I305 Introduction to Research in Informatics

Indiana University School of Informatics & Computing (SoIC)
Department of Human-Centered Computing (HCC)
IUPUI

Course Info  Fall Semester | 3 Credit Hours | Room: IT 355 | Monday: 12:00pm to 2:40pm
Instructor   Dr. Anthony Faiola, Associate Professor
Office       IT585
Email/Phone  faiola@iupui.edu / 317-278-4141
Office Hours 11-12am, Mondays or by appointment
Grad Assistant Yamini Karanam; Email: ykaranam@umail.iu.edu

COURSE DESCRIPTION
This course presents a broad overview of research philosophy, designs and methods. Its focus is on social science research methods, and the content is specifically tailored to reflect the rapidly emerging field of informatics. The course will include major methods that are at the core of contemporary approaches to research in informatics.

EXTENDED COURSE DESCRIPTION
This course provides an introduction to applied research methods, with an emphasis on the evaluation of data that can provide pragmatic outcomes to problems found in the real-world of informatics, business, IT, healthcare, etc. In brief, applied research is about solving practical problems in the world. Applied research (as opposed to basic research) is a form of systematic inquiry involving the practical application of methods to real-world problems. Applied research uses theories, knowledge, methods, and techniques, for a specific business or client-driven purpose. Applied research deals with solving practical problems through the use of employing empirical methods. As such, the intent of the course is to make real and applicable theoretical constructs in ways that give relevance and meaning to students intending to seek professional careers in the field of informatics and computing.

REQUIRED READING
Title: Research Methodology: A Step-by-Step Guide for Beginners (paperback)
Edition: 4th (It must be the 4th Edition)
Author: Ranjit Kumar
Publisher: Sage
ISBN-10: 9781446269961

PURCHASING THE COURSE TEXT
• The course text may be purchased from the campus bookstore or purchased or rented online from Amazon or Chegg.
• Please call the campus bookstore to make sure it is on the shelf before traveling there.
LEARNING OUTCOMES
Students will learn applied research competencies by designing, conducting, and writing up the results of their research outcomes. At the conclusion of the course, each student will have:

1. Gained an appreciation of the importance of applied critical inquiry and research thinking
2. Increased their knowledge of the various research approaches and evaluation methods
3. Enlarged their understanding of the value and importance of applied research to inform evidence-based practice in industries such as IT, healthcare, and business, etc.
4. Applied (in a semester-long project) various research methods and approaches to examine a research problem that has not yet been sufficiently addressed
5. Understood the differences in the statistical tools for analyzing quantitative and qualitative data
6. Developed a logically structured research proposal that demonstrates their ability to:
   a. Conduct information searches and conduct a robust literature review on a given research topic and write a brief literature review
   b. Identify research problems and develop research questions and hypothesis,
   c. Design an applied research study
   d. Collect research data using a range of methods
   e. Use computer applications and statistical techniques in the analysis of the data
   f. Gain experience in interpreting and evaluating the data findings
   g. Present (orally) a well-argued final research proposal with compelling research findings
7. Collaborated with one or more fellow-students in the construction of new knowledge
8. Understood how to examine researcher obligations and responsibilities to human subjects
9. Identified the unique contributions of a research endeavor, specifying its intellectual merit and broader impact to society
10. Offered constructive critiques of others’ research and
11. Written a final report and given a final oral presentation

COURSE GRADE BREAKDOWN
Quizzes................................................................................................................. 10%
Class Participation (Class PP presentation & general engagement during class time) 10%
  • Weekly PP presentations (includes class and instructor mean evaluation) 05%
  • Team project self-evaluation of other teammates 03%
  • Engagement: active participation during Q/A and team discussion times 02%
Semester-Long Project........................................................................................ 80%
  • CH 2 Identify applied research problem 01%
  • CH 3 Reviewing literature 03%
  • CH 4 Refining the research problem 03%
  • CH 5 Identifying variables 05%
  • CH 6 Constructing hypotheses and questions 08%
  • CH 7-8 Research design and selecting a design 10%
  • CH 9-10 Selecting a method of data collection 05%
  • CH 11 Validity and reliability - research instrument 05%
  • CH 12/14 Identify sample and collect data 10%
  • CH 15 Analyze data and use display techniques 10%
  • CH 16 Create graphs with your data 05%
  • Present. Final Presentation (including refined data analysis/findings) 10%
  • Report Final Research Report (including final research findings) 05%
Total...................................................................................................................... 100%

