University of Maryland

Course Information

Course Title: Studying Digital Humanities
Course Number: 449I
Term: Spring 2024
Credits: 3

Professor: Rianna Walcott
Pronouns: she/her

Course Description

How we study something can be just as important as what we study. This course introduces a variety of methods and approaches to collecting and interpreting digital materials, with a focus on qualitative methods. We will consider the ethical implications of conducting digital research, explore methods that are adaptive to the constant shift in digital terrain, and experiment with different ways of interpreting and presenting findings.

This course takes a hands-on approach to research methods. While we will be grounding our study in extant theory, you will also be expected to experiment with the methods and digital tools themselves through workshops and group projects, and encouraged to apply materials from the class to your own contexts and areas of interest.

By drawing on different case studies and platforms – from hashtag mapping on audiovisual platforms such as TikTok or Instagram, to narrative analysis on YouTube, to discourse analysis on X – this module challenges students to think critically about forming research questions, issues of access and ethics in the systematic collection of data, and organising and presenting research.

Course Objectives

After successfully completing this course undergraduate students will be able to:

- Apply and analyse the effectiveness of a variety of qualitative methods
- Design research questions and methods appropriate for different platforms
- Evaluate the ethical implications of your research method and outputs
- Produce a collaborative research project, suitable for an audience outside of the classroom

In addition, graduate students will:

- Be able to create and implement a lesson plan suitable for undergraduate students that connects their research to course content
- Draft a proposal for a methods paper suitable for submission to an academic conference or journal, write and present the paper and respond confidently to audience feedback.

Required Resources

- Required resources, including research articles, videos and public scholarship, will be made available via the course website.

Major Assignments - Undergraduate

Synthesise and Respond Module Assessments
Academic writing can sometimes be dense. Even more often it is difficult to remember what articles are about, even a short time after reading. More challenging still is the ability to read articles as being in conversation with one another and to find a way to enter the conversation ourselves. This assignment asks that you submit a **1500w** response for each unit of the course.

Students will read the assigned articles/chapters, and based on their reading as well as class discussion, they will create a response that includes:
- a summary of the key ideas;
- an explanation of key concepts and terms;
- any important examples or applications
- connections between the readings that speak to the themes of the unit

This analysis should not be a grade or opinion about how good or bad the articles are, rather it should demonstrate how the student understands and sees the work fitting into the context of the module unit, and how they may adapt the methods discussed within to their own research interests.

You will be asked to submit three assessments responding to each of the first three units, worth 10% each. Unit 1 is on theory, ethics and research design, Unit 2 is on qualitative methods, Unit 3 concerns data analysis and outputs.

Participation & Engagement
Students are expected to be in class and be engaged with the material within each class session. This class will require hands-on engagement with digital tools in regular in-class workshops, and your attendance is key to ensuring you have a working understanding of the materials we cover.
To aid in our class discussion and ensure we are all prepared to engage, students are required to submit a reading summary worksheet for each assigned reading prior to the start of class. This worksheet will contain the following: Thesis/main argument/summary, Key terms, and Key quotes.

The full worksheet must be submitted by ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ There are a total of 12 worksheets to do during the semester. The two worksheets with the lowest grades will be dropped without penalty. In addition to these worksheets, participation will be graded based on your active participation in the course.

Team Project
In the final unit of the course, we will devote class time to group projects: you will also be expected to continue work on these projects outside of class in lieu of reading summary worksheets. This will be an opportunity to apply the methods and theories we have covered thus far to your own research interests. In groups of [depending on class size], you will propose and develop a research project using what you deem to be the most appropriate qualitative method of investigation. Some examples of potential sites for research are:
- A digital campaign on X
- Child influencers on YouTube
- Lifestyle influencers on TikTok
- Interviewing your peers about their social media usage

In a final examination in exam week, your group will conceptualise a research question, propose a method, consider the ethical implications of your study, conduct your research (small scale, bearing in mind your time constraints!) and be prepared to present your findings and a demonstration of the method used in a format suitable for an audience outside of the classroom. The research project itself is worth 20% of your final grade, and the presentation makes up 10% of your grade.

Final Exam

In addition to the group assignment, 20% of your final grade will be based on your individual response to the group project, in 1500-2000 words or an alternative format (agreed with me ahead of time) comparable in effort to a paper of that length, e.g. a 10-15 minute podcast, video presentation, blogpost etc. In this submission, you should detail your individual contribution to the group project and cite readings from the course to explain the choices made in designing and carrying out your study. Here is an opportunity to expand on your choice of method, the ethical implications of that method, issues you faced and how you overcame them, your choice of output for displaying your results, and future avenues for this research.

