

# Situated and Distributed Cognition

## 729G12

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**Fall Term 2018**

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V.0.3

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## Kursplan (svenska)

**Huvudområde:** Kognitionsvetenskap

**Utbildningsnivå:** Grundnivå

**Fördjupningsnivå:** G1X

**Kursen ges för:** Kognitionsvetenskap, kandidatprogram

**Förkunskapskrav:** För tillträde till kursen krävs att de särskilda behörighetsregler som gäller för kandidatprogrammet i kognitionsvetenskap är uppfyllda, samt attkurserna Kognitionsvetenskaplig introduktionskurs (6 hp), eller Kognitiv psykologi (6 hp), eller Lingvistik (6 hp), eller motsvarande, samt en empirisk forskningsmetod kurs (t.ex. Kvalitativa forskningsmetoder (6 hp) eller Forskningsmetodik och statistik (6 hp) eller motsvarande), är avklarade.

### Lärandemål

Efter avslutad kurs skall den studerande kunna:

- redogöra för de vanligaste inriktningarna inom distribuerad och situerad kognition,
- redogöra för likheter och skillnader som finns mellan dessa teorier,
- redogöra för de teoretiska perspektiv vuxit fram som ett alternativ till kognitivistiska teorier,
- redogöra för grunderna i etnografiska forskningsmetoder och förhållningssätt,
- tillämpa etnografiska metoder och förhållningssätt i enklare sammanhang.

### Kursinnehåll

Kursens innehåll fokuserar på:

- Teorier om distribuerad och situerad kognition
- Samspel mellan tekniska artefakter och användare i kognitiva processer
- Teorier om kognition och kommunikation
- Kognition i ett antropologiskt kulturperspektiv
- Etnografiska metoder för att studera kognitiva och kommunikativa processer

**Undervisnings- och arbetsformer:** Undervisningen består av föreläsningar och seminarier, samt ett mindre etnografiskt metodprojekt som utförs i mindre grupper. Den studerande förväntas arbeta med självstudier, enskilt eller i grupp.

**Examination:** Kursen examineras genom skriftlig tentamen samt muntliga och skriftliga redovisningar av projekt och uppgifter. Detaljerad information återfinns i studiehandledningen. Studerande, vars examination underkänts två gånger på kursen eller del av kursen, har rätt att begära en annan examinator vid förnyat examinationstillfälle. Den som godkänts i prov får ej delta i förnyat prov för högre betyg.

**Betygsskala:** U, G, VG

**Övrig information:** Planering och genomförande av kurs ska utgå från kursplanens formuleringar. Den kursvärdering som ska ingå i varje kurs ska därför behandla frågan om hur kursen överensstämmer med kursplanen. Kursen bedrivs på ett sådant sätt att både mäns och kvinnors erfarenhet och kunskaper synliggörs och utvecklas.

**Ämnesområde:** Övriga tvärvetenskapliga studier

**Utbildningsområde:** Tekniska området

**Institution:** Institutionen för Datavetenskap

## Course syllabus (English)

**Main field of study:** Cognitive Science

**Course level:** First cycle

**Advancement level:** G1X

**Course offered for:** Cognitive Science

**Entry requirements:** For admission to the course, the specific entry requirements that apply for admission to the Bachelor's Programme in Cognitive Science must be satisfied and the courses Introduction to Cognitive Science, comprising 6 HE credits, Cognitive Psychology, comprising 6 HE credits, and Qualitative Research Methods, comprising 6 HE credits, or the equivalent, must be completed.

### Intended learning outcomes

On completion of the course, the student should be able to:

- account for the most common specialisations within distributed and situated cognition,
- account for similarities and differences that exist between these theories,
- account for the theoretical perspectives that have emerged as alternatives to cognitivist theories,
- account for the bases in ethnographic research methods and approaches,
- apply ethnographic methods and approaches in simple contexts.

### Course content

- The contents of the course are focused on:
- Theories of distributed and situated cognition
- Interplay between technical artefacts and users in cognitive processes
- Theories of cognition and communication
- Cognition from an anthropological culture perspective
- Ethnographic methods for studying cognitive and communicative processes

**Teaching and working methods:** The teaching takes the form of lectures and seminars and a smaller ethnographic method project that is carried out in small groups. The student is expected to study independently, individually or in groups.

