

SOCS-SHU 200

Communicating Data through Visualization

Subject to Change Statement

The syllabus and course schedule may be subject to change. Changes will be communicated via email and in NYU LMS (Brightspace). It is your responsibility to check email messages and course announcements to stay current in the course.

Instructor Information*

- Instructor: Zixi Chen, Ph.D.
- Office: N717
- Office hours: TBD.
 - For additional contact hours, please schedule an appointment by email
- Email: zc3154@nyu.edu

Course Information*

- **Course Description:**

From raw numbers to meaningful visual stories, this course gives students across disciplines the hands-on skills to communicate data with confidence, clarity, and integrity. Using curated real-world datasets, students learn to manage and clean data, critically interpret tables and figures in published research and media, and produce compelling visualizations that communicate evidence clearly and responsibly. Ethical and equitable approaches to data communication are woven throughout.

No prior programming experience is required. The course leverages R as an accessible and powerful tool for data work, with a strong emphasis on interpretation and communication over technical computation. Students also engage with cutting-edge AI tools as critical partners in the visualization workflow, learning when to accept, modify, or reject AI-generated suggestions to strengthen their own analytical judgment.

Designed for students across social science, business, and related disciplines, this course bridges the gap between classroom methods training and the hands-on work of

interpreting evidence and conducting real data-driven research. Students who have completed or are currently enrolled in an introductory statistics course will find this a natural and valuable complement to their skill set. Students are especially encouraged to bring their own ongoing projects with data interpretation and visualization needs.

- **Prerequisite:** Basic skills in R programming, and familiar with key concepts in statistical descriptive statistics and simple linear regressions are preferred but not required. These foundations (except for linear regressions) will be covered in this course.
- **Class meeting days and times:** 3:45 PM - 5:00 PM Mon. Wed.
- **Class room number:** S219

Course Overview and Learning Outcomes*

Charts are arguments. From W.E.B. Du Bois's hand-drawn portraits of Black America to today's interactive dashboards and AI-generated graphics, visualization is one of the most powerful ways social scientists make claims about the social world, and one of the easiest ways to mislead. This course teaches students to design honest, effective visualizations of social data and to critique the visualizations they encounter academically and every day. Each week pairs a visualization skill with a social question: inequality, social change, segregation, social networks, culture, and public opinion.

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

- Explain how visual perception constrains what a chart can communicate, and apply the encoding hierarchy to predict which of two chart forms will support more accurate reading of a given claim (understanding -> applying)
- Produce publication-quality visualizations of social data in R with ggplot2 (applying)
- Read and interpret tables and figures in academic papers, including descriptive tables, comparison tables, regression tables, coefficient plots, and translate between tables and charts (analyzing)
- Critique published and AI-generated visualizations for accuracy, effectiveness, and honesty, and argue for a specific redesign (evaluating)
- Construct a multi-chart data story, or a publication-standard figure set for their own research, that makes a defensible claim about a social question (creating)

Course Requirements*

Class Participation (15%)

Active engagement and participation are essential components of this course. You will get one point deducted for each class missed without any legitimate reason. Legitimate reasons for absence may include medical, family illness or death, religious holidays, academic events (such as presenting at a conference), and unforeseen circumstances such as a car accident.

Data postcards (10%)

Four times in the term, students collect one type of personal data by hand for seven days and draw it onto a postcard-sized card, modelled on Lupi and Posavec's *Dear Data*. Cards are due at the start of Weeks 4, 7, 10 and 13; each theme prompt is chosen from a list distributed in Week 3. A different theme is used each time.

The front of the card is the visualization; the back carries the legend and a codebook stating the unit of observation, the inclusion rule, three edge cases and how they were resolved, and any definition that changed mid-week.

Grading is on the codebook only, at 2.5% per card; the drawing itself is not marked. Nothing should go on a card that the student would not want read aloud by a classmate, and food and eating, body and weight, sleep, mood, substances, money, and anything concerning one identified other person are excluded.

