



**School of Communication and Information
Social Informatics
SC&I 04:547:200
Spring 2016**

Course Delivery: Face-to-face, Room 201 (CIC building)
Course Schedule: Spring 2016: Tuesday and Thursday, 6:10 PM – 7:30 PM
Course Website:

Instructor: Kaitlin Costello
Email: k.costello@rutgers.edu
You can normally expect a response to email within 24 hours.

Office Phone: 848-932-7153
Office Hours: Wednesday, 3pm – 4pm in Friedrich 254 and by appointment.

CATALOG DESCRIPTION

This course provides a survey of the key social issues related to information technology development and use. Its focus is on the critical analysis of social, cultural, philosophical, ethical, legal, public policy and economic issues relating to information technologies, and how these interactions shape workplace decisions and our everyday life.

PRE- AND CO-REQUISITES

None.

LEARNING OBJECTIVES

At the end of this course, students will be able to:

1. Analyze social aspects of information technology including benefits and drawbacks of technology implementation;
2. Identify and evaluate sources and tools they can use to support decision-making and discussion in the work place;
3. Identify approaches to resolving social dilemmas surrounding information technology development, decision-making and use;
4. Develop documents on best practices with information technology for organizational use;
5. Demonstrate new information technologies in such a way as to convey both the social assumptions built into the system and potential impacts of the system on social relations, work-life and productivity;
6. Describe the value of social informatics in professional and intellectual disciplines;
7. Apply skills of persuasion, argument and effective written communication in relation to social issues.

MAJOR READINGS

There is no core textbook for this class. Instead, we will be reading articles and book chapters focused on social informatics issues. All materials are provided on our Sakai course site.

ASSIGNMENTS

Unless otherwise noted, all written assignments, group projects, etc., are due at **9:00 AM** on the due date listed in the syllabus. With the instructor's permission, late assignments will be accepted with a penalty. Assignments that are late without prior notice will be docked 5 points a day. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform me prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an "F."

KEY ASSIGNMENTS

DIALOGUE JOURNALS (20%)

During one class session per week, you will be required to write a short response to a prompt about the readings at the start of class. You will be allowed to look at your class materials (readings, notes, etc.) to write your responses. The main purpose of this ongoing assignment is to help you collect your thoughts about the readings so that we can conduct a meaningful discussion about what we learned outside of class. Your response can be in any format of your choosing; it does not need to be a written paragraph: concept maps, bulleted lists, sketches, or other ways of expressing your response to the prompt are entirely acceptable, as long as your reader can understand your meaning.

Dialogue journals must be completed in class (except in cases of absences for religious observance, as outlined below); if you miss class on a journaling day, you will receive a 0 for the assignment. There will be 12 journal assignments throughout the semester. Your lowest two scores will be dropped when calculating your final dialogue journal grade.

CLASS PARTICIPATION (15%)

I expect everyone to come to class with the readings finished and notes about the readings prepared so that we can have productive discussions. You will also be required to actively participate in class activities.

Students are expected to attend all classes; if you expect to miss class, please email me at k.costello@rutgers.edu. In general, one excused absence will be allowed during the semester. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Please do not use cellphones in our class. Laptop computers are encouraged so that you can take notes, review readings, and search for information related to the course during our meetings. Please do not use your laptop for off-topic activities (e.g. Facebook). This distracts everyone.

APPLYING SOCIAL INFORMATICS PAPER (20%)

Due February 16th.

You will write a 3 – 5 page paper analyzing a current event or personal experience from the perspective of social informatics as discussed in class and in our readings. You will refer to at least 2 class readings in your paper. Your paper should be written in 12-point font, double-spaced, with 1-inch margins. Your reference list, which does not count as part of your page total, should be formatted in APA style.

MIDTERM EXAM (20%)

March 3rd (during class).

A short-answer essay exam will take place in the middle of the semester, on March 3rd. This will be administered in class with a time limit. You will be allowed to refer to your course materials during class, but you are not required to quote directly from readings. You are welcome to bring your laptop or mobile device in order to access your course materials, if you like, but this is not required. We will have a review session in class on March 1st.