**Examination:** The course is examined through written examination and passed oral and written project presentation.

**Grades:** F, P, PWD

**Other information:** Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus. The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

**Subject area:** Other Interdisciplinary Studies

**Disciplinary domain:** Technology

**Department:** Department of Computer and Information Science (IDA)

## Introduction to the course

This course focuses on *situated* and *distributed* cognition and *ethnographic methodology*, with some additional content about *embodied* cognition and activity theory. These topics are widely defined and relate to topics, activities, and theoretical perspectives that are in line with cognitive science in general. The topics will be covered through several complementary perspectives:

- Theoretical connections with other cognitive science directions.
- Introduction to some research areas.
- Concrete examples of studies in this area.

The course is given in the form of lectures, literature seminars, a group project, and an individual writing assignment. The course examination is based on the group project, the individual writing assignment, and a take-home exam.

The lectures are aimed primarily at providing an overview of the area, and to connect different theoretical concepts and development trends within cognitive science to each other. There are readings for each lecture that the student is expected to read on their own.

The literary seminars aim to provide specific examples of research based on a situated and distributed perspective. The purpose is to deepen the students' understanding of this research, and to enable discussions of key concepts and issues concerning situated and distributed cognition.

The group project aims to give an initial introduction to and a first practical experience with ethnographic methods, as well as to provide an opportunity for the students' to develop in-depth theoretical knowledge.

The individual writing assignment has two aims. The first is to deepen the students' understanding of a specific topic within situated and distributed cognition. The second is to improve the student's abilities to clearly express scientific reasoning in text.

Finally, the take-home exam is a test of the students' theoretical understanding of situated, distributed, and embodied cognition as well as theoretical reasoning within ethnography. The questions on the take-home exam are based on the lectures, the seminar articles, and the course literature.

## Teachers and staff

Erik Prytz ([erik.prytz@liu.se](mailto:erik.prytz@liu.se)) at the Department of Computer and Information Science (IDA). Lecturer, seminar leader, and course examiner.

Corinna Kruse ([corinna.kruse@liu.se](mailto:corinna.kruse@liu.se)) at the Department of Thematic Studies – Technology and Social Change. Project adviser, lecturer, and seminar leader.

Nimmo Elmi ([nimmo.elmi@liu.se](mailto:nimmo.elmi@liu.se)) at the Department of Thematic Studies – Technology and Social Change. Project adviser.

Tom Ziemke ([tom.ziemke@liu.se](mailto:tom.ziemke@liu.se)) at the Department of Computer and Information Science (IDA). Lecturer.

Annelie Almquist ([annelie.almquist@liu.se](mailto:annelie.almquist@liu.se)), course administrator.

## Literature List

### Required reading

#### Books and book chapters:

- Emerson, R. M. (2011). *Writing Ethnographic Fieldnotes*. 2nd Edition. The University of Chicago Press.
- Garbis, C. (2002). *The Cognitive Use of Artifacts in Cooperative Process Management*. Dissertation Tema Kommunikation, Linköpings universitet.
- Hutchins, E. (1995a). Chapter 9: Cultural Cognition. In E. Hutchins (Ed.), *Cognition in the Wild*. Cambridge, Mass.: The MIT Press.

Note: Only two chapters (three and four) from Garbis (2002) will be used, and those will be available for purchase through the bookshop. Hutchins (1995a) is available through the library's online resources, and only Chapter 9 is required reading.

#### Articles:

- Adams, F., & Aizawa, K. (2001). The bounds of cognition. *Philosophical psychology*, 14(1), 43-64.
- Blandford, A. & Furniss D. (2006) DiCoT: a methodology for applying Distributed Cognition to the design of team working systems. Proc. DSVIS 2005. Springer: LNCS.
- Clark, A., & Chalmers, D. (1998). The extended mind. *Analysis*, 58(1), 7-19.
- Goodwin, C. (1994) Professional Vision. *American Anthropologist*, 96(3), 606-33.
- Hollan, J., Hutchins, E. & Kirsh, D (2000). Distributed Cognition: Toward a New Foundation for Human-Computer Interaction Research. *ACM Transactions on Computer-Human Interaction*, 7, No 2, 174 - 196.
- Hutchins, E. (1995b). How a Cockpit Remembers Its Speeds. *Cognitive Science*, 19, 265-288.
- Kaptelinin, V. (2014). Activity Theory. In: M. Soegaard and R. F. Dam (Eds.), *The Encyclopedia of Human-Computer Interaction*, 2nd Ed. Aarhus, Denmark: The Interaction Design Foundation. Retrieved from [https://www.interaction-design.org/encyclopedia/activity\\_theory.html](https://www.interaction-design.org/encyclopedia/activity_theory.html).
- Kirsh, D. (1995). The Intelligent Use of Space. *Artificial Intelligence*, 73, 31-68.
- Kirsh, D. & Maglio, P. (1994). On Distinguishing Epistemic from Pragmatic Action. *Cognitive Science*, 18, 513-549.