Visualization portfolio and peer feedback (25%)

a) Weekly builds and peer feedback (15%)

Nearly every RStudio session produces a graph or two from the graph exercises provided by the instructor. Students post one graph per week generated from these weeks to their own course gallery. The gallery is a Quarto page that students build alongside the course, which can be converted to an offline HTML file or published with a URL that students can send to an application, share with their families, or host on their personal website.

This cycle runs nine times. Students also post their graph and to that week's course-site thread on Brightspace. Students then read one classmate's graph and post short comment: what they think the chart claims, which encoding carries that claim, and one thing that is missing.

Comments are due one week after the graph is posted, so that late work does not leave a classmate with nothing to read; the deadline for each week's feedback is fixed and listed in the Course Schedule. Students choose whose graph to read and should not read the same classmate in two consecutive weeks.

Please do not take your peers' feedback as criticism but as opportunities to communicate with plots. Please do not take your peers' feedback as criticism but as opportunities to communicate with plots. At the end of the semester, you can return to your gallery and revise it: adding fuller

context and interpretation for each graph, and refining the graphs themselves in light of what your classmates told you.

Grading will be composite by posting your own graphs on Brightspace in a timely manner (3%) and providing feedback to other students (12%)

b) Portfolio entries (10%)

Twice in the term, in Weeks 8 and 12, students select two of their builds and submit them as finished entries. Each entry has three parts: the chart, the R codes that produced it, and a commentary of 200–300 words explaining the design choice and the lines of code that carry it. At least three different chart genres must appear across the four entries.

Midterm makeover project (20%)

Students take a published chart that is flawed, rebuild it in ggplot2, and document the process. The chart may be taken from a shortlist the instructor distributes in Week 7, or found independently. The submission is the original and rebuilt charts together with a memo of no more than 800 words covering the diagnosis, the redesign decisions, what could not be fixed with the available data, and what AI tools contributed. Assigned in Week 7, due at the start of Week 9.

Class project (30%)

The class project asks students to apply the term's visualization methods to a question of their own. The project idea can be developed from earlier builds and assignments. Students choose one of two tracks: a public data story of three to five charts for a non-specialist audience, or three to five publication-standard figures for their own research or thesis. Both tracks are marked on the same five-criterion rubric (claim clarity, design appropriateness, data integrity, narrative and annotation, and presentation/writing delivery) distributed in Week 11.

a) **Project proposal** (Week 11; 4%): the track selected, the question, the dataset and confirmation that it can be obtained, and the intended audience. No more than one page.

b) **In-class presentation** (Week 14; 8 %): a eight-minute talk with two minutes of questions, timing enforced. A required R code run-through is scheduled individually in the R Clinic hour in Week 13 or 14 and is not marked.

c) **Final submission** (due in finals week; 18%): the finished charts with the code that produced them, and a scholar-style statement of no more than 1,500 words covering data provenance, design decisions, ethical considerations, and AI use.

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Assigned Readings

As outlined in the Course Schedule and Course Materials, students should complete the required readings before each week's instruction. While the background readings are optional, they will be utilized for in-class discussions and activities.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class Participation	15%
Data postcards	10%
Visualization portfolio and peer feedback	25%
Midterm makeover project	20%
Class project	30%

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points	Percent
A	4.00	92.5% and higher
A-	3.67	90.0 – 92.49%
B+	3.33	87.5 – 89.99%
B	3.00	82.5 – 87.49%
B-	2.67	80.0 – 82.49%
C+	2.33	77.5 – 79.99%
C	2.00	72.5 – 77.49%
C-	1.67	70.0 – 72.49%
D+	1.33	67.5 – 69.99%

D	1.00	60 – 67.49%
F	.00	59.99 and lower

Course Materials

Required Text

- **Wilke, Claus O. 2019. *Fundamentals of Data Visualization*. Sebastopol, CA: O'Reilly.** Free and complete online at <https://clauswilke.com/dataviz/>

R References

These are lookups rather than prose readings.