PROBLEM SOLVING THROUGH DESIGN 25%)

Due April 7th (progress report) and April 26th (final presentation, group report)

We will divide into teams of 4 to 5 students. Your team will be responsible for developing a design-oriented project related to a social informatics problem of your choosing. With your group, you will decide on a social informatics problem in the real world and investigate how this problem affects learning, work, or everyday life. You will choose a social informatics problem, talk to real people about how they experience this problem, develop a socio-technical solution or solutions to improve the situation, discuss how you might evaluate the proposed solution(s), and will outline the implications and potential pitfalls of your solution(s). We will have time in class to work on our projects with guidance and activities from the instructor.

There are three components of this project:

1. **A progress report.** Each student in your group must gather information about their project topic through observation, interviews, or by reading some of the literature on the topic. You will determine each member's contribution during in-class sessions. For your progress report, individually write up your progress and your findings to date. This can be in paragraph form or it can be a list. Compile this in one document with everyone's contributions clearly labeled. Also provide a short list of what needs to be done to finish the project successfully. This is due April 7th. (5%)
2. **A 5 to 7 page final report.** Include your rationale for choosing the problem, your proposed solution(s), and the implications of your solution(s). You will also provide a summary of your workload distribution in the group (who did what). The summary report is due April 26th along with your presentation slides at 9:00 AM. (10%)
3. **A 7-minute in-class presentation.** This presentation should follow your final report: tell us about why you chose the problem, your proposed design solution(s), and the implications of those solution(s). Using a structured peer-evaluation process, your fellow classmates will assess your presentations; their assessments will factor in to your presentation grade. Your presentation will occur on April 26th. (10%)

DUE DATES

Assignment	Date due	Corresponding objectives	Weight
Dialogue journals	Ongoing, in class	1 – 6	20%
Class participation	Ongoing, in class	1 – 6	15%
Applying SI paper	February 16 th	1, 3, 5, 7	20%
Midterm	March 3 rd	1 – 7	20%
Problem solving through design			
- Progress report	April 7 th	7	5%
- Class presentation	April 26 th	3, 4	10%
- Summary report	April 26 th	3, 4, 7	10%

Total 100%

GRADING SCALE

Grade	Range	Description of grade
A	91-100	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development.
B+	86-90	Strong performance demonstrating a high level of attainment for a student at a given stage of development.
B	81-85	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development.
C+	76-80	A less than acceptable performance demonstrating clear weaknesses in performance for a student at a given stage of development.
C	70-75	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
D	60-69	A subpar performance in the required exercises, demonstrating a barely passing level of attainment.
F	59 and below	An unacceptable performance. The student's performance in the required exercises has revealed almost no understanding of the course content.

COURSE CALENDAR

For each week, complete the listed readings **before** our class meetings so that we can discuss them in class. All readings on this list are required unless otherwise noted.

CLASS 1, JANUARY 19: INTRODUCTION TO THE COURSE

- Familiarize yourself with the syllabus and course materials

CLASS 2, JANUARY 21: WHAT IS SOCIAL INFORMATICS?

Read

- Kling, R. (1999). What is social informatics and why does it matter? D-Lib Magazine, 5(1). <http://doi.org/10.1045/january99-kling>
 - *This article introduces you to the main concepts related to social informatics. Pay close attention to section 5 on key ideas in the field of social informatics.*
- Sanfillippo, M., & Fichman, P. (2013). The evolution of social informatics research (1984-2013): Challenges and opportunities. In P. Fichman & H. Rosenbaum (Eds.), *Social*

Informatics: Past, Present and Future. Cambridge Scholars Publishing. Retrieved from <http://eprints.rclis.org/20331/>

- *This chapter is a bit dense, but it provides a helpful context for the topics we'll be discussing throughout the semester. Focus on the "concepts" and "findings" sections for each of the four periods of social informatics research identified in this article.*

