THE UNIVERSITY OF BRITISH COLUMBIA

School of Information

Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

INFO100 (De)coding Information and Why It Matters – Course Syllabus (3)

Program:	BA Minor in Informatics
Year:	2021-2022, W1
Course Schedule:	Mon., Wed., Fri., 3-4 pm
Location:	BUCH-B208
Instructor:	Dr. Lisa P. Nathan
Office location:	IKBLC 481
Office phone:	604-822-0051
Office hours:	10-11am Fridays via Zoom, or by appointment
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Learning Management Site:	https://canvas.ubc.ca/

Calendar Description: Information and data as concepts and aspects of everyday experience. Creation, sharing, authorization, and valuing of information with implications for society. Critical perspectives and practices to engage with data, information, and technologies for personal productivity, scholarly inquiry, and civic engagement.

Course Overview:
In an era of the cloud and big data, we are told that information is everywhere, but what is it and why does it matter? In this course, learners will develop critical perspectives to engage with data, information, and technologies. Through readings, podcasts, videos, games, tutorial discussions, and lectures, we will learn to (de)code information, identifying different ways of conceptualizing what counts as "information", and why this concept matters. We will consider the myriad influences of information on daily life, drawing upon fascinating case studies from the past and present to understand how information is manifest in various critical issues, such as fake news, online privacy, Indigenous rights, refugee status, racism, ableism, and gendered discrimination. With an eye towards the future, we will think critically about how interactions with information condition the possibilities for different ways of being in the world. We will ask questions such as: why does "information" mean different things in different disciplines, in different cultures? What stories can be told with data about you? How and why are some people marginalized by the systems that produce and disseminate information? We will examine the processes by which information is created, when, where, and how information authority is constructed, and the ways in which information is valued. Activities and discussions will support learners in practicing applications and developing pragmatic, reflective strategies to take forward in their studies and daily interactions with information.

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COVID-19 Uncertainty & Disruption (i.e., muddling through together)
We are all aware that the impact of COVID-19 has been devastating on all of our lives and communities. I will do my best to plan for contingencies, should circumstances change (e.g., I become ill) and we are unable to hold in person meetings and or activities as outlined below. Rest assured, **details on changes will be posted via Canvas** if this happens. I will be as transparent and clear as possible in my expectations if these changes occur. I ask that you, in turn, communicate with me about disruptions in your ability to engage in the course.

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask.

Learning Outcomes (and Informatics Program Competencies):

Upon completion of this course students will be able to:

LO1: Identify types of information, and the processes by which information is created, circulated, authorised and valued. [PC1]
LO2: Describe how conceptualizations of information have shifted over time and across cultures. [PC1], [PC3], [PC4]
LO3: Question and appraise what makes different information sources authoritative and the ways in which authority is constructed and contextual. [PC1], [PC3], [PC4]
LO4: Engage in strategies for creating, presenting, searching, selecting, and analyzing information. [PC1], [PC 2], [PC 3], [PC 4], [PC5], [PC 6]
LO5: Investigate the influence of different types of information on your daily life and on those around you. [PC1], [PC2], [PC 3], [PC4]
LO6: Critically analyze stories/claims about information, data and technology in popular discourse, fiction, and scholarship. [PC1],[PC3], [PC4]
LO7: Explain how different conceptualizations of information relate to human values, such as privacy, safety, Indigenous sovereignty, care, stewardship, and truth. [PC1], [PC3], [PC4]

Course Topics:

- Perspectives on information and data
- Information technologies and their design
- Information and authority
- Information and interpretation
- Information ethics
- Information futures and fictions
- Misinformation and fake news
- Big Data and surveillance capitalism
- Privacy
- Organizing, power, and (big) data
- Social movements and communities
- Policy and responsibility

Prerequisites: None

Format of the course:
Two weekly 50-minute sessions with a mix of lectures, activities, and guests. One 50-minute seminar discussion and activity session with instructor and teaching assistant.