- **Kabacoff, Robert. 2024. *Modern Data Visualization with R*.**
 - rkabacoff.github.io/datavis
 - Our main code reference: short, illustrated, ggplot2-first, organized by chart type rather than by concept.
- **Wickham, Hadley, and Garrett Grolemund. *R for Data Science*, "Data visualisation."**
 - r4ds.had.co.nz/data-visualisation.html
- **The R Graph Gallery.**
 - r-graph-gallery.com
 - Best used the way you'd use a dictionary: you already know what you want to say, and you need the spelling.

Background Reading (recommended, not required)

These two books are now in our library Course Reserves

- Cairo, Alberto. 2019. *How Charts Lie: Getting Smarter about Visual Information*. New York: W. W. Norton.
- Healy, Kieran. 2019. *Data Visualization: A Practical Introduction*. Princeton, NJ: Princeton University Press.

Course Schedule

Weekly Schedule

UNIT 1 · Seeing and Starting

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Week 1 (Aug 31, Sep 2): Why Visualize the Social World?

Can a chart be a sociological argument?

【SEMINAR】 S1: Course launch, then charts as arguments.

【RSTUDIO】 S2: R crash/review - The tidyverse verbs on real social data.

Readings:

- Background: Cairo, Prologue & Introduction; browse the Dear Data postcards, fronts and backs.
- R reference · Kabacoff ch 2.2 (cleaning data, the pipe); skim before S2.

Week 2 (Sep 7, 9): What does excellent social data visualization look like?

And using R to carry it out.

【MIXED】 S1: A short lecture on what good a visualization looks like, then a ggplot rebuilt from a blank script.

【RSTUDIO】 S2: ggplot 2 grammar; data reshaping: getting real datasets into a shape ggplot2 can use.

Readings

- Wilke ch. 1 (the ugly / bad / wrong taxonomy).
- R reference: R4DS “Data visualization” for S1; Kabacoff ch 2.2.7 for S2.

Due:

- Setup your Gallery using the instructor provided Quarto template

Week 3 (Sep 14, 16): How Vision Works (and Fails)

Why do we misread charts about risk and crime?

【SEMINAR】 S1: Perception and encoding: the hierarchy, preattentive attributes, live estimation experiment.

【RSTUDIO】 S2: Read & Draw modelled by me, then the paper studio: diagnose a flawed chart, sketch the fix, then build it.

Readings:

- Wilke chs. 2–4; Cairo ch. 1
- R reference: Kabacoff ch. 14 (advice / best practices)
- Postcard themes distributed

Due:

- A first rebuilt chart to your gallery and the Brightspace thread (Gallery #1)
- The peer-feedback cycle starts here; comments on this week's posts are due by the end of Week 4.

UNIT 2 · Core Genres Through Social Questions**Week 4 (Sep 21, 23) — Choosing the Form: Amounts and Proportions**

Who does the housework? Gender gaps in time use.

【SEMINAR】 S1: What exactly are we comparing? Using gender differences in unpaid household work, we discuss multiple dimensions of making comparisons: amounts, participation rates, proportions, and absolute and relative gaps. We also discuss how the choice of denominator and comparison changes the claim.

【RSTUDIO】 S2: Making group differences visible: paired and grouped vs. stacked; charting the gap itself.

Readings

- Wilke chs. 5, 6, 10, 26. (only skim)
- Optional: ch. 11 (nested proportions).
- R reference: Kabacoff ch. 4, 5.1, 5.3.8 ("Cleveland Dot Charts")

Due

- Postcard 1 at the start of S1.
- Feedback to your classmates' graph from week 3 on Brightspace (Peer-feedback #1)
- Post your R session graph to your gallery and Brightspace (Gallery #2)
- Project *track* intent (A or B track selection on the Excel that instructor provided).

Week 5 (Sep 28, 30): Distributions and Inequality

How unequal is income, and compared to what?