Note: Seminar one is based on Clark and Chalmers (1998), seminar two on Goodwin (1994), and seminar three on Adams and Aizawa (2001). There is an optional reading, Rowlands (2009), which is suitable to read after you have first read Clark and Chalmers

and Adams and Aizawa if you are interested in the continuing academic discourse on the mark of the cognitive and extended cognition.

### Reading guide

Garbis' (2001) dissertation "The Cognitive Use of Artifacts in Cooperative Process Management", Hutchins (1995a) book chapter from "Cognition in the Wild", and the articles comprises the main theoretical parts of this course.

The book "Writing Ethnographic Fieldnotes" by Emerson (2011) is the main text for the group project. It is a well-known guide to ethnographic methods and is often used by cognitive science students for projects on man-machine interfaces. It will be useful in future courses featuring projects and user studies, such as the KVTILL-course or the bachelor's thesis. *You are not supposed to read the entire book, but rather use it as a guide to help you with the group project.*

### Optional reading

Below we list some additional literature that you can read on your own, if you are interested.

#### Books and book chapters:

- Alm, B. (2016). *Kompendium i Etnografisk Metod: En föränderlig text*.
- Forsblad, M. (2016). *Distributed cognition in home environments: the prospective memory and cognitive practices of older adults*. Dissertation, Department of Computer and Information Science, Linköping University.
- Robbins, P. & Aydede, M. (2009). *Cambridge Handbook of Situated Cognition*. Cambridge: Cambridge University Press.
- Kaptelinin, V. & Nardi, B. A. (2006). *Acting with technology: Activity Theory and Interaction Design*. Cambridge, MA: MIT Press.
- Ladner, S. (2014). *Practical Ethnography: A guide to doing ethnography in the private sector*.
- Norman, C. (1993). *Things that make us smart*. Reading, Mass.: Pegasus Press.
- Rybing, J. (2018). *Studying simulations with distributed cognition*. Dissertation, Department of Computer and Information Science, Linköping University.

Notes: Kaptelinin and Nardi (2006) is available online through the university library. Chapter 3 ("Activity theory in a nutshell") is highly recommended. The first chapters of Ladner (2014) are available through [www.practicaethnography.com](http://www.practicaethnography.com), and the book is available at the library. Björn Alm's compendium is available in the course room on Lisam. Mattias Forsblad's dissertation (2016) provides a useful overview on distributed cognition and is available at <http://urn.kb.se/resolve?urn=urn:nbn:se:liu:diva-130861>. Jonas Rybing's dissertation (2018) is also a very useful guide to distributed cognition (pp. 27-37) as a theory and associated methodologies (in particular DiCoT). It is available here: <http://urn.kb.se/resolve?urn=urn:nbn:se:liu:diva-145307>. Both Mattias and Jonas are former cognitive science students from Linköping University. Norman (1993) is the same book that is used in the introductory course to the Cognitive Science program, and only chapters three and four are relevant in this course.