Required and Recommended Reading:
Material from books, journals, podcasts, videos and websites will constitute required readings. These will be available via the course learning management system (i.e., Canvas) typically through collections provided by UBC libraries. Assigned material may shift during the course as the topic areas covered in this class are often covered by mainstream media channels. Changes will be noted in Canvas.

We selected material for this course with an eye towards diverse perspectives on information. The positions presented are disputable and I count on you to help us find and articulate problematic (and generative) areas in argument, positioning, methodology, findings presented and/or conclusions drawn. Other factors that guide the selection of material are media type, length, novelty, longevity and influence of the author(s) on the topic area.

We value your unique perspective (informed and constrained by identity, gender, spirituality, socio-cultural background, etc.) in this course. We also value the (likely different) perspectives of your colleagues. There is not a single way to interpret these works.

You are expected to engage all assigned material thoroughly and critically.
  • Take notes (do not just highlight or underline).
  • Put ideas into your own words
  • Question claims and assertions
  • Bring these questions to class

Course Assignments and Assessment:

Assignment Name	Due Date	Weight	Learning Outcomes	Program Competencies
Life Logging/Data Stories	Oct. 21@ 9pm (Canvas)	20%	LO1 & LO3-6	[PC1], [PC2], [PC3], [PC4], [PC5], [PC6]
Information Playlist and Reflective Essay	Nov. 11@ 9pm (Canvas)	30%	LO1, LO3, LO4	[PC1], [PC2], [PC3], [PC4], [PC5], [PC6]
Seminar Discussion and Participation	Throughout	20%	LO1-7	[PC1], [PC2], [PC3], [PC4]
Final Exam	**TBD**	30%	LO1-7	[PC1], [PC2], [PC 3], [PC4], [PC5], [PC6]

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Course assignment descriptions:

Life Logging / Data Stories (20%)

You will identify 2-3 types of 'data' that you are able to collect about yourself. Data might include physio metric indicators (heart rate, blood pressure), travel (bus rides, distance), money (budgeting), or particular behaviours (e.g., number of times you check your phone per day). At least one type of data must involve manual counting (i.e., not logged by an app). You will develop a systematic way to collect this data and record it over the span of seven days. You will present your data in at least two ways (i.e., visualizations). You will have opportunities to workshop your data collections and visualizations with others in the class during discussion sessions.

Guiding Questions
- What stories can be told by your data?
- What is hidden/revealed by your data?
- How might this data be used by or be valuable to yourself and others (e.g., classmates, parents, doctors, employers, strangers)?
- What are the implications of representing the data differently (e.g., if it were consumed by an algorithm, aggregated versus disaggregated, de-identified/pseudonymized)?

Assessment Criteria
You will be assessed on: 1) quality and communicative value of the visualizations (60%); 2) formatting and following directions (30%); 3) creativity and originality (10%). Examples of personal data stories can be found at: https://fivethirtyeight.com/features/we-asked-you-to-visualize-your-podcast-listening-and-wow-did-you-deliver/

Information Playlist and Reflective Essay (30%)

You will search for, select, organize, and present a collection of items in a particular form or on a topic (e.g., memes, podcast episodes, videos, blogs, artworks, artifacts, information visualizations). Items do not need to be digital, but a representation of the item (image, description, or surrogate) must be included in the deliverable. The collection should at minimum comprise 20-30 items and include 2-3 sentences of annotation for each item. The collection must have clear criteria for inclusion and exclusion. The items are to be curated; that is, you should be able to present a rationale for your expertise in selecting both the topic and the materials in your collection.

In addition to the list of items, you will write a reflective essay (~1200 words) in which you will discuss how and why the list was created.

Guiding Questions:
- What were key decisions about selection, organization, and presentation?
- Who were the creators of the items selected, and what was their process of creation?
- How were items searched for and evaluated?
- What didn't make the cut and why?

Assessment Criteria:
- The creativity and originality of the collection (30%) will be assessed on how well the curated media reveals your distinct voice and perspective, and connects with your stated expertise.

