
  A. Initial group statement of roles and responsibilities
  B. Preliminary Group Product
     • Conference announcement and call for papers (program planning group)
     • Initial conference logistics planning document (logistics planning group)
     • Initial session evaluation and learning plan (learning and assessment group)

1 Some students may substitute a research presentation at another national or international conference, often working with a faculty advisor. If you choose this option, we advise that you also consider making a poster presentation of this work for the INF research conference. In any case, in such special cases, make sure that we have a written understanding of what you will be doing to meet this requirement.
C. Interim Group Product
   • Final conference Schedule (program planning group)
   • Completed Conference Logistics Plan (logistics planning group)
   • Draft of conference evaluation and presenter feedback forms (learning and assessment groups)

D. Final Group Product from the conference
   • A successful program (program planning group)
   • Successful logistics (logistics group)
   • Final evaluation of conference (learning and assessment group)

E. Conference program planning archive to be passed on to next year’s class (all groups)

F. Peer assessment of individual participation on conference work teams. These assessments will be completed by all members of the class to help assess how well the various groups work, especially how balanced was the work load.

_____Part IV: Reflections (~ one page each, single spaced) on all semester presentations.

Other Course Policies and Procedures

Course Grading. The entire Second Semester Research Portfolio is due on the last day of class, May 6. We will evaluate the entire portfolio to arrive at a course grade at the end of the semester. It must have the attached cover sheet (see this syllabus) as its top page. We use the following weights:

   Complete Program Plan of Study 50%
   Complete Poster Presentation 20%
   Complete Work on Research Conference 20%
   Participation during Class Discussions and Presentations, and all reflections 10%

Plagiarism and Cheating. We encourage you to work collaboratively with your fellow students on most of the work in this course. Learn by interaction. However, some assignments—most notably your final research portfolio—should reflect individual effort. We plan to run the course on an “honor system” and hence would consider any case of plagiarism to be a most severe infringement on the basic rules of the class. An incident of plagiarism can result in a failing grade for the course with the possibility of further action being pursued at the university level.

Alternative Learning Styles. The University is particularly suited to the academically qualified student who has a physical or learning disability. If you have such a disability or you require an alternative mode of instruction to facilitate learning, please contact either of the instructors during the first two weeks of the semester.

Late Assignments and Incomplete Work. As a course rule, late assignments will not be accepted. No incomplete will be given for work done or left undone in conjunction with this course. Any exceptions to these two rules will require written consent from an instructor of record.
NAME: _____________________________________________

INF712
Spring 2013
End-of-Semester Cover Sheet for Second Semester Research Portfolio

Please append documents, in the order below, to this cover sheet. The entire portfolio needs to be handed in the last day of class in the spring semester.

_____ Part I: Program of Study Form (Final Draft, signed by your complete faculty committee)

_____ Part II: Poster Research Presentation at the INF Research Conference
   A. Poster Presentation Proposal (attached copy with instructor comments)
   B. Poster Presentation Update (including indication of faculty support for your idea)
   C. Presentation of the final poster at the INF spring research conference.

_____ Part III: Group Work Organizing and Running a Research Conference.
   The first year cohort should decide as a group how they are going to present these materials in individual portfolios—most materials will be identical for all
   A. Initial group statement of roles and responsibilities
   B. Preliminary Group Product
      • Conference announcement and call for papers (program planning group)
      • Initial conference logistics planning document (logistics planning group)
      • Initial session evaluation and learning plan (learning and assessment group)
   C. Interim Group Product
      • Final conference Schedule (program planning group)
      • Completed Conference Logistics Plan (logistics planning group)
      • Draft of conference evaluation and presenter feedback forms (learning and assessment groups)
   D. Final Group Product from the conference
      • A Successful program (program planning group)
      • Successful logistics (logistics group)
      • Final evaluation of conference (learning and assessment group)
   E. Conference program planning archive to be passed on to next year’s class (all groups)
   F. Peer assessment of individual participation on conference work teams. These assessments will be completed by all members of the class to help assess how well the various groups work, especially how balanced was the work load. The instructors will hand out a form during the semester.

_____ Part IV: Reflections (~ one page each, single spaced) on all semester presentations.
INF 711-714--Peer Assessment of Group Performance

(Your Name) 

The following instrument is being used to assess the distribution and balance of various types of group work within your working team.

Below you will find a table where each of four columns represents separate dimensions of group performance for your group. For each dimension, divide 100 between all members of your team. For example, if you believe that four members of your group contributed equally to completing group tasks, then you should assign every member an equal 25 points. Similarly, if you believe that ten members of your group contributed equally, then each member would get 10 so that the total adds up to 100. Always make sure that each column adds to 100 points.

Your responses to this survey will be added up with those of other members of your group for purposes of summary evaluation. Your individual responses are confidential and will not be shared with other members of your group.

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Please return this form along with your final class write-ups.

Please add free-form comments as you wish on the back of this page.