CLASS 3, JANUARY 26: TECHNOLOGY AND PEOPLE

Read

- Norman, D. A. (1997) Being Analog. In: Norman, D.A. (1997) *The Invisible Computer* (Chapter 7). Cambridge, MA: MIT Press. From http://www.jnd.org/dn.mss/being_analog.html
 - *This reading is long. Pay attention to the section at the end about humans and computers as co-operative systems.*
- Tenner, E. (1997). "[Ever since Frankenstein](#)" in *Why Things Bite Back: Technology and the Revenge of Unintended Consequences*. Vintage: New York. pp. 3-32.
 - *Skim this chapter.*

CLASS 4, JANUARY 28: SOCIAL CONSTRUCTION OF TECHNOLOGY OR TECHNOLOGICAL DETERMINISM

Read

- Baym, N. (2010) "Technological Determinism" in *Personal Connections in the Digital Age*, Polity, 24-28.
- Pinch, T. & W. Bijker (1987) "The Social Construction of Facts and Artifacts: Or How the Sociology of Science and the Sociology of Technology Might Benefit Each Other" in *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, Cambridge, MA: The MIT Press, 28-50.
 - *Pay close attention to the bicycle example.*

CLASS 5, FEBRUARY 2: ACTOR NETWORK THEORY

To prepare for an in-class dialogue journal for today, write a list of all of the terms or concepts from the reading for today that you do not understand. Look up at least two of the terms or concepts and write down their definition. We will use these lists in class.

Read:

- Tatnall, A., & Gilding, A. (1999). Actor-Network Theory in Information Systems Research. In *Proceedings of the 10th Australasian Conference on Information Systems*. Wellington, NZ.
 - *This reading is short, but dense. Some of the terms used in this article may be confusing, but we will go over them in detail during class.*

CLASS 6, FEBRUARY 4: CULTURE, VALUES, AND SOCIAL NORMS

Read:

- Heidemann, J., Klier, M., & Probst, F. (2012). Online social networks: A survey of a global phenomenon. *Computer Networks*, 56(18), 3866–3878. <http://doi.org/10.1016/j.comnet.2012.08.009>

- Pew Internet & American Life Project Report (April 13, 2012): Digital Differences. http://www.pewinternet.org/files/old-media/Files/Reports/2012/PIP_Digital_differences_041312.pdf
- Pew Internet & American Life Project Report (June 5, 2013): Smart Phone Ownership
 - *Skim both of the Pew Internet and American Life Project Reports. They look long, but use a lot of visualizations, so the text is actually quite short.*

CLASS 7, FEBRUARY 9: THE SELF

Read:

- Goffman, E. (1956) *The Presentation of Self in Everyday Life*, Introduction (pp. 1-16). New York: Doubleday.
 - *This reading is a little dense, but it is short. It was written fifty years ago. As you're reading, think about how things have or have not changed since it was written.*
- Lupton, D. (2014). Self-tracking cultures: towards a sociology of personal informatics. In *Proceedings of the 26th Australian Computer-Human Interaction Conference on Designing Futures* (pp. 77–86). ACM.
 - *Skim this reading.*

CLASS 8, FEBRUARY 11: DYADIC RELATIONSHIPS (ONE-ON-ONE)

Read:

- Boase, J. & Wellman, B. (2006) Personal Relationships: On and Off the Internet. In: A Vangelisti & D. Perlman (eds). *The Cambridge Handbook of Personal Relationships* (pp. 709-723). Cambridge, UK: Cambridge University Press.
- Lenhart, A., & Duggan, M. (2014). *Couples, the Internet, and social media*. Pew Research Center. Washington, D.C.
 - *This is another Pew Research Report. Skim this and think about some real-world examples of the phenomena they discuss.*

CLASS 9, FEBRUARY 16: COMMUNITIES

Your applying social informatics papers are due by 9 AM today.