Major Assignments - Graduate

Planning and Leading Class Session

An integral part of graduate education is preparing students to teach. While many students TA during their time at the university, some are never offered feedback on their lessons. Others teach in subject areas outside of their interests or expertise. In this course, graduate students will select a method that aligns with their research agenda, or that they are particularly familiar with, and provide a lesson suitable for an undergraduate course, with assignments and activities included, or a demonstration of how to use a method or tool. This assignment is also crafted to prepare students for teaching demonstrations if entering the academic job market.

Participation & Engagement

Students are expected to be in class and be engaged with the material within each class session. This class will require hands-on engagement with digital tools in regular in-class workshops, and your attendance is key to ensuring you have a working understanding of the materials we cover.
To aid in our class discussion and ensure we are all prepared to engage, students are required to submit a reading summary worksheet for each assigned reading prior to the start of class. This worksheet will contain the following: Thesis/main argument/summary, Key terms, and Key quotes. During class time, students will complete the application portion of the worksheet with various in-class activities. ███ There are a total of 12 worksheets to do during the semester. The two worksheets with the lowest grades will be dropped without penalty. In addition to these worksheets, participation will be graded based on your active participation in the course.

Extended Abstract

Students will submit a 2000 word proposal/extended abstract in which they focus on utilizing one of the critical methods we study during the term to analyze a media artifact, draw comparisons on multiple methods, or craft an argument about the utility of a single or multiple methods in their subfield of study. In addition to the proposal, students should provide insight about where they would submit this article (journal or conference)and a workplan of how they would go about completing. Students will submit their abstract to their classmate and the instructor for review.

Final Exam – Method Paper and Presentation
In the final exam, graduate students will present their conference paper to their classmates and respond to an audience Q&A. The final conference/journal paper will also be graded by the instructor.

Grading Structure

Undergraduate Assignments	%	Graduate Assignments	%
Synthesise and Respond Module Assessments	30%	Leading Class Session	30%
Participation/Engagement, incl. weekly worksheets and 'encounters'	20%	Participation/Engagement, incl. weekly worksheets and 'encounters'	20%
Final Exam - Team Project (20%) and Presentation (10%)	30%	Extended Abstract	20%
Final Exam – Individual Assignment	20%	Final Exam - Method Paper (20%) and Presentation (10%)	30%
Total	100%		100%

General Policies

Late Assignments
████████████████████████████████████ Late assignments are penalized an initial 10% after the due date has passed and will be penalized an additional 10% for each calendar day that they are late. Late assignments will be accepted up to five calendar days after the initial due date ███████████ Please note that university-excused absences will not result in grade penalties. Students should reach out to course instructors to discuss accommodations.

Campus Policies
It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Please see the University's website for graduate course-related policies at:
https://gradschool.umd.edu/course-related-policies

Course Communication

This course uses ELMS and email regularly. All course documents, information, grades, and readings will be available on ELMS. ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

You are responsible for receiving information sent through ELMS and email. My preferred method of contact for short clarifying questions is email. However, be sure to first check the syllabus and schedule as the answers to many questions can be found in these documents. I return emails during business hours M-F and variably on the weekend depending on how my work/life balance is doing at any given time. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions.

For extended questions and feedback on assignments, grades, and readings you are encouraged to visit me during my office hours - please try to email me if you intend to attend, but drop-ins are welcome. If you are unable to attend my office hours due to a course clash, please contact me in good time so we can schedule an alternative meeting time. If you are then unable to attend this meeting (emergencies happen!) please email me **AT LEAST TWO HOURS** in advance of the agreed upon meeting time. If you do not do this and I make the journey to campus to meet you for no reason I will be **very cross.**

Classroom Policies

Names/Pronouns and Self-Identifications
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Peers
With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Disruptive behavior will not be tolerated. If any student is disruptive or disrespectful and continues to be so after one warning, they will be asked to leave. If this occurs, the student will receive an unexcused absence for the day and **must meet with me before they are allowed to return to class**. Additional disruptions will then be reported to the Office of Student Conduct. All students are expected to conform to the Code of Student Conduct.

The various backgrounds and identities that we have in the classroom is a strength and these different identities can be a powerful asset in our seminar discussions. The classroom and the university is a political space – who we are, what we learn, where and how we learn it is all *political*. We will show respect for all ethnicities, sexualities, genders, (dis)abilities, languages, religions, political ideologies, socioeconomic class or national affiliation – **with extra attention to those that are traditionally marginalized in society**. We should ensure that our speech and behavior does not make any people in these groups feel uncomfortable or excluded : each student should feel equally comfortable, included and have equal learning opportunities in the class. We should pay attention to the fact that belonging to one or several of the above identity groups may not be immediately obvious to us. Please feel encouraged to talk to me if you have ever been made uncomfortable or to feel excluded in class, or just ask and I'll signpost you to where you need!