- The quality of the reflection (60%) will be assessed on how well it addresses the guiding questions (who, what, how) and illuminate the decision-making process of the collection, builds on course concepts and ideas, and *acknowledges course readings* in the rationale.

- Formatting, mechanics and following directions (10%), although a minor aspect of the assignment, should not be dismissed. You should write professionally, cite properly, and arrange your collections for accessibility.

Model collections will be workshopped during class as "worked examples" to further elaborate these criteria.

Seminar Discussion / Participation (20%)

Our Friday afternoons will be spent in seminar discussions. We will discuss ideas presented in the lecture and assigned materials. You will also gain practice with your information literacy skills in a setting where the TA and instructor can provide you with feedback and guidance. Seminars will also provide you with opportunities to workshop ideas for other assignments.

In preparation for each seminar, you are expected to come prepared, having engaged (i.e., read, listened to, or watched) the weekly material and developed your own opinions and ideas on the topic (take notes!) supported through guiding questions that introduce the topic and materials for the week.

Some weeks there may be asynchronous, small group discussions in Canvas.

Note that each seminar discussion you will receive a "Complete" or "Incomplete" depending on whether you participate (attend and contribute).

Assessment Criteria:

Quality of discussions will be assessed by the TA and instructor (50%). Their assessment will be based on the insightfulness of your responses to questions, depth of analysis, connection to specific ideas and course concepts, engagement with in-class activities, demonstrated evidence of preparation (e.g., notes, annotations of reading and viewing).

Quantity of engagement will be assessed by the TAs and instructor (50%). Their assessment will be based on the quantity of contributions to discussion (e.g., # of Complete/Incomplete), connection with other students' ideas, collegiality in the classroom and course-related correspondence, constructive and respectful engagement with peers and instructors (e.g., questioning ideas rather than the people behind them).

Final Exam (30%)

This summative assessment will include two parts:

Part 1 (40%): You will demonstrate your knowledge of course concepts through multiple choice and short answer questions.

Part 2 (60%): You will be provided a series of cases to analyze through short essays (~300 words each). Several similar or related cases will have been presented and workshopped in the lecture and discussion sections. Students will be allowed to choose three out of five cases to analyze using the

information skills and dispositions grounded in the ACRL Framework, and the human values lens that has guided the topics this term. Cases will include the role of information in historical situations (e.g., yellow journalism and diplomacy in the 1890s, surveillance in 1920s Canada, cold war propaganda) as well as contemporary concerns (e.g., deep fake videos, artificial intelligence, facial recognition, autonomous vehicles).

Assessment Criteria:
You will be assessed on the following criteria: 1) Clear identification of the dispositions and human values that may be implicated by the case (30%); 2) development of a coherent argument about the role of information skills connected to the case that is supported with details (50%); 3) writing quality and mechanics (20%).

Course Schedule [week-by-week]:

WK	Date	Topic	Potential Readings (Consult Canvas)
	Part One: What is information / Information Creation as Process [ACRL 2]	
WK 1 Sept 7 -10	**Introduction** to course material, course structure, Canvas site, and your fellow travelers on this information matters adventure.	Log into course Canvas site and complete activities for the week.
WK 2 Sept. 13-17	***What is information? [ACRL 2]*** • Information as thing, knowledge, process, etc. • Different information in everyday life • How is information made? • What counts as information? • What is data? **In Discussion:** Introduce ACRL framework and how it has informed the structure of this course.	[1] Brown, J. S., & Duguid, P. (2017). Chapter 1: Limits to information (pp. 11–33). *The social life of information.* Harvard Business School Press. Available through First Monday 5(4) April 2000 https://firstmonday.org/ojs/index.php/fm/article/view/738/647 [2] Buckland, M. K. (2017). Chapter 1: Introduction. *Information and society* (pp. 1–19). MIT Press. [3] Crash Course. (2019, January 8). Introduction to navigating digital information [Video]. Retrieved from https://youtu.be/pLlv2o6UfTU [4] Lawson, K. L. (2004). *Precious fragments: First Nations materials in archives, libraries and museums* [University of British Columbia]. Abstract only, pp vi-ix) https://doi.org/10.14288/1.0091657

