

501 Fall 2005

## SI 501: USE OF INFORMATION --- FALL 2005

School of Information, University of Michigan

Ann Arbor, MI 48109-1092

Joan C. Durrance and Soo Young Rieh

### COURSE OVERVIEW

"The Use of Information" engages students in the central professional and academic commitment of the School of Information: that better academic knowledge and better professional practice both rest on understanding the actual use of information in real world environments. This course introduces students to frameworks, methods, and issues on information use in various levels of aggregation (individual, group, organization, and profession) and various contexts (work environments, community, and society). Students will learn fundamental notions of information need, information behavior, and knowledge construction associated with designing information systems and services.

The Objectives of this course are:

1. To become familiar with basic concepts related to information, information behavior, and information systems and services.
2. To examine information needs and use in various contexts (work environments, community, society) and various levels (individual, group, organization, profession).
3. To introduce qualitative methodologies to assist data collection
4. To provide opportunities to practice the concepts and methods of information use in a real world setting.

### INSTRUCTION TEAM

Instructor: Joan C. Durrance

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Hours: Monday 3-4 Tuesday 3-4 and by appointment

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Instructor: Soo Young Rieh

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501 GSIs

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Office Hours

Erik Johnson ([erikwj@umich.edu](mailto:erikwj@umich.edu)) Monday 10:30-12:30

Yong-Mi Kim ([kimym@umich.edu](mailto:kimym@umich.edu)) Monday 5:00-6:00, Friday 11:00-noon

Emilee Rader ([ejrader@umich.edu](mailto:ejrader@umich.edu)) Monday 3-4, Tuesday 3-4.

SI #	Session Time	GSI
501-002	Monday 3-4	Erik Johnson
501-003	Monday 4-5	Erik Johnson
501-004	Tuesday 9-10	Emilee Rader
501-007	Tuesday 4-5	Emilee Rader
501-008	Tuesday 3-4	Yong-Mi Kim

501-010	Wednesday 11-12	Yong-Mi Kim
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## CTOOLS

CTools is a web-based system for coursework, and 501 Ctools site will be a major component of the course. Once you log in onto the CTools site, you will see that there are two 501 CTools sites. One is for the whole class (both Monday and Tuesday classes) and the other is for assignments and discussions. Students are expected to check out CTools on a regular basis - at least twice a week for readings, lecture notes, announcements, resources, and discussions. All of these will be posted in 501 Master CTools site. The assignments should be submitted through your discussion section CTools site.

## COURSE MATERIALS

**Required readings** are available at 501 CTools site (There will be no hardcopy coursepack). You can also access Electronic Reserves at: <http://www.lib.umich.edu/reserves/ures/lists/1/fa2005/fa2005SI501rieh.php>

**For supplemental readings**, the following five books are available in University Reserves. Students may request reserve materials at the Shapiro Undergraduate Library main circulation desk on the first floor. More information is available at: <http://www.lib.umich.edu/reserves/desk/index.html>

Beyer, H. & Holtzblatt, K. (1998) *Contextual Design: Defining Customer-Centered Systems*. San Francisco, CA: Morgan Kaufmann

Case, D. O. (2002). *Looking for information : a survey of research on information seeking, needs, and behavior*. New York: Academic Press.

Choo, C. W. (1998). *The knowing organization*. New York: Oxford University Press.

Holtzblatt, K., Wendell, J.B., Wood, S. (2005). *Rapid contextual design: A how-to guide to key techniques for user-centered design*. San Francisco, CA: Morgan Kaufmann.

Kuhlthau, C. (2003). *Seeking meaning*, 2<sup>nd</sup> Ed. Westport, CT: Libraries Unlimited.

## DISCUSSION SESSIONS AND REACTION PARAGRAPHS

Students are required to attend all scheduled discussion sessions. The topics for each discussion session are presented in the Course Planning Sheet. To facilitate discussion, students will write a brief reaction paper about the readings every week for which there is a reading assignment (about half a page, single spaced). The content can include any of the following: questions, comments, observations, evaluations, etc. The reaction paragraphs are to be posted to your Discussion Section of CTools no later than your weekly class session. Participation in the form of reaction paragraphs will be taken into consideration as a part of class participation grade (10%).