【SEMINAR】 S1: The read: a descriptive "Table 1", and the corresponding statistic concepts

【RSTUDIO】 S2: Histograms, density plots, boxplots, ridgelines; binwidth as an argument.

Readings:

- Wilke chs. 7, 9;
- *optional* Wilke ch. 8.
- R reference: Kabacoff ch 4.2, 5.3, and 11.7.2 (“Adding lines”)

Due:

- Feedback to your classmates’ graph from week 4 on Brightspace (Peer-feedback #2)
- Post your R session graph to your gallery and Brightspace (Gallery #3)
- Choose your Postcard 2 theme by S2.

National Day recess (no class the week of Oct 5)

Week 6 (Oct 12, 14) — Time and Social Change

Are social attitudes actually changing, or does it just look that way?

【MIXED】 S1: A short lecture discussion on visualizing change and dynamics. The R session on Line charts, indexing, smoothing, direct labelling, the spaghetti problem.

【RSTUDIO】 S2: R session cont’d. + The axis-truncation debate, run in pairs.

Readings

- Wilke chs. 13 and 17 (ch. 17 is the debate, read it before S2).
- *Optional*: Wilke ch. 14; Cairo ch. 2.
- R reference: Kabacoff ch. 8 and 11.7 (annotations).

Due:

- Feedback to your classmates’ graph from week 5 on Brightspace (Peer-feedback #3)
- Post your R session graph to your gallery and Brightspace (Gallery #4)

Week 7 (Oct 19, 21): Comparison and Small Multiples

How do countries differ, and when is a comparison fair?

【MIXED】 S1: A short lecture on making comparisons with many cases: choosing meaningful reference points, ordering cases, choosing common scales, and critical interpretations when making comparison distinguishing absolute from standardized or per-capita measures. We make these practices in R with plotting small multiples, faceting, ordering, per-capita vs. absolute.

【RSTUDIO】 S2: R session cont’d. Read & Draw: we read published comparison tables, then rebuilt and develop further comparisons

Readings:

- Wilke chs. 21 and 22 (§22.3: when a table beats a chart).
- *Optional*: Wilke ch. 23
- R reference: Kabacoff §6.2 (faceting).

Due:

- Postcard 2 at the start of S1
- Feedback to your classmates' graph from week 5 on Brightspace (Peer-feedback #4)
- Post your R session graph to your gallery and Brightspace (Gallery #5)
- Midterm makeover assigned

Week 8 (Oct 26, 28): Maps, Segregation, and Spatial Inequality

How segregated is a city, and can a map show it honestly (or not)?

【RSTUDIO】 S1: Choropleths; rates vs. counts

【MIXED】 S2: The Read & Draw: published map figures. Then reproduce and de-mapping (when *not* to map).

Readings

- Wilke ch. 15
- *Background*: Cairo ch. 4.
- R reference: Kabacoff ch. 7, especially ch 7.3.4 (skim before class).

Due

- PORTFOLIO CHECKPOINT 1: two graph entries from Weeks 3–8, each chart + R code + 200–300-word commentary.
- Feedback to your classmates' graph from week 6 on Brightspace (Peer-feedback #5)
- Choose your Postcard 3 theme by S2.

Week 9 (Nov 2, 4): Social Networks, and an Introduction to Shiny

What does a community's structure look like?

【MIXED】 S1: Matrix for connectiveness; Network layouts. Plotting networks in R

【RSTUDIO】 S2: Introduction to Shiny

Readings:

- Rawlings et al. 2023, "How Are Social Network Data Visualized?" (Cambridge Core).
- R reference · skim mastering-shiny.org

Due

- Midterm makeover project, start of S1
- Post your R session graph (from either week 7 or 8, or both) to your gallery and Brightspace (Gallery #6)

Week 10 (Nov 9, 11): Text, Culture, and Social Media Across Languages

What are people talking about, and how do we show it?

【RSTUDIO】 S1: Word frequency done right; keyword-over-time as a share

【RSTUDIO】 S2: Multilingual chart craft: type across writing systems, font fallbacks, bilingual labelling.