#### Articles:



- Adams, F., & Garrison, R. (2013). The mark of the cognitive. *Minds and Machines*, 23(3), 339-352.
- Beach, K. (1993) Becoming a Bartender: The Role of External Memory Cues in A Work-directed Educational Activity. *Applied Cognitive Psychology*, 7, 191-204.
- Clark, A. (2005) Beyond the Flesh: Some Lessons from a Mole Cricket. *Artificial Life*, 11, 233-244.
- Clark, A. (2006) Soft Selves and Ecological Control. In Spurrett, D., Kincaid, R. H. & Stephens, L. (Eds.) *Distributed Cognition and the Will*. MIT Press, Cambridge, MA.
- Dourish, P. (2004). What We Talk About When We Talk About Context. *Personal and Ubiquitous Computing*, 8(1), 19-30.
- Gedenryd, H. (1998) How Designers Work. PhD thesis, Lund University
- Goodwin, C. (2000) Action and embodiment within situated human interaction. *Journal of Pragmatics*, 32, 1489-1522.
- Heath, C. & Knoblaue, H. & Luff, P. (2000). Technology and social interaction: the emergence of 'workplace studies'. *British Journal of Sociology*, 51(2), 299-320.
- Henrich, J., Heine, S. & Norenzayan, A. (2010) The weirdest people in the world. *Behavioral and Brain Sciences*. DOI: 10.1017/S0140525X0999152X
- Kaptelinin, V. & Nardi, B. & Macaulay, C. (1999) The Activity Checklist: A Tool for Representing the "Space" of Context. *Interactions*, July + August, 27-39.
- Kirsh, D. (2010) Thinking with external representations. *AI & Soc*, 25, 441-454.
- Rawls, A. (2008) Harold Garfinkel, ethnomethodology and workplace Studies. *Organization Studies*, 29, p. 701
- Roth, W.-M. & Jornet, A. (2013) Situated cognition. *WIREs Cognitive Science*, 4(5), 463-478.
- Rowlands, M. (2009). Extended cognition and the mark of the cognitive. *Philosophical Psychology*, 22(1), 1-19.
- Rybing, J., Prytz, E., Hornwall, J., Nilsson, H., Jonson, C.-O., & Bang, M. (2017). Designing a Digital Medical Management Training Simulator Using Distributed Cognition Theory. *Simulation and Gaming*, 48(1). <https://doi.org/10.1177/1046878116676511>
- Rybing, J., Nilsson, H., Jonson, C.-O., & Bang, M. (2016). Studying distributed cognition of simulation-based team training with DiCoT. *Ergonomics*, 59(3), 423-434. <https://doi.org/10.1080/00140139.2015.1074290>
- Schwartz, D. L. & Martin, T. (2006) Distributed learning and mutual adaptation. *Pragmatics & Cognition*, 14(2).
- Shapiro, L. (2007) The Embodied Cognition Research Programme. *Philosophy Compass*, 2/2, 338-346.
- Suchman, L. (1983) Office Procedure as Practical Action: Models of Work and System Design. *ACM Transaction on Office Information Systems*, 1(4), 320-328. (Le: 2)
- Suchman, L. (1997) Centres of coordination: A case and some themes. In Resnick, L. B., Säljö, R., Pontecorvo, C., & Burge, B. (Eds.). *Discourse, Tools, and Reasoning: Essays on Situated Cognition*. Berlin: Springer-Verlag, 41-62.
- Tribble, E. & Sutton, J. (2011) Cognitive Ecology as a Framework for Shakespearean Studies. *Shakespeare Studies*, 39, 94-104.

- Wilson, R. A. (1994) Wide Computationalism. *Mind*, New Series, 103(411), 351-372.

## Teaching methods

### Lectures

There are eight lectures planned for this course. The specific topics, along with recommended readings, will be presented before the start of the course in a separate document. The slides from the lectures will be uploaded to Lisam.

### Seminars

The purpose of the seminars is to provide a forum for in-depth discussions on research studies within the topic of situated and distributed cognition. The seminars are conducted in smaller groups, are 45 minutes in length, and are lead by a seminar leader.

**The students will be assigned to one of two time-slots for each seminar.** The student must also provide two relevant, open-ended questions that can be discussed during the seminar. These questions should be typed into a word-document and submitted on Lisam 24 hours before the seminar. The purpose of this submission is twofold. First, to ensure that the students who participate in the seminar have all read the material (otherwise it will not be a good discussion!). Second, to provide preparation material in the form of questions for the seminar leader to be used during the seminar.

The specific topics and articles for the seminars will be presented in a separate document, along with dates for the seminars and sign-up deadlines.

## Examinations

The grade in the course is decided based on a group project, an individual writing assignment and a take-home exam.

### Group project

#### Purpose

The purpose of the project is primarily to provide an initial introduction to ethnographic research methodology. The aim of this course is to broaden the students' method repertoire by providing a basic understanding of ethnographic methodology and the issues that can be explored by this method. The research tradition of ethnography aims at gaining an understanding of the participants' perspectives on the activities being studied. This is a way to work with empirical studies that in their starting points and choice of methods differ from the more experimental and laboratory-oriented methods introduced in other courses in the cognitive science program. In this group project you are to work with ethnographic methods, especially field observations and interviews, trying to capture the participants' perspective(s) as well as practice how to document this in the form of field notes. This involves not only documentation but also, as a very important part, analysis of the material. The group project is included in this course for

two reasons. First, much of the research presented in this course is based on these methods. Second, ethnographic methods have become increasingly important in several areas of applied cognitive science. The project provides an opportunity to study the aspects of cognition that are included in the theoretical part of the course, thus creating a more practical understanding of cognition from a situated and distributed perspective.