## ASSIGNMENTS AND GRADING

Information Behavior Vignette (Sept. 26/27) 15%

Project Proposal - Problem Statement and Work Plan (Oct. 10/11) 15%

Reading Synthesis Assignment (Nov. 21/22) 25%

Project Final Report (Dec. 5/6) 25%

Poster (Dec. 15) 5%

Class participation 10% (including discussion sessions and CTools participations)

Group participation 5%

## WRITING HELP

There are a few academic resources at the University which you can take advantages for 501 assignments, especially Reading Synthesis Assignment.

The Sweetland Writing Center offers a variety of writing courses and support for graduate students. Among their services and courses, Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses. We act as an interested outside audience, direct students to resources, and give specific suggestions about organization, disciplinary modes, evidence, clarity, grammar, and style. For more information check out: <http://www.lsa.umich.edu/swc/grads/>

If you are non-native English writers, please check out **English Language Institute Graduate Student Writing Lab** <http://www.lsa.umich.edu/eli/WritingLab/index.htm>

They allow up to 4 visits a semester, and post a schedule of available times on the website. Students can email WritingLabSignUp@umich.edu to request a time.

## TOPICS AND READINGS

**Week 1 (Sept. 6): Brief introduction to the course**

**Week 2 (Sept. 12, 13): Overview and purposes of course; Bringing disciplines together**  
**Discussion session:** Forming project groups; Overview of project

Choo, C. W. (1998). Ch 2. How we come to know: A general model of information use. In *The knowing organization* (pp. 27-64). New York: Oxford University Press. <http://reserves.umdl.umich.edu/U/6/U1039146.pdf>

Bates, M. J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050. <http://www.gseis.ucla.edu/faculty/bates/substrate.html>

Dillon, A. (2002). Technologies of information: HCI and the Digital Library. In J. M. Carroll (Ed.). *Human-computer interaction in the new millennium*. New York: ACM Press. pp. 457-474. <http://reserves.umdl.umich.edu/U/5/U1039145.pdf>

**Week 3 (Sept. 20, 21): Information need, seeking and use; Collecting qualitative data**

**Discussion session:** Discussion of Readings - Relationship of models and data

Rieh, S. Y. (2004). On the web at home: Information seeking and web searching in the home environment. *Journal of the American Society for Information Science and Technology*, 55, 743-753.

[http://newweb2.si.umich.edu/rieh/papers/rieh\\_jasist2004.pdf](http://newweb2.si.umich.edu/rieh/papers/rieh_jasist2004.pdf)

Kuhlthau, C. (2004). Ch 3. The information search process. In *Seeking meaning*, 2<sup>nd</sup> Edition (pp. 29-52). Westport, CT: Libraries Unlimited. <http://reserves.umdl.umich.edu/U/7/U1039147.pdf>

Spinuzzi, C. (2000). Investigating the technology-work relationship: A critical comparison of three qualitative field methods. *Proceedings of the 18th annual ACM International Conference on Computer Documentation: Technology & Teamwork* (pp. 419-432). New York: ACM Press. <http://reserves.umdl.umich.edu/U/8/U1039148.pdf>

**Week 4 (Sept 26, 27): Designing for Use**

**Discussion session:** Discussion of Readings - Data and design

Carroll, J. M. (1997). Human-computer interaction: Psychology as a science of design. *International Journal of Human-Computer Studies*, 46, 501-522. <http://reserves.umdl.umich.edu/U/9/U1039149.pdf>

Olson, J. S. & Teasley, S. (1996). Groupware in the wild: Lessons learned from a year of virtual collocation, *Computer Supported Cooperative Work (CSCW) '96 Proceedings*, 419-426. <http://reserves.umdl.umich.edu/U/0/U1039150.pdf>

Ackerman, M.S. (2000). The intellectual challenge of CSCW: The gap between social requirements and technical feasibility. *Human-Computer Interaction*, 15 (2/3), 179-203. <http://www.eecs.umich.edu/~ackerm/pub/00a10/hci.final.pdf>

**Week 5 (Oct. 3, 4): Contextual Design**

**Discussion session:** Presentation of draft project proposal; feedback

Holtzblatt, K. & Beyer, H. (1996). Contextual design: Principles and practice. In D. Wixon & J. Ramey (Eds.). *Field methods casebook for software design* (pp. 301-333). New York: John Wiley & Son. <http://reserves.umdl.umich.edu/U/1/U1039151.pdf>