Readings

- Harris 2011, "Word Clouds Considered Harmful" (two pages, and the argument for the week)
- R reference: Kabacoff ch10.9 and ch11.4 (fonts)

Due

- Postcard 3 at the start of S1
- Feedback to your classmates' graph from week 9 on Brightspace (Peer-feedback #6)
- Post your R session graph to your gallery and Brightspace (Gallery #7)

UNIT 3 · Truth, Audience, Story**Week 11 (Nov 16, 18): Uncertainty**

Why do election forecasts feel so wrong?

【MIXED】 S1: Error bars and their misreadings; uncertainty as frequency; margins of error.

【RSTUDIO】 S2: R session cont'd; + Turning a regression table into a coefficient plot.

Readings

- Wilke ch. 16 (ch. 16.1 is S1).
- *Background:* Cairo ch. 5.
- R reference: Kabacoff ch 5.3.6 for S1; ch. 9.2 for S2.

Due

- Project proposal (one page: track, question, dataset and confirmation you can get it, audience)
- Feedback to your classmates' graph from week 10 on Brightspace (Gallery #8)
- Post your R session graph to your gallery and Brightspace (Peer-feedback #7)
- Choose your Postcard 4 theme by S2

Week 12 (Nov 23, 25): Deception, Ethics, and Accessibility

Who gets counted, and who gets seen?

【MIXED】 S1: The taxonomy of chart lies; prosecution and defense on genuinely borderline cases.

【RSTUDIO】 S2: Colourblind-safe palettes, alt text, whose categories a chart encodes; audit your own project charts.

Readings

- Wilke chs. 19 and 20.
- *Background, recommended:* Cairo chs. 3, 6 and the Conclusion.
- R reference: Kabacoff ch. 11.2 and ch. 14.3

Due

- PORTFOLIO CHECKPOINT 2 — two entries from Weeks 9–11 (chart + R code + 200–300-word commentary); at least one run through the accessibility checklist.
- Feedback to your classmates' graph from week 11 on Brightspace (Peer-feedback #8)
- Post your R session graph to your gallery (Gallery #9)

Week 13 (Nov 30, Dec 2): Storytelling, Presenting

Your final project's question.

【SEMINAR】 S1: Narrative across charts, annotation as argument, and tips on giving presentation with numbers and visuals.

【ACTIVITY】 S2: Gallery tour of your postcards (with Postcard 4 due at the start of S1); Fine-touch of your Quarto gallery

Readings

- Wilke ch. 29
- R reference: Kabacoff ch. 12 (saving graphs, for the presentation), and 11.9 ("Combining graphs") [Optional: ch. 13 ("Interactive Graphs") if your project story wants one.]

Due

- Postcard 4 at the start of S1
- Feedback to your classmates' graph from week 12 on Brightspace (Peer-feedback #8)
- Sign up for a 15-min R Clinic slot this week or next

Week 14 (Dec 7, 9): Final Presentations

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【RSTUDIO】 S1: 15-minutes one-on-one R clinical session for each student

【EXPO】 S2: Final presentations: eight-minute talk + two minutes of questions

Finals week: final written project due Wednesday, December 16, 11:59pm.

Course Policies

Attendance and Tardiness

You are expected to attend *all* scheduled classes. If you are unable to attend a class, notify me *before* that class.

Absences and Grades

- 5 absences will lead to an F for your participation grade.
- 8 absences will lead to a 30% reduction in your final grade.
- 10 absences will lead to failure of the course.

Absence Exceptions

Observance of Religious Holidays: You may miss class for the observance of religious holidays. If you anticipate being absent because of religious observance, notify me in advance so we can create a plan for making up missed work. For more on this policy:

<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html>

Competitions, Conferences, Presentations: You are permitted to be absent from classes to participate in competitions, conferences, and presentations, either at home or out of town, as approved by the Associate Provost for Academic Affairs. Review the Undergraduate Bulletin for the conditions you must meet to obtain approval for this kind of absence.