WK 3 Sept. 20-24	*Information technologies and their design [ACRL 2]* • Historical and contemporary examples of information technologies • Socio-technical perspectives • Technological determinism **In Discussion:** Histories of everyday technologies, and the unintended effects of innovation	[1] Bijker, W. E. (1999). Ch. 1 – Introduction. *Of bicycles, bakelites, and bulbs: Toward a theory of sociotechnical change* (3. Aufl) (pp. 1-17). MIT Press. [2] Wright, A. (2014). Introduction (pp. 3–19). *Cataloging the world: Paul Otlet and the birth of the information age*. Oxford University Press.
	Part Two: Information Stories/ (De)Coding Information / Authority Is Constructed and Contextual [ACRL 1]	
WK 4 Sept. 27 – Oct. 1	*Learning from Information Stories [ACRL 1]* • (T)ruth claims in news media, science and scholarship, popular culture • Examples of constructing understandings from data and information • Knowledge as situated, generated, and given authority within cultural, social, historical, and other contexts **In Discussion:** Activity - identifying truth claims and knowledge warrants in technology-mediated discourse	[1] Durrant, A. C., Trujillo-Pisanty, D., Moncur, W., & Orzech, K. (2015). *Charting the digital lifespan: Picture Book* (pp 1-29 – mostly images). University of Newcastle. Retrieved from https://core.ac.uk/download/pdf/80687203.pdf [2] Wright, A. (2008). Chapter 3: The ice age information explosion. *Glut: Mastering information through the ages* (pp. 39–47). Cornell University Press.
WK 5 Oct. 5-8	*The Humanistic Tradition: Information and Interpretation [ACRL 1]* • Visual information and the arts • Interpretation • Information stories and diverse storytelling approaches • Learning and negotiating values **In Discussion:** the quantified self and your data in the world	[1] King, T. (2010). Ch. 2: You're not the Indian I had in mind. *The truth about stories: A native narrative* (pp 31-60). House of Anansi Press. [2] Lupi, G., & Posavec, S. (2016). *Dear data.* Chronicle Books. [select topics, available online through UBC Library] [3] Dinkins, S. *Not the only one.* Retrieved from https://www.stephaniedinkins.com/ntoo.html

WK 6 **Oct 11-15**	***Misinformation or Disinformation (or fake news?) [ACRL 1]*** • Credibility, trust, authority and authorship • Algorithmic culture • Strategies for identifying dis/misinformation **In Discussion:** workshopping your data stories (peer feedback)	[1] CBC. (2019). Fake news and disinformation collection. [Selected Videos]. Retrieved from https://curio.ca/en/collection/fake-news-and-disinformation-2696/ [2] Noble, S. U. (2019). Recorded lecture: *Algorithms of Oppression: How search engines reinforce racism.* (60 min. talk) https://www.youtube.com/watch?v=n3dQUYTN9PA
WK 7 **Oct. 18-22**	***Frameworks and concepts for thinking through ethical implications [ACRL 4]*** • Values and design • Equity and intersectionality • Indigenous ontologies • Materiality of data and digital information **Assignment Due:** Life logging / Data Stories **In Discussion:** Sharing data stories	[1] Duarte, M. E., & Belarde-Lewis, M. (2015). Imagining: Creating Spaces for Indigenous Ontologies. Cataloging & Classification Quarterly, 53(5–6), 677–702. [2] Lupton, D. (2019). Chapter 3: Materializing data (pp. 44–73). *Data selves: More-than-human perspectives.* John Wiley & Sons. [3] D'Ignazio, C., & Klein, L. F. (2020). Introduction. *Data feminism.* MIT Press. 19 pp. Available online through UBC Library