Holtzblatt, K., Wendell, J.B., Wood, S. (2005). Rapid contextual design: A how-to guide to key techniques for user-centered design. San Francisco, CA: Morgan Kaufmann. [ OPTIONAL ]

**Week 6 (Oct. 10, 11): Organizational culture; Data reduction and graphical representation**

**Discussion session:** Discussion of Readings; Exercise of graphical representation

Suchman, L., Blomberg, J., Orr, J., & Trigg, R. (1999). Reconstructing technologies as social practice. *American Behavioral Scientist*, 43(3), 392-408. <http://reserves.umdl.umich.edu/U/4/U1039154.pdf>

O'Reilly, C. (1989). Corporations, culture, and commitment: Motivation and social control in organizations. *California Management Review*, 4, 9-25. <http://reserves.umdl.umich.edu/U/5/U1039155.pdf>

Beyer, H. & Holtzblatt, K. (1998). Ch 12. Using data to drive design. In *Contextual design* (pp. 229-271). San Francisco: Morgan Kaufmann Publishers. <http://reserves.umdl.umich.edu/U/6/U1039156.pdf>

**Week 7 (Oct. 17, 18): Study Break**

No discussion session this week

**Week 8 (Oct. 24, 25): Listening and communicating with users**

**Discussion session:** Discussion of Readings - Listening to users

Yakel, E. (2002). Listening to users. *Archival Issues*, 26(2), 53-68. <http://reserves.umdl.umich.edu/U/2/U1039152.pdf>

Durrance, J. C. (1995). Factors that influence reference success: What makes questioners willing to return? *Reference Librarian*, 49/50, 243-265. <http://reserves.umdl.umich.edu/U/3/U1039153.pdf>

Lankes, R. D. (2004). The digital reference research agenda. *Journal of the American Society for Information Science and*

*Technology*, 55, 301-311.

**Week 9 (Oct. 31, Nov. 1): No Class.** Soo Young Rieh, Joan Durrance, and Yong-Mi Kim will attend the ASIST conference in North Carolina.

**Discussion session:** Instead of discussion sessions, Emilee and Erik will meet with you individually for Q&A about reading synthesis assignment.

**Week 10 (Nov. 7, 8): Applying theory to understand data**

**Discussion session:** Discussion of preliminary data of the project

Fisher, K. E., Durrance, J. C., & Hinton, M. B. (2004). Information grounds and the use of need-based services by immigrants in Queens, NY: A context-based, outcome evaluation approach. *Journal of the American Society for Information Science & Technology*, 55, 754-766. <http://ibec.ischool.washington.edu/pubs/JASIST.2004.Info.Ground.pdf>

Rieh, S. Y. (2002) Judgment of information quality and cognitive authority in the web. *Journal of the American Society for Information Science and Technology*, 53, 145-161. [http://www.si.umich.edu/rieh/papers/rieh\\_jasist2002.pdf](http://www.si.umich.edu/rieh/papers/rieh_jasist2002.pdf)

**Week 11 (Nov. 14, 15): Digital Library Use**

**Discussion session:** Discussion of Readings - Scenario-based discussion of digital libraries

Star, S.L., Bowker, G. C., & Newmann, L. J. (2003). Transparency beyond the individual level of scale: Convergence between information artifacts and communities of practice (pp. 241-269). In A. P. Bishop, N.A. Van House, B. P. Battenfield (Eds.), *Digital library use: Social practice in design and evaluation*. Cambridge, MA: MIT Press.

<http://reserves.umdl.umich.edu/U/7/U1039157.pdf>

Borgman, C. L. (2000). Ch 2. Is it digital or is it a library? Digital Libraries and information infrastructure. In *From Gutenberg to the global information infrastructure* (pp. 33-52). Cambridge, MA: MIT Press. <http://reserves.umdl.umich.edu/U/8/U1039158.pdf>

Borgman, C. L. (2000). Ch 5. Why are digital libraries hard to use In *From Gutenberg to the global information infrastructure* (pp. 117-141). Cambridge, MA: MIT Press. <http://reserves.umdl.umich.edu/U/9/U1039159.pdf>