Read:

- Wellman, B. (1999) *Networks in the global village: life in contemporary communities*. Chapter 1: The network community: An introduction. Boulder, CO: Westview Press.
- Rheingold, H. (2000) *The virtual community: Homesteading on the electronic frontier*, revised ed. Chapter 1: The Heart of the WELL (pp. 1-24) Chapter 2: Daily Life in Cyberspace: how the computerized counterculture built a new kind of place (pp. 25-57). Cambridge, MA: MIT Press. <http://www.rheingold.com/vc/book/>
 - *Just skim chapters 1 and 2 of this reading.*
- Shklovski, I., Burke, M., Kiesler, S., & Kraut, R. (2010). Technology Adoption and Use in the Aftermath of Hurricane Katrina in New Orleans. *American Behavioral Scientist*, 53(8), 1228–1246. <http://doi.org/10.1177/0002764209356252>
 - *As you read this article, think about how technology works to create community in the crisis they describe and how it falls short. Try to come up with another real-world example of this.*

CLASS 10, FEBRUARY 18: CROWDS AND COLLABORATIONS

Read:

- Brabham, D. (2010) Moving the Crowd at Threadless: Motivations for Participation in a Crowdsourcing Application. *Information, Communication & Society*, 13(8), 1122-1145.
 - *Skim this article.*
- Jayaraman, K. (2012). Tragedy of the Commons in the Production of Digital Artifacts. *International Journal of Innovation, Management and Technology*, 3(5), 625-627.
- Loveland, J., & Reagle, J. (2013). Wikipedia and encyclopedic production. *New Media & Society*, 1-18.

CLASS 11, FEBRUARY 23: ROBOTS AND OTHER THINGS

Read:

- Kranz, M., Holleis, P., & Schmidt, A. (2010). Embedded Interaction: Interacting with the Internet of Things. *IEEE Internet Computing*, 14(2), 46-53.
<http://doi.org/10.1109/MIC.2009.141>
- Leite, I., Martinho, C., & Paiva, A. (2013). Social Robots for Long-Term Interaction: A Survey. *International Journal of Social Robotics*, 5(2), 291-308. <http://doi.org/10.1007/s12369-013-0178-y>
 - *This article outlines use of “social robots” in healthcare, education, the workplace, and the home. Choose one of the four domains to read closely and skim the other three. Pay close attention to Section 4 on guidelines for future design.*

CLASS 12, FEBRUARY 25: EMERGING TECHNOLOGIES

Read:

- Hudda, R., Kelly, C., Long, G., Luo, J., Pandit, A., Phillips, D., ... Sidhu, I. (2013). *Self Driving Cars*. College of Engineering, University of California, Berkeley, CA.
 - *Skim this reading. What are some other examples of emerging technologies?*
- Explore some of the projects at the MIT Media Lab project sites. Watch at least 3 demo videos and/or read about the project. Think about how these projects relate to social informatics and be prepared to discuss them in class.

Each Research Group site listed below has multiple active projects that are relevant to this class. Click the “view site” under each Research Project of interest to view individual projects. (Not all projects have related websites.)

- <https://www.media.mit.edu/research/groups/affective-computing>
- <https://www.media.mit.edu/research/groups/camera-culture>
- <https://www.media.mit.edu/research/groups/personal-robots>
- <https://www.media.mit.edu/research/groups/social-computing>
- <https://www.media.mit.edu/research/groups/tangible-media>
- <https://www.media.mit.edu/research/groups/viral-communications>

CLASS 13, MARCH 1: REVIEW SESSION

Today, we will review the material that we’ve learned thus far in order to prepare for our upcoming midterm exam.

CLASS 14, MARCH 3: MIDTERM EXAM

This will be administered in class with a time limit. You will be allowed to refer to your course materials during class, but you are not required to quote directly from readings. You are welcome to bring your laptop or mobile device in order to access your course materials, if you like, but this is not required.

CLASS 15, MARCH 8: DESIGN PRINCIPLES (I)

Read:

- Lidwell, W., Holden, K., and Butler, J. (2003). *Universal Principles of Design*. pp. 20-21 (Affordance), 24-25 (Archetypes), 30-31 (Chunking), 36-37 (Cognitive Dissonance), 50-51 (Constraint), 56-57 (Cost-Benefit), 60-61 (Depth of Processing), 104-105 (Hierarchy), 114-115 (Interference Effects), 148-149 (Performance Load), 166-167 (Redundancy), 182-183 (Signal-to-Noise Ratio), 208-209 (Wayfinding). Rockport Publishers.