WK 8
Oct. 25-29
	Information Futures [ACRL 1, 2]
	
	• Science fiction and future information technologies
	• Past and present imagined futures
	• Design fictions
	
	In Discussion: Curating information. Examining and assessment information collections (benchmarking exercise)
		[1] Maynard, A. D. (2018). Chapter 1: In the Beginning. *Films from the future: The technology and morality of sci-fi movies*. Mango Publishing.
		[2] Golbeck, J. (2014, April 29). What a Toilet Hoax Can Tell Us About the Future of Surveillance. *The Atlantic.* https://www.theatlantic.com/technology/archive/2014/04/what-a-toilet-hoax-can-tell-us-about-the-future-of-surveillance/361408/
		
		[3] Select one film/TV episode to watch:
		  - Minority Report
		  - Citizen Four
		  - The Social Network
		  - The Circle
		  - A.I.
		  - Wall-E

		- Black Mirror
	Part Three: Why does it matter? / Information has Value [ACRL 3]	
WK 9 **Nov. 1-5**	***The Attention and Accumulation Economy [ACRL 3]*** • Surveillance capitalism • Information overload • Contemplative and reflective approaches • "Free" information **In Discussion:** Activity - Copyright, Fair dealing and you – what are your obligations?	[1] Ekbia, H., & Nardi, B. (2014). Heteromation and its (dis) contents: The invisible division of labor between humans and machines. *First Monday, 19*(6). Retrieved from https://firstmonday.org/article/view/5331/4090 [2] Levy, D. M. (2007). No time to think: Reflections on information technology and contemplative scholarship. *Ethics and Information Technology, 9*(4), 237–249. https://doi.org/10.1007/s10676-007-9142-6 [3] Ali, R., Arden-Close, E., & McAlaney, J. (2018). Digital addiction: How technology keeps us hooked. Retrieved from https://theconversation.com/digital-addiction-how-technology-keeps-us-hooked-97499
WK 10 **Nov. 8-9**	***Privacy and Its Discontents [ACRL 3]*** • Changing conceptions of privacy • Transparency • Data protection **Assignment Due:** Information Playlist and Reflective Essay **In Discussion:** Activity – assessing your "information value"	[1] Bogost, I. (2018, March 22). My Cow Game Extracted Your Facebook Data. *The Atlantic*. https://www.theatlantic.com/technology/archive/2018/03/my-cow-game-extracted-your-facebook-data/556214/ [2] Sauter, M. (2019, February 1). The Future of Privacy: Will your life ever be private online? *The Walrus*. Retrieved from https://thewalrus.ca/the-future-of-privacy/ [3] Podcast: Good Code, Episode 2: Helen Nissenbaum on Post-Consent Privacy. Retrieved from https://www.tech.cornell.edu/news/good-code-podcast-episode-2-helen-nissenbaum-on-post-consent-privacy/