### Teaching and literature

This course includes a lecture on ethnographic method, three advising sessions (see details below), as well as a presentation. The main literature is *Writing Ethnographic Fieldnotes* by Emerson, Fretz & Shaw.

Articles for the individual projects are added in consultation with the group advisor. The book *Writing Ethnographic Fieldnotes* is chosen as a course literature because it is a book that provides practical information on ethnographic research method. It contains more material than will be relevant for this course, but it will be useful in future courses in the program, and in many future professional activities. The literature list also provides suggestions for two method articles on situated and distributed cognition that can serve as support and structure during ethnography work.

The project groups are composed of 3 students. The advising sessions are conducted with multiple groups (usually about three) at the same time. We have chosen this model to give students the opportunity to draw experiences and lessons from more projects than just their own.

Examples of previous projects are: the LiU mail distribution service; different sport activities (both at Campushallen and in sport clubs); professional meetings; preschools (but beware: studying children requires consent from their legal guardians which can be a lengthy process – these projects focused on teachers); supermarket cashiers; parking bicycles; waiting; escalator use; baristas; and much more. In other words, there is a wide range of possibilities – choose something you are interested in taking a closer look at! Your choice will be discussed at the first advising session, your final choice will be in consultation with the group advisor.

### Advising sessions

The project advising sessions will serve as three waypoints, as you will show how far you have come and how to proceed with your work from that point. Experiences from previous years have shown that it is important to take advantage of these opportunities. The advising sessions are where you can get help with any problems you might have encountered with the project.

**Advising session 1:** You should present the overall plan for your project; that is, the question(s) you want to investigate and how you intend to do it.

**Advising session 2:** You should have *completed* the empirical work (i.e., data collection), and present how it went and how you think about progressing with the data material you have collected (i.e., what analysis you plan to do).

**Advising session 3:** You should present the analysis you have done and connect this to the research question you set out to answer. What was the answer to your question?

You will also discuss how you intend to present your project and write your report. (A fourth session can be planned by individual groups and the supervisor if more support is needed.)

In addition, it is possible to receive additional feedback from the teachers a few days before the final report is due. The timeline for this will be presented during the introductory lecture.

### Project grade

The project will be graded based on the quality of the written and oral project reports. Some general grading criteria are outlined below. The most important aspect to consider is to use an ethnographic method and not an experimental method. Read up on ethnographic methodology and make sure you use it. Analysis of the material is also important. The person grading your work must be able to see that you have *worked* with the material, not just that you are referring to it or retelling the events that you observed. You must use some type of theoretical perspective in your analysis (e.g., one of those presented in the course literature). However, you must not adhere to *only* the course literature; there are several theoretical frameworks that may be better suited for your project. The supervisors are happy to help with suggestions for appropriate literature.

**The written report should be 5-15 single-spaced pages and comply with normal academic requirements for such texts** (clear, precise, formal, and correct language; proper use of citations and references; clear and legible figures and charts, if used; proper formatting; etc.) and be designed in accordance with the guidelines given in Writing Ethnographic Fieldnotes, if applicable. Unlike the APA guidelines, **this project requires page numbers for in-text references**, in accordance with the tradition for ethnographic texts. You do not need to follow APA format for this report.

**There is no ready-made template for the report** (and please do not try to find or use one) because ethnographic texts can differ quite widely. It is part of your task to find a clear and logical way of communicating your work. More information will be given in the lecture introducing the project.

To pass, the report must contain the following:

- an attempt to capture the perspective(s) of the studied people;
- an explanation of what ethnographic methods are and why they are useful for the project in question;
- a methods description and discussion;
- a description of the studied activity;
- a theoretically grounded analysis;
- and a conclusion.

For a VG grade, these elements must be well-integrated with each other, there must be a clear narrative thread, and the studied people's perspective(s) must be communicated clearly.

The oral presentation will be done as a mini-conference towards the end of the course. Each group will be given a 15-minute time slot (10 minutes for presentation, 5 minutes for Q&A and discussion).