Academic Integrity
The University's [Code of Academic Integrity](#) is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, academic dishonesty will not be tolerated. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

It is important to note that course assistance websites, such as CourseHero, or AI-generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that may be inaccurate or biased and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., Group lists or chats). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly

prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

Finally, on each exam or assignment you must write out and sign the following pledge:
"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."

Please visit the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

To help you avoid unintentional violations, *the following table* lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, *if you are ever unclear* about acceptable levels of collaboration, *please ask*!

	Open Notes	Use Book	Learn Online	Gather Content with AI	Ask Friends	Work in Groups
Homework Assignments	✓	✓	✓	---	---	---
Quizzes & Weekly Summaries	✓	✓	✓	---	---	---
Team Project	✓	✓	✓	✓	✓	✓
Final Exam	✓	✓	---	---	---	---

Grades
All assessment scores will be posted on the course ELMS page. Late work will not be accepted for course credit without a very good reason, so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made an input error I will correct it.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 $\neq$ 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%

Course Outline

Week	Topic	Reading	Deliverable
1	**Introduction to methods**	Syllabus Crotty, M. (1998). Introduction: the research process in *The foundations of social research: Meaning and perspective in the research process*. London: Sage Publications.	**N/A**
2	**Methods theory – Quantitative versus Qualitative methods: Big versus Thick data**	Hilbert, M. (2015). DT&SC 7-3: What is Big Data? *YouTube.* https://www.youtube.com/watch?v=XRVIh1h47sA&list=PLtjBSCvWCU3rNm46D3R85efM0hrzjuAIg&index=53 Kaplan, F. (2015) 'A Map for Big Data Research in Digital Humanities', *Frontiers in Digital Humanities* Available at: https://doi.org/10.3389/fdigh.2015.00001	**Reading Summary Worksheet**
3	**Methods theory – Qualitative methods**	Caliandro, A., Gandini, A., (2016). Digital Methods for Qualitative Research in *Qualitative Research in Digital Environments*. Routledge. 51-75. Baym, N. (2009). What Constitutes Quality in Qualitative Internet Research? in *Internet inquiry: Conversations about method.* (eds.) Markham, A., & Baym, N. Los Angeles: Sage Publications. 173-189.	**Reading Summary Worksheet**
4	**Research Ethics**	Davisson, A. & Booth. P. (2016). Controversies in Digital Ethics. Bloomsbury Academic (Introduction) (ebook)	**Reading Summary Worksheet**

		AoIR ethics https://aoir.org/reports/ethics3.pdf	
5	**Qualitative Methods – Research design**	Hurst, A. (2023) Chapter 2 Research Design in *Introduction to Qualitative Research Methods* https://open.oregonstate.education/qualresearchmethods/chapter/ch2-research-design/ SAGE. (2016). "Getting Started: Online Qualitative Research Design Basics." *YouTube*. https://www.youtube.com/watch?v=TeqKK1PV55k.	**Reading Summary Worksheet** **Synthesise and Respond assignment**
6	**Qualitative Methods – The Walkthrough Method**	Light, B., Burgess, J., & Duguay, S. (2018). The walkthrough method: An approach to the study of apps. *New Media & Society*, *20*(3), 881–900. https://doi.org/10.1177/1461444816675438 Robards, B., & Lincoln, S., (2019). Social Media Scroll Back Method, In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), SAGE Research Methods Foundations. https://doi.org/10.4135/9781526421036851495	**Reading Summary Worksheet**
7	**Qualitative Methods – Critical Technocultural Discourse Analysis**	Wodak, R. (2001). What CDA is about–a summary of its history, important concepts and its developments in *Methods of critical discourse analysis*, 1, 1-13. Maier, M. (2017). Content analysis: advantages and disadvantages. In M. Allen (Ed.), The sage encyclopedia of communication research methods (Vol. 1, pp. 240-242). SAGE Publications, Inc, Maier, M. (2017). Content analysis, definition of. In M. Allen (Ed.), The	**NO WORKSHEET**