WK 11 Nov. 15-19	**_Organizing, Power, and (Big) Data [ACRL 1, 3]_** • Histories of categorization • Bureaucracy, statistics, and power **In Discussion:** Activity - analyzing big data cases, then and now	[1] Big data problems we face today can be traced to the social ordering practices of the 19th century. (2015, October 13). _Impact of Social Sciences._ LSE. https://blogs.lse.ac.uk/impactofsocialsciences/2015/10/13/ideological-inheritances-in-the-data-revolution/ [2] Bowker, G. C., & Star, S. L. (2000). _Sorting things out: Classification and its consequences_ (Ch. 1). MIT Press. [3] Podcast: Code Switch, Who Counts in 2020? Retreived from https://www.npr.org/2020/03/31/824922461/who-counts-in-2020
WK 12 Nov. 22-26	**_Social Movements and Community-Led Projects with Data, Information, Tools [ACRL 1, 2, 3, 4, 5]_** • Community-based organizing • Using data, information, and digital tools to work against colonialism, injustice, bias, discrimination, surveillance • Digital and non-digital citizenship • Social movements online and offline **In Discussion:** Close reading social movements, from the Orange Revolution to #BlackLivesMatter	[1] Brown, P., Carpenter, J., Lawson, G., Lawson, K., Nathan, L. P., & Turin, M. (2017). Uplifting Voices. In P. N. Nemetz, M. Young, & P. D. Tortell, Reflections of Canada: Illuminating our opportunities and challenges at 150+ years (pp. 264–269). Peter Wall Institute for Advanced Studies. [2] Costanza-Chock, S. (2018). Design justice, AI, and escape from the matrix of domination. Retrieved from https://dspace.mit.edu/bitstream/handle/1721.1/123083/09792f03-3169-4a92-badb-49160f5e57ef.pdf?sequence=2&isAllowed=y [3] Hintz, A., Dencik, L., & Wahl-Jorgensen, K. (2018). Chapter 1: Citizenship in a digital age (pp. 20–41). _Digital citizenship in a datafied society_. John Wiley & Sons.
WK 13 Nov. 29- Dec. 3	**_Policy and responsibility_** **[ACRL 1,2,3,4,5]** • Introduction to information policy	[1] (Aki-kwe) Turpel-Lafond, M. E., & Chondoma, L. (2019). Building Indigenous-led Engagement Frameworks: Report on the Dialogue on Indigenous Data, Information and Records (p. 8) University of British Columbia.

	• Everyday encounters with policy: notice and consent, terms of service, personal security • Indigenous data sovereignty • Responsibility, and thinking beyond individual-level responsibility • Freedom of expression and limitations **In Discussion:** Activity - building better privacy policies and end-user license agreements	https://research.ubc.ca/sites/research.ubc.ca/files/u9680/SSHRC_PositionPaper_Report_SUMMARY.pdf [2] Hintz, A., Dencik, L., & Wahl-Jorgensen, K. (2018). Chapter 3: Regulating datafication (pp. 63–82). *Digital citizenship in a datafied society*. John Wiley & Sons. [3] Lee, U., & Toliver, D. (2017). *Building consentful tech.* Retrieved from http://www.consentfultech.io/wp-content/uploads/2019/10/Building-Consentful-Tech.pdf
WK 14 Dec. 6-7	***Course Wrap-up***	TBD

Attendance:

- **If you are sick, it is important that you stay home.**
- Participation in class-based exercises is an important aspect of student learning and there will be many ways to participate (in-person and online).
- If you know you are going to be absent or late, I *deeply appreciate* if you alert me beforehand if at all possible.
- Extended or frequent absence will require a note from the Centre for Accessibility.
- **If you are feeling ill at the time of a final exam**, do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam/assignment at a later date.

Evaluation: all assignments will be marked according to UBC grading policy.

All assignments due dates/times are noted in the **assignment description in Canvas**. Course time should not be used to complete and upload your assignments. Late work is assessed at 5% of final mark per day, up to 7 days, after which work will not be accepted. Grace periods (i.e., no late deduction) may be offered under special circumstances when you contact the instructor **24 hours in advance of the due date**.

Required Materials: There are no materials (i.e., textbooks, reading packages, lab manuals) that you will need to purchase. They will all be available through Canvas, UBC Library, or another accessible, online resource.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in a Friday seminar) and the course is still in-progress, immediately submit a Student Self-Declaration to me so that your in-term concession case can be evaluated.

If this is **not** the first time you have requested concession or classes are over, fill out Arts Academic Advising's online academic concession form immediately, so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline. Academic misconduct includes cheating, plagiarism, and self-plagiarism http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959 (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Additional course information:

All students in INFO 100 are expected to:
- Engage course material critically
- Generate questions and comments, contribute these to class discussions, and apply them to written assignments/class exercises
- Respond to and engage with the contributions of the other students with consideration and respect
- Bring personal ideas and discoveries to class
- Provide periodic feedback on the content and conduct of the course