Illness: When students are ill, they are expected to notify professors in advance of class, if at all possible. If the instructor determines that it is an excused absence then the student should negotiate with the professor the time and place for make-up of assignments, tests and/or examinations missed. Students who have been seriously ill, hospitalized and/or miss more than a week of classes due to medical reasons, should contact their academic advisor to discuss appropriate options for missed classes and/or coursework.

A student with an injury or medical condition that requires ongoing accommodations (temporary or permanent) should contact the NYU Moses Center for Student Accessibility (CSA). If an

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accommodation is recommended by the Moses Center, then Academic Affairs may communicate on behalf of students to advocate for excused absences/extensions. Reasonable accommodations, considering the course objectives, student learning, and fair standards, are ultimately decided by the professor.

Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent are not considered to have withdrawn from the course if they remain on the roster and may be given the final grade of F.

Tardiness

Punctual arrival is mandatory for this class. Be on time. Please do not leave in the middle of class unless it is an emergency.

Late Assignments

Assignments are due **at the date and time indicated on this syllabus**. The late penalty for any assignments is one third of a letter grade per day (an A becomes an A-, etc.) All other late assignments will earn an F.

Electronic Devices

Mobile Devices: You may not use mobile devices in class unless otherwise indicated.

Recording Class: To ensure the free and open discussion of ideas, you may not record classroom lectures, discussion and/or activities without my advance written permission; any such recording can be used solely for your own private use. If you have approved accommodations from the Office of Disability Resources permitting the recording of class meetings, you must present the accommodation letter to me in advance of any recording. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded.

Instructional Technology

Email Communication: I will contact you regularly via the NYU LMS (Brightspace). You should check for emails from me (reminders, logistics, updates, etc.) at the email address connected to NYU LMS (Brightspace). Please note that I will try to respond to your emails within 24 hours. Do not expect immediate responses to emails sent late at night or on the weekends.

Assignment Notification: All assignments will be posted to our class NYU LMS (Brightspace) Site. You are responsible for looking at NYU LMS (Brightspace) after each class period to learn about the next homework assignment.

Instructional Technology Tools and Assistance: If you need background on specific instructional technology tools, such as Zoom, NYU LMS (Brightspace) and Voicethread, check the [RITS Student Toolkit](#). You may also email shanghai.rits@nyu.edu for assistance.

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Academic Honesty/Plagiarism*

Carefully read NYU Shanghai's *Statement on Academic Integrity* (in the [Undergraduate Bulletin](#)). Breaches of academic integrity could result in failure of an assignment, failure of the course, or other sanctions, as determined by the Academic Affairs office.

Disability Disclosure Statement*

NYU Shanghai is committed to providing equal educational opportunity and participation for students with disabilities. It is NYU Shanghai's policy that no student with a qualified disability be excluded from participating in any NYU Shanghai program or activity, denied the benefits of any NYU Shanghai program or activity, or otherwise subjected to discrimination with regard to any NYU Shanghai program or activity. Any student who needs a reasonable accommodation based on a qualified disability should register with the [Moses Center for Student Accessibility](#) for assistance. Students can [register online](#) through the Moses Center and can contact the Academic Accommodations Team at shanghai.academicaccommodations@nyu.edu with questions or for assistance.

Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in educational programs. It protects victims of sexual or gender-based bullying and harassment and survivors of gender-based violence. Protection from the discrimination on the basis of sex includes protection from being retaliated against for filing a complaint of discrimination or harassment. NYU Shanghai is committed to complying with Title IX and enforcing University policies prohibiting discrimination on the basis of sex. Shakera Turi (shakera.turi@nyu.edu), Executive Director of the Office of Equal Opportunity, serves as the University's Title IX Coordinator. The Title IX Coordinator is a resource for any questions or concerns about sex discrimination, sexual harassment, sexual violence, or sexual misconduct and is available to discuss your rights and judicial options. University policies define prohibited conduct, provide informal and formal procedures for filing a complaint and a prompt and equitable resolution of complaints.