**Week 12 (Nov. 21, 22): Social informatics; Use of community information**

**Discussion session:** Instead of discussion session, your group will meet with a GSI to discuss your project

Hampton, K. & Wellma, B. (2003). Neighboring in Netville: How the Internet supports Community and Social Capital in a Wired Suburb. *City & Community*, 2(4): 277-311. <http://web.mit.edu/knh/www/downloads/citycomm12-mp.pdf>

**Week 13 (Nov. 28, 29): Information Literacy; Changing roles of information professionals**

**Discussion session:** Discussion of Readings - Information professionals in contexts

Durrance, J. C. (2004). Competition or convergence? Library and information science education at a critical crossroad. *Advances in Librarianship*, Vol. 28, 171-198. <http://reserves.umdl.umich.edu/U/0/U1041660.pdf>

Finkelstein, L. & Hafner, C. (2002). The evolving discipline(s) of IT (and their relation to computer science): A framework for discussion. <http://www.cra.org/Activities/itdeans/finkelstein.pdf>

**Week 14 (Dec. 5, 6): Issues and Wrap-Up**

**Discussion session:** Group Exercise

**Week 15 (Dec. 15): Student Poster Session**

## ASSIGNMENT SUBMISSION GUIDELINES

### 1. APA Style

All assignments in 501 are to be in Times New Roman font (designed for readability), 12 point, single spaced paragraphs with double spaces between paragraphs. References should following the standard format suggested by APA.

Publication Manual of the American Psychological Association (2002). (5th ed.). Washington, D.C: American Psychological Association.

There is also online resource for APA style:

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html#General](http://owl.english.purdue.edu/handouts/research/r_apa.html#General)

### 2. Microsoft Word format

Files must be in Microsoft Word format (note for Macintosh users - make sure that file name has .doc extension)

### 3. File name

The first page of the assignment must include last names of the author(s), and the group name for group projects. Files must be named according to the following rules:

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Assignment	File name format	Example
Information Behavior Vignette	Use the abbreviation <code>Vig</code> followed by an underscore, then each partner's last name.	<code>Vig_DurranceRieh.doc</code>
Project Proposal	Use the abbreviation <code>Prop</code> , followed by an underscore, then the group name.	<code>Prop_MapLibrary.doc</code>
Reading Synthesis Assignment	Use the abbreviation <code>Syn</code> , followed by an underscore, then your last name.	<code>Syn_Durrance.doc</code>
Project Final Report	Use the abbreviation <code>Fin</code> , followed by an underscore, then the group name.	<code>Fin_MapLibrary.doc</code>

#### 4. Submission

Assignments are to be submitted by the beginning of your lecture class on the date due. You must submit them electronically through the CTools site of **your** discussion section.

#### SI 501 Information Behavior Vignette (5 pages)

Due date: September 26/27, 2005

Percentage of grade: 15%

The purpose of this assignment is to get you started thinking about aspects and complexities of information behavior by looking at an incident in your own information seeking that is important to you.

To prepare for this assignment start with the five vignettes (which Case calls scenarios) that we have provided you from Donald Case's *Looking for Information*. These vignettes are built around five different *critical incidents* (or situations that precipitated the need for information, including:

- the commonly experienced need to buy a car—only the experience is different for each individual because needs, resources, values, etc. differ;
- the situation that has arisen as the result of a course assignment (that will result in a grade)—pretty serious stuff;
- the desire to “properly pick a horse”—(remember that the author of the book lives in Kentucky, arguably the race horse capital of the U.S.);
- the obligation felt by a greenhorn attorney to help his sister with good legal information/advice;
- a young woman's need (resulting from a favorite cousin's symptoms) to find out more about cancer.

For this assignment we ask that you work with a partner to explore a recent situation of your own, starting (as the case studies above) with a critical incident such as the need to choose a graduate program, find an apartment, or another situation that resulted in information behavior such as that which is presented in the Case vignettes. Think through this situation with your partner as your interviewer.

As an interviewer you should come up with questions that will help you and your partner learn from the exploration of the situation (critical incident) and the actions that follow it. You should think through and draft a list of questions ahead of time. In the interview you will explore the problem or need, the approaches (strategies) used to find out what you needed to know—what sources were sought, and why? You'll want to explore what happened if your partner got stuck or encountered a barrier. You'll want to know how your partner felt about the process and how s/he knew that s/he had enough information to stop searching. And you will want to know how successful the search was, and what contributed to that success/failure?