Recommended reading:

- Adar, E., Tan, D. S., & Teevan, J. (2013). Benevolent deception in human computer interaction. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 1863–1872). ACM. Retrieved from <http://dl.acm.org/citation.cfm?id=2466246>
 - *This reading is optional – skim if you have time.*

CLASS 16, MARCH 10: DESIGN PRINCIPLES (II)

Read:

- Neal, D.T, Wood, W., and Quinn, J.M. (2006). Habits—A Repeat Performance. *Current Direction in Psychological Science* 15/4: 198-202.
- Norman, D. (2005). *Emotional Design*, Ch. 1. “Attractive Things Work Better”, pp. 17-34.
- Sanders, E. (2002) From User-Centered to Participatory Approaches. Chapter 1 in *Book Design and the Social Sciences: Making Connections*, Jorge Frascara (Ed). Taylor & Francis Books Limited, page 1-7.

CLASS 17, MARCH 22: RESEARCH METHODS AND GROUP PROJECT DESIGN

To prepare for class today, review the parameters for the “Problem solving through design” group project. Brainstorm three ideas for your project on your own in preparation for class.

In class, we will discuss the project in detail. You will form your group and we will talk about how you will use observation and/or interviews to relate a social and technical issue in real life with information technology use.

CLASS 18, MARCH 24: THE HOME

Read:

- Edwards, W. K., & Grinter, R. E. (2001). At Home with Ubiquitous Computing: Seven Challenges. In G. D. Abowd, B. Brumitt, & S. Shafer (Eds.), *UbiComp 2001: Ubiquitous Computing* (pp. 256–272). Springer Berlin Heidelberg.

- Salvini, P., Laschi, C., & Dario, P. (2010). Design for Acceptability: Improving Robots' Coexistence in Human Society. *International Journal of Social Robotics*, 2(4), 451–460. <http://doi.org/10.1007/s12369-010-0079-2>

CLASS 19, MARCH 29: WORK

Read:

- Boell, S. K., Campbell, J., Cecez-Kecmanovic, D., & Cheng, J. E. (2013). The Transformative Nature of Telework: A Review of the Literature. *Proceedings of the Americas' Conference on Information Systems*.
- Kennedy, J., Nansen, B., Arnold, M., Wilken, R., & Gibbs, M. (2015). Digital housekeepers and domestic expertise in the networked home. *Convergence: The International Journal of Research into New Media Technologies*, 21(4), 408–422.

CLASS 20, MARCH 31: WORKING SESSION FOR GROUP PROJECT

CLASS 21, APRIL 5: BIG DATA

Read:

- Kennedy, H., Elgesem, D., & Miguel, C. (2015). On fairness: User perspectives on social media data mining. *Convergence: The International Journal of Research into New Media Technologies*, 1354856515592507. <http://doi.org/10.1177/1354856515592507>
- McAfee, A. & Brynjolfsson, E. (2012) Big Data: The Management Revolution. *Harvard Business Review*, pp. 59-68.

CLASS 22, APRIL 7: DATA SHARING AND PRIVACY

Progress reports for your final group project are due today.

Read:

- Lemieux, R. (2012) Fictional privacy among Facebook users. *Psychological Reports: Relationships & Communication*, 2012, 111, 1, 289-292.
- Lessig, Lawrence, Code Is Law, Harvard Magazine, Jan-Feb, 2000, see <http://harvardmagazine.com/2000/01/code-is-law.html>
- Madden, M. (2012). Privacy management on social media sites. Pew Internet & American Life Project Report.
 - *Just skim this reading.*
- Tufekci, Z. (2008). Can you see me now? Audience and disclosure regulation in online social network sites. *Bulletin of Science, Technology & Society*, 28(1), 20–36.

CLASS 23, APRIL 12: WORKING SESSION FOR GROUP PROJECT

CLASS 24, APRIL 14: POLITICS

Read:

- Coleman, G. 2011. Hacker Politics and Publics, *Public Culture*, 23:3, 511-515.
- Mihailidis, P. & Thevenin, B. (2013) Media Literacy as a Core Competency for Engaged Citizenship in Participatory Democracy, *American Behavioral Scientist*, 1-13.