Links to the Title IX Policy and related documents:

- [Sexual Misconduct, Relationship Violence, and Stalking Policy](#)
- [Procedures for Complaints Against Students](#)
- [Procedures for Complaints Against Employees](#)
- [Resource Guide for Students](#)
- [Resource Guide for Employees](#)

Policy on the Use of AI/GenAI Tools

Use of AI or GenAI tools, such as ChatGPT, is permitted in this course. To adhere to NYUSH's guidelines for academic integrity and our scholarly values, you must disclose any AI-generated material they use and properly attribute it, including in-text citations, quotations, and references.

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Required Disclosure

You should include the following statement in assignments to indicate use of a GenAI tool: “I/We acknowledge the use of [Generative AI Tool Name] (version [if applicable]), in the preparation of this assignment. Specifically, [Generative AI Tool Name] was utilized for [list specific purposes, e.g., brainstorming ideas, suggesting coding syntax, proofreading, formatting citations].” Failure to acknowledge the use of a GenAI tool will result in penalties.

If you used AI or GenAI tools for the R assignments, you must submit the log file documenting your prompts and chat with the tools. This log will be used solely by the instructor to understand students’ learning processes and improve instruction. Your privacy will be respected, and the content will not be shared or used for any other purpose.

Be aware that all large language models still have a tendency to make up incorrect facts and fake citations and code generation models have a tendency to produce inaccurate outputs. Critical evaluation of AI-generated content is essential.

Responsible Uses

When engaging with AI or GenAI tools, do not provide information such as name, University ID#, phone number, address etc. which is personal information. Doing so is a violation of privacy regulations.

Permitted and Prohibited Uses

Students are welcome to use AI tools to learn coding, including annotating scripts and asking for coding syntax and debugging suggestions. Use of GenAI/AI Tools is strictly prohibited in the following areas: writing research questions or paper statements; writing the project proposal or outline; writing any part of the paper or paper elements, except for proofreading or critiquing.

Suspected violations of academic integrity will be referred to Academic Affairs. If uncertain, students should consult their professor for guidance.

Academic Resources

ARC Services

The Academic Resource Center (ARC) offers both individual, one-on-one tutoring as well as group sessions in a variety of ways, in a variety of courses. You can log on to [WOnline](https://wconline.shanghai.nyu.edu/) to book an appointment with a Global Writing & Speaking Fellow or a Learning Assistant (LA). The Global Writing & Speaking Fellows conduct individual consultations on writing, speaking, reading, and academic skills coaching. LAs provide both individual and small-group tutoring support in over 30 STEM, Business, Economics, IMA/IMB, and Chinese Language classes. Visit shanghai.nyu.edu/arc for more information about ARC services.

Library Support

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Library Services

The Library is available to support your research needs. They have access to over 27,000 print resources, 2,000 DVDs, and 1,000 databases (including over a million e-books, as well as streaming audio and video and image databases).

Librarians with expertise in your research topic are available to meet either *in person* or *online* [by appointment](#) or [by email](#) to help you navigate the research process. Our library team features experts in Business, Arts & Humanities, STEM, Social Sciences & Economics, and data tools & resources. Ask us how we can assist you in developing a research question and formulating a research strategy, to selecting databases, requesting materials, and citing your sources. Visit shanghai.nyu.edu/library for more information on:

- 24/7 access to e-books, e-journals, streaming media, and databases
- Booking one-on-one consultations for research help
- [Asking the Library](#) questions via chat or email

Electronic Reserves

Students can access course readings using their NYU credentials for courses they currently enrolled in at <https://ares.library.nyu.edu/>.

Interlibrary Loan Service

For materials not available to you immediately, you can request scanned copies of a book chapter or journal article through our [Interlibrary Loan \(ILL\) service](#). If you don't know which chapter you need, you can request a Table of Content through ILL.