Following the interview, create a vignette about the critical incident, modeled after Case's scenarios. Each of you should write the vignette of the other person's experience, then modify it after discussing with your partner. These vignettes should describe your partner's information seeking process in narrative form, and be no longer than two pages. Once you have completed both vignettes, explore the similarities and differences between them. Use the last page of your assignment to write a paragraph comparing your information-seeking strategies. In your analysis include a chart similar to the one Case shows on page 34, comparing motivation, sources of information consulted, time pressure, degree of thoroughness, and any other aspects that are particularly interesting to you.

You should turn in one five-page paper for the two of you—four pages for your two vignettes, and one page with the analysis and chart. The questions that you use to interview your partner should be attached as an appendix (not included in the five pages). Submit your paper on Coursetools, following the procedure outlined in the syllabus. Only one of you needs to submit the paper,

but be sure that both partners' names are clearly indicated on the assignment. When naming your word file for this assignment, use the abbreviation Vig followed by an underscore, then each partner's last name, e.g., Vig\_DurranceRieh.doc.

This assignment will be graded based on the following criteria.

- Paper focuses on the "critical incident" and information-seeking situations selected provide appropriate content and substance. (15 points)
- Paper shows evidence that your team conducted interviews using appropriate questions. (15 points)
- Vignette clearly explains the information problem and approaches used to solve it. (35 points)
- Analysis and comparison chart demonstrates a basic understanding of information needs and seeking within this context. (25 points)
- Paper is well organized and formatted, meaning the vignettes, analysis, comparison chart and appendices are clearly labeled and interviewees and interviewers identified for each vignette. (10 points)

### SI 501 Project Proposal (6-8 pages)

Due date: October 10/11, 2005

Percentage of grade: 15%

This 6-8 page project proposal will assist you in the process of carrying out the work needed for the project. The proposal assumes that your team has already made contact with the organization and has negotiated a specific focus of your project—based on the capsule description you have been given. You should start work on the proposal by **Week 3**. We will discuss it in the **Week 5** discussion session, the week before it is due. Submit your proposal to us via Ctools and to your host organization (hardcopy or email) for review by the October 11/12 due date. Incorporate the following in your proposal:

1. *Organizational background*. Provide brief background information of the organization you are working with, including summary information about the organization, its purposes, priorities, key staff, etc. Include website URLs and other relevant information. 10 points
2. *Project Description*. Start with the situation description/statement of need. I.e., Why is this project necessary? What info needs/use aspects are you addressing? How will your work contribute to the organization's understanding of some aspect of information need, use of information, info flow, etc. specific to your project? Explain your plan to collect the data that will address the need. To keep you focused, include your project's goals/ objectives. Tell us how you plan to collect the data. Incorporate the methods you will use to collect data and from whom you plan to collect data. Think, as well, about how you will analyze this data and include a brief statement of how you will approach it. 35 points
3. *Literature Review*. What have you learned from what others have done that might apply to this study? Distill relevant research. Start with the coursepack and other readings and go on to readings more specific to your organization or project. 15 points
4. *Impact of your project*. While it may be a bit early, you should have some idea of what the organization will come away with as the result of your project. What will result from the work you will do? 10 points
5. *Project management*. The secret of an effective project is setting deadlines and milestones and making effective use of each team member. Include a work plan that incorporates who will do what and when this will occur; include a timeline, work assignments, and indicate how you will comply with IRB requirements, etc. 20 points
6. *Summary of the project*. At the beginning of your paper, provide a one paragraph abstract that summarizes the entire project. 10 points

### SI 501 Reading Synthesis Paper (6-7 pages)

Due date: November 21,22

Percentage of grade: 25%

SI 501 looks broadly at people and organizations and their needs for and uses of information. Of necessity, our readings are drawn from different fields. This reading synthesis paper provides a way for you to make at least part of this literature your own and synthesize it for future use. To help you do this we have identified several possible synthesis topics that can be used to organize the readings:

- User centered design approaches and issues
- What information professionals should know about users
- What research on use can tell professionals
- Digital library use issues and concerns
- Professional issues
- Useful frameworks for informational professionals

## Access concepts and issues

Most of these can be adopted to accommodate a particular professional focus.