Deadlines for submitting your written work, as well as the conference presentation schedule, will be provided during lectures and on Lisam.

### Writing Assignment

The writing assignment consists of an essay that answers a specific question within distributed and situated cognition. The question to be answered will be presented after the lecture on academic writing (and also available in Lisam). The students will complete this assignment individually. The assignment is essentially a longer take-home exam question, with an important distinction being that not only the content but also the *language* used to convey the content is assessed.

This assignment is not about writing a text with correct spelling and grammar. We expect that students at a university-level course already knows how to write grammatically correct texts. Rather, the language assessment focuses on qualities such as coherence, logical reasoning, use of formal and technical language, correct citations and references, and similar.

For students who need extra assistance or simply wish to improve their writing abilities we recommend that you use [Språkverkstaden](#). It is a free university resource created to assist all students who wants to improve their written or oral presentation skills.

### Writing Seminar

A writing seminar will be held during the course (see the course schedule for date and time). This is an opportunity for you to discuss your own and your fellow students' drafts, and to provide constructive criticism. **You must submit your own draft 7 days prior to the writing seminar.** You will receive two drafts from other students that you must read and comment before the seminar (you can use the [guide from the introductory course](#) as a starting point). During the seminar, you will discuss your comments and critique with the authors of those drafts, and in turn receive feedback on your own draft. The teacher will read all submitted drafts and provide general feedback to the entire class concerning common mistakes and issues.

**The final version of the text must be submitted through Lisam in word-format (.doc or .docx).** Deadlines will be presented during the introductory lecture.

### Writing assignment requirements

The essay should be no longer than 1 500 words. This is about 2.5 pages of single-spaced text, or 6 pages of double-spaced text. However; the important limit is the word count. The references are not included in this word limit. It is recommended (but not a requirement) that you write at least 1 200 words to fully answer the questions. A very short text will most likely not meet all the requirements in the grading rubric presented below.

The grading rubric, presented below, will be used to assess the essays. The essay will receive points ranging from 0 to 4 in each category (Background information,

Discussion, Language (Technical), Language (Usage), and Formatting). To receive the grade Godkänt (ECTS: C) the essay must score a total of at least 4 points in the Content-categories and a total of at least 6 points in the Mechanics-categories. To receive the grade Vål Godkänt (ECTS: A) the essay must score a total of at least 6 points in the Content-categories, and a total of at least 10 points in the Mechanics-categories.

Note that the essay must follow the APA manual (6<sup>th</sup> edition) for text and reference formatting. This includes using Times New Roman, 12 pt. font size, double line spacing, first line indentation of each paragraph by ½ inch (1.27 cm), no extra space between paragraphs, page numbers located in the upper right corner of each page, bolded 12-pt centered Time New Roman for level one headings, bolded 12-point left-adjusted for level two, and bolded 12-pt indented (followed by period) for level three, and level four headings same as level three but italicized.

## Grading Rubric for the Writing Assignment

<b>Content</b>				
	<b>Exceeds standard (4 points)</b>	<b>Meets standard (2 points)</b>	<b>Does not meet standard (0.5 points)</b>	<b>No evidence (0 points)</b>
<b>Background information</b>	Provides accurate and detailed background information that covers the relevant works as related to the essay question(s).	Sufficient relevant background information is provided for the reader to follow and understand the topic, but may leave out some relevant information.	Very little or inaccurate information is provided, or too much unnecessary or irrelevant detail is included.	No background information provided.
<b>Discussion</b>	Clearly and accurately answers the essay question(s). Presents logical and rational arguments in support of the answer. Connects the answer to other relevant theories covered in the course.	Answers the essay question(s) mostly accurate. Presents arguments in support of the given answer.	Does not answer all essay question(s), or provides erroneous answers, or does not support the provided answers with reasonable or relevant arguments.	The paper does not address the questions.
<b>Mechanics</b>				
	<b>Exceeds standard (4 points)</b>	<b>Meets standard (2 points)</b>	<b>Does not meet standard (0.5 points)</b>	<b>No evidence (0 points)</b>
<b>Language (technical)</b>	Virtually no errors in grammar, punctuation, capitalization, word usage, or spelling. Formal, technical language is used consistently and throughout the essay.	Some errors that does not hinder comprehension. Some informal or non-technical language is used.	Many errors or few but critical errors that hinder comprehension. Large sections are written in informal language.	Incomprehensible text.
<b>Language (usage)</b>	The language is clear and precise. Each paragraph has a main idea that is developed and supported by detail sentences. The sequence and progress of ideas and information is logical and cohesive.	The language is overall clear but contains unclear sections or sentences. Each paragraph has a main idea. The sequence and progress of ideas and information is not fully developed and contains some unsupported leaps.	The language is not clear or precise. Paragraphs lack main idea or supporting sentences. No evidence of structure or organization of ideas and information.	Incomprehensible text.
<b>Formatting</b>	All references in text as well as the bibliography are done in the correct format as per the APA standard. The text formatting is in accordance with APA. Headings are used appropriately to segment the text.	References in text and the bibliography are mostly correct according to the chosen standard with only minor deviations. The text formatting is mostly in accordance with APA with some minor deviations allowed. Headings are used.	References and bibliography are not correctly or coherently formatted. The text does not follow APA formatting. Headings are not used.	No references provided.