CLASS 25, APRIL 19: HEALTHCARE

Read:

- Nazi, K. M., Hogan, T. P., Woods, S. S., Simon, S. R., & Ralston, J. D. (2016). Consumer Health Informatics: Engaging and Empowering Patients and Families. In J. T. Finnell & B. E. Dixon (Eds.), *Clinical Informatics Study Guide* (pp. 459–500). Springer International Publishing.
- Pew Internet and American Life Project. (2013). Health Fact Sheet. Retrieved from <http://www.pewinternet.org/fact-sheets/health-fact-sheet/>

CLASS 26, APRIL 21: WORKING SESSION FOR GROUP PROJECT

CLASS 27, APRIL 26: PROBLEM SOLVING THROUGH DESIGN PRESENTATIONS

Your 7-minute presentations and final project reports are due today.

CLASS 28, APRIL 28: FINAL REVIEW AND COURSE WRAP-UP

LIBRARY RESOURCES

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of [LibGuides](#) are available to get you started. The librarian who specifically supports SC&I is Lily Todorinova. She is based at the Art Library in Voorhees Hall on 71 Hamilton Street on the College Ave campus and can be reached at via email at lily.todorinova@rutgers.edu or by phone at 848-932-1696.

ACADEMIC INTEGRITY

I take academic integrity seriously, and the consequences of scholastic dishonesty are severe. Rutgers' academic integrity policy is at <http://academicintegrity.rutgers.edu/>. Multimedia presentations about academic integrity may be found at <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html> and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a reference list at the end of all of your assignments.
- Do not look over at the exams of others or use electronic equipment such as cell phones during exams.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

Adherence to the principles of academic integrity matters for many reasons, including:

- Giving everyone their proper credit for ideas, words, results, and accomplishments.

- Making it possible for the proper evaluation of student work and ensuring that no students have inappropriate advantages over others.
- Upholding and maintaining the reputation of the University for integrity in teaching, research, and scholarship.

If you are doubtful about any issue related to plagiarism or scholastic dishonesty, please discuss it with me.

SERVING STUDENTS WITH DISABILITIES

Students with documented disabilities who wish accommodations in this class must do so through the Rutgers Disabilities Services Office. See <http://disabilityservices.rutgers.edu/> for details. SC&I Assistant Dean Kevin Ewell < kevin.ewell@rutgers.edu > will coordinate your services locally. Student who develop disabling medical problems or other issues during the semester that affect your ability to complete coursework should request advising from Dean Ewell as well.

BIOGRAPHICAL INFORMATION ABOUT THE INSTRUCTOR

Dr. Kaitlin L. Costello is an Assistant Professor at Rutgers SC&I, where she teaches courses on information behavior, health information services, and social informatics. She also conducts research on the use of online social networks for health information seeking, sharing, and disclosure. She greatly enjoys teaching library and information science at both the undergraduate and graduate level, and particularly enjoys hearing from students – both current and former – when they apply something they learned in her classes to their work in the field.

WEATHER AND OTHER EMERGENCIES

The university rarely cancels classes for inclement weather. To check if classes are cancelled, visit <http://campusstatus.rutgers.edu/>. You can also try to call 732-932-7799. During severe weather conditions, announcements are made over the following radio stations: WCTC (1450AM), WMGQ (98.3FM), WRSU (88.7FM), WMCA (570AM), WOR (710AM), WCBS (880AM), WABC (770AM), WBGO (83.3FM), WHWH (1350AM), WPST (97.5FM), WJLK (1310FM), WMTR (1250AM).

OTHER INFORMATION

Students are expected to take the initiative to become aware of university policies and services that will help them succeed in their academic work. You are responsible for following the guidelines specified in the university's academic integrity policy, procuring information literacy skills needed to succeed in academics, seeking advisement when needed, and taking advantage of support services.

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. I highly recommend that you check out the Learning Center; for more information, check <http://lrc.rutgers.edu/>. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/>.

SC&I IT Services offers help with a variety of technology problems. They are located in the SC&I Building in Room 120 (first floor); 848-932-5555; help@comminfo.rutgers.edu.