		sage encyclopedia of communication research methods (Vol. 1, pp. 243-245). SAGE Publications, Inc, Holman, A. (2017). Content analysis, process of. In M. Allen (Ed.), The sage encyclopedia of communication research methods (Vol. 1, pp. 246-248). SAGE Brock, A. (2018). Critical technocultural discourse analysis. New Media & Society, 20(3), 1012–1030. https://doi.org/10.1177/146144481 6677532	
8	**Qualitative Methods – CTDA part two**	Brock, A. (2018). Critical technocultural discourse analysis. New Media & Society, 20(3), 1012–1030. https://doi.org/10.1177/146144481 6677532 Lu, J. H., & Steele, C. K. (2019). 'Joy is resistance': cross-platform resilience and (re)invention of Black oral culture online. *Information, Communication & Society*, 22(6), 823-837. Article of your choice that uses CTDA!	**Reading Summary Worksheet**
9	**Qualitative Methods – (Digital) Ethnography**	Markham, A. N. (2016). Ethnography in the digital internet era. Sage handbook of qualitative research. Thousands Oaks, CA: Sage Publications. Gray, K. L. (2012) 'Intersecting Oppressions and Online Communities', *Information, Communication and Society*, 15(3), pp. 411–428. doi: 10.1080/1369118X.2011.642401.	**Reading Summary Worksheet**

10	Qualitative Methods – Conducting Interviews	Sara Thunberg & Linda Arnell (2022) Pioneering the use of technologies in qualitative research – A research review of the use of digital interviews, International Journal of Social Research Methodology, 25:6, 757-768, DOI: 10.1080/13645579.2021.1935565 Gibson, K.L. (2020). Bridging the digital divide: Reflections on using WhatsApp instant messenger interviews in youth research. *Qualitative Research in Psychology, 19*, 611 - 631.	**Reading Summary Worksheet** **Synthesise and Respond assignment**
11	Data Analysis – Coding Interviews	Hurst, A. (2023) Chapter 18 Data Analysis and Coding in *Introduction to Qualitative Research Methods* https://open.oregonstate.education/qualresearchmethods/chapter/chapter-18-data-analysis-and-coding/ Hurst, A. (2023) Chapter 19 Advanced Codes and Coding in *Introduction to Qualitative Research Methods* https://open.oregonstate.education/qualresearchmethods/chapter/chapter-19-more-coding/ **This week will include a workshop on using *NVivo* to code interview data**	**Reading Summary Worksheet**
12	Data Analysis – Data Visualisation as an analytical tool	Rambsy, K. (2022) Data Storytelling: Vizualizing Beyoncé's Artistry through a Black Feminist Lens in *A Socially Just Classroom: Transdisciplinary Approaches to Teaching Writing Across the Humanities.* Vernon Press. Available at https://vernonpress.com/file/18042/980a4ce04b3260317d309e751869fe11/1657701857.pdf	**Reading Summary Worksheet**

		Esri. (2022) GeoHumanities: A New Perspective on Digital Humanities. In Esri Education Summit https://mediaspace.esri.com/media/t/1_bo9ig7ga **This week will include a workshop for hands-on experience with the data visualisation tool *Tableau***	
13	**Outputs – Responsible publishing**	Dicks, B., Mason, B., Williams, M., & Coffey, A. (2006). Ethnography and Data Re-Use: Issues of Context and Hypertext. *Methodological Innovations Online*, 1(2), 33–46. https://doi.org/10.4256/mio.2006.0010 Guldi, J. (2019) What can the humanities teach us about big data? In *History News Network*. Available at https://historynewsnetwork.org/article/171186	**Reading Summary Worksheet** **Synthesise and Respond assignment**
14	**Collaborative Project**	**No reading, in-class applications**	**Project Proposal**
15	**Collaborative Project**	**No reading, in-class applications**	**N/A**
Finals	███████████████		

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The **Accessibility & Disability Service (ADS)** provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request

accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at **adsfrontdesk@umd.edu**. Information about **sharing your accommodations with instructors, note taking assistance, and more** is available from the **Counseling Center**.

Student Resources and Services

Taking personal responsibility for you own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit **UMD's Student Academic Support Services website** to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their writing skills (and improving their grade) by visiting **UMD's Writing Center** and schedule an appointment. For consulting and training in oral communication, please visit UMD's **Oral Communication Center**.

You should also know there are a wide range of resources to support you with whatever you might need (**UMD's Student Resources and Services website** may help). If you feel it would be helpful to have someone to talk to, visit **UMD's Counseling Center** or **one of the many other mental health resources on campus**.

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as **CARE to Stop Violence** (located on the Ground Floor of the Health Center) at 301-741-3442 or the **Counseling Center** (located at the Shoemaker Building) at 301-314-7651. You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the **Office of Civil Rights and Sexual Misconduct's website**.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit **UMD's Division of Student Affairs website** for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of **Veteran Student life** and the **Counseling Center**. Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Technology Policy

Please refrain from using cellphones, laptops, and other electronic devices during class sessions unless we have designated such use as part of a class exercise.

Participation
- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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