## Take-home exam

The take-home exam in this course typically consists of 4-5 questions, each of which requires approximately one page to answer. The questions can be based on material from the lectures, seminars, or the required reading list.

The take-home exam is an individual exam; you are not allowed to collaborate with other students when writing your answers.

## General examination and grading information

The course grade is based on the three assignments: the take-home exam, the group project, and the individual writing assignment. All assignments are graded on the scale U (ECTS: F), G (ECTS: C), and VG (ECTS: A). A grade of at least G on all assignments is required to receive a final course grade.

The distinction between G and VG in the final course grade is determined primarily by the take-home exam. To receive VG as course grade you must have VG on the take-home exam, as well as VG on *either* the project work *or* the individual written assignment.

## Deadlines

**Always check Lisam for any updates to the deadlines.** The planned deadlines for the fall semester 2018 will be presented at the course start.

**All assignments must be submitted through Lisam before 18:00 on the deadline date.**

## Late assignments

If you for any reason are unable to submit an assignment by the deadline you should always contact the course examiner (Erik Prytz) as soon as possible. The general rule is that late assignments will not be graded until the next deadline (“uppsamlingstillfälle”) for the same assignment. For example, if the deadline for the writing assignment is January 15<sup>th</sup> and a student submits their assignment on January 16<sup>th</sup> that assignment will not be graded until the next grading period, which could be in April or May.

Exceptions from this general rule may be granted on a case-to-case basis, e.g. for prolonged illness, death in the family, or as determined by the office of student support ([link](#)).

## Plagiarism and academic dishonesty

As with all courses at LiU, plagiarism and academic dishonesty is not allowed. Unfortunately, there have been recent instances in this course where students have tried to cheat, e.g. copied answers from past student assignments. All such instances *will* be reported to the [Disciplinary Board](#), and may result in a disciplinary action such as a suspension. The decision to report a suspected attempt to cheat is not made by the course examiner. The course examiner *must* report such attempts as per the university guidelines:

“Suspected attempts at cheating and disturbances of the peace *shall* be reported to the Vice-Chancellor and the matter treated by the University Disciplinary Board.” ([link to source](#), my emphasis)



**Cheating** (from [LiU Disciplinary Board](#)):

According to chapter 10 in the Higher Education Ordinance, disciplinary measures can be used against a student who:

1. Uses prohibited aids and equipment, or in any other way, purposely acts inappropriately during the examination or the assessment of a study assignment.
2. Causes disturbance, prevents teaching, examinations or other university related activities from taking place.

Examples of what LiU's Disciplinary Board has judged as cheating:

- text written onto a formula sheet
- loose sheets of paper containing the student's own writing during a test
- plagiarizing an essay
- copying a programming project
- working with another group during individual projects when doing so was not allowed

**Plagiarism** (from [LiU Library](#)):

*What is plagiarism?*

To plagiarize means using somebody else's work and presenting it as your own without referring to the source. It may be a text, idea, theory, image, chart, figure, music, computer program or a product. Even reformulation, paraphrasing, text to your own words, without referencing the source is plagiarism.

Plagiarism may also violate Copyright laws.

*What happens if I plagiarize?*

Plagiarism is a serious offense against good academic practice and can if worse comes to worst result in temporary suspension from studies by decision of The Disciplinary Board at Linköping University. A student who is suspended may not participate in lectures, laboratory sessions, seminars, exams, tutorials, assignments, and may not access to LiU's computer labs. The suspension may also affect payment of student support.