For this assignment you will need to select one of these topics and make it your own (or negotiate with one of the faculty if you have another topic you'd like to explore). Develop your own more specific topic and approach and develop a topic paragraph to guide your exploration. Then select, re-read and synthesize six to eight articles from the syllabus to explore the topic. Feel free to incorporate other articles that have come to your attention and help you make some aspect of 501 your own.

This synthesis paper should be 6-7 pages in length, single-spaced. Use APA formatting and include a bibliography with complete bibliographic citation. Papers like this are more readable if you use headings to separate various topics. We will be looking for:

A clear topic focus	15 points
Relevant articles that support topic development	15 points
Range of articles chosen (cross disciplinary)	15 points
Quality of synthesis across articles	20 points
Organization and documentation (such as supporting quotes)	20 points
Formatting and bibliography	15 points

### SI 501 Project Final Report (15-20 pages)

**Due date: December 5/6, 2005**

**Percentage of grade: 25%**

This is a report of your entire project that integrates problem statement, method, findings, supporting graphics, and other representations of data. As a report that will be given to your host organization, the paper is to have the following sections.

- An overview of the organization (5 points)
- Situation Description and Statement of Need (5 points)
- Method: How did you collect the data? Who were your key informants? How many were interviewed? Did you conduct interviews individually or as a focus group? How did you analyze the data? (20 points)
- Findings: What were the results and significant findings? (30 points)
- Represent your findings in diagrams or models (10 points)
- Discuss implications of your study for the organization (10 points)
- The appendix should include a list of interview questions, consent forms, and any other data collection and analysis instruments (e.g., coding schemes) that you used (10 points)
- The paper should be written in a business report format. The design, look, and format of the paper is worth (10 points)

Your grade will be recorded when your host organization has acknowledged receipt of the final report. If you would like to get feedback before you submit it to your host organization, make an appointment with faculty members or your GSI.

### SI 501 Poster

**Due date: December 15, 2005**

**Percentage of grade: 5%**

A poster is where your group directly presents project problem, method, and results as a visual display, which is positioned on poster board. The poster is usually a mixture of a brief narrative paper, intermixed with tables, graphs, pictures, and other presentation formats. We began posters last year as we believe that posters can provide students much more feedback than they would receive during traditional presentations. While you do not make a formal delivery of your paper, you will be able to engage in an informal and more in-depth discussion of your work.

For both Monday and Tuesday classes, the poster session will take place on December 15 1-3 pm in the Ehrlicher Room, 411 West Hall. Although the poster session starts at 1:00 pm, please display your poster by noon so that the instruction team can grade the posters. You all should present with your project poster. The entire SI community will be invited to browse the poster displays on that day. This is a great opportunity to showcase and present your hard work. If you would like to invite your client to the poster session, feel free to do so.

As 501 students, you will be responsible for presenting your poster informally to session attendees, answering their questions, and also, for reviewing the work for your colleagues. To facilitate peer review, we will be asking all 501 class members to vote for the best poster presentation. The selected posters will be displayed in the hallways of West Hall during the next semester.

Below are particular points to consider when putting your poster together:

- Divide the contents of your poster into appropriate sections. For instance -- title of project, authors, organization name; methodology; results; implications; recommendations. You might want to include each section on a separate sheet(s) of paper displayed on your tri-fold board.
- Be concise with your written material. Save elaborative points for discussion/interaction with viewers. For conclusions, focus on a central finding that lends itself to informal discussion.
- Use graphs, charts and/or tables (color if possible) to show results.
- Prepare your poster that will fit on the tri-folder poster display board.
- You can print 8.5 x 11 (or any size) panels to feature on your tri-fold board. These can be generated from any application - many presenters find PowerPoint works well for this. A splash of color here and there, perhaps highlighting central finding(s) or provocative results, will make your poster "stand out" from the crowd.

You can take a look at the examples of last year's posters here:

<http://www.si.umich.edu/courses/501/>

Your Project Poster will be graded based on the following criteria.

The organization of the poster	20 points
Clarity of writing	20 points
Aesthetics of the poster	20 points
Supportive visual representation	10 points
Highlighted main points	10 points
Quality of the handout	20 points