GRADING SCALE
A+ 97 – 100.00 Superior Achievement   C 73 – 76.99 Acceptable
A 93 – 96.99 Excellent                  C– 70 – 72.99 Acceptable
A– 90 – 92.99 Approaching Excellent    D+ 67 – 69.99 Below acceptable
B+ 87 – 89.99 Very Good                D 63 – 66.99 Below acceptable
B 83 – 86.99 Good                      D– 60 – 62.99 Approaching Failure
B– 80 – 82.99 Approaching Good         F Below 60.00 Failure
C+ 77 – 79.99 Acceptable

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COURSE ACTIVITIES

Class Presentation and Q&A
1. Presentation Basics
   a. Each week, one team will give a presentation on that week’s reading from the course text.
   b. The presentation must begin at the start of class time - no later than 5 minutes after the hour; unless something else is scheduled that day.
   c. The review will consist of approximately 7 main points that are always covered at the beginning of each chapter, noted as: “In this chapter you will learn about”
   d. Each team will use these 7 primary points as their focus, adding to each point several sub-points that also explain concepts and applications. The presentation should also include several of the Keywords listed in each chapter with a definition.
   e. Each team will have 20-30 minutes to give a PowerPoint presentation, followed by class Q&A time for 10 minutes.
   f. The PP slides are located in OnCourse in the Resources folder and sub-folder: Book Chapter Slides

2. How to prepare and give your presentation
   a. The PP has already been prepared by the book publisher, which the students may use. Each PP presentation is approximately 12 to 15 slides long.
   b. Students must do the following to refine the pre-existing PP slides:
      • Carefully read the chapter, making notes along the way to be added to their PP presentation.
      • Communicate the main points of the chapter and especially addressing what you believe to be some of the more difficult concepts and terms to grasp.
      • Add their comments to those areas that you believe need further clarification.
      • Not merely read from the slides (one after the other), but use the content reference to give explanation concerning the points; giving examples when possible.
      • Identify and explain at least two key words; giving more clarification as to their meaning and application to the research project.

3. Evaluation of presentation
   a. Following each weekly presentation, each non-presenting team will evaluate the presenting team using Google Docs or another form of online evaluation; to be discuss during class.
   b. Students will give a fair and objective evaluation of the presentation, using the five parameters provided below.
   c. The mean score of the entire class will be averaged with the instructor’s score each week. This score will serve as 50% of each student’s overall class participation grade.
   d. The team presentation grading system is as follows.

<table>
<thead>
<tr>
<th>Student Evaluation of the Weekly Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Members: ___________________ &amp; __________</td>
</tr>
<tr>
<td>1 How well did the team prepare for their presentation, e.g., did it appear that they had practiced their presentation and were well coordinated?</td>
</tr>
<tr>
<td>2 Did they make all the key points clear, i.e., was their speaking concise and to the point?</td>
</tr>
<tr>
<td>3 Did it appear that they had mastery of the content</td>
</tr>
<tr>
<td>4 Was their discussion of key words and concepts accurate and clear?</td>
</tr>
<tr>
<td>5 How well did the presenters respond to the class questions/discussion during the Q&amp;A time?</td>
</tr>
</tbody>
</table>

(Please do the math) Mean Team Score

NOTE: Each team (not individual) will provide one final (averaged) score for each of the 5 parameters at the bottom. Use numbers only, NOT letter grades. The Grade Percentage is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97—100</td>
</tr>
<tr>
<td>A</td>
<td>93—96.99</td>
</tr>
<tr>
<td>A-</td>
<td>90—92.99</td>
</tr>
<tr>
<td>B+</td>
<td>87—89.99</td>
</tr>
<tr>
<td>B</td>
<td>83—86.99</td>
</tr>
<tr>
<td>C</td>
<td>77—79.99</td>
</tr>
<tr>
<td>C+</td>
<td>73—76.99</td>
</tr>
<tr>
<td>B-</td>
<td>80—82.99</td>
</tr>
<tr>
<td>B</td>
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</tr>
<tr>
<td>C</td>
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</tr>
<tr>
<td>B-</td>
<td>83—86.99</td>
</tr>
<tr>
<td>A</td>
<td>93—96.99</td>
</tr>
<tr>
<td>A+</td>
<td>97—100</td>
</tr>
</tbody>
</table>
Uploading Assignments into OnCourse
1. Review the Resource folder in Oncourse. There is one assignment folder for each WEEK.
2. Each team MUST create a FOLDER each week for their deliverables.
3. You must designate your assignment folder for that week with your team number and team last names, e.g.:
   o Team 2 Smith&Jones
4. You should label your document files with the team number and team last names, and week #, e.g.:
   o Team 2 Smith&Jones – Week 4.docx
5. If your team is giving that week’s PP Chapter Presentation, you should place your deliverable documents or PPs in that one folder, #, e.g.:
   o Team 2 Smith&Jones – Week 4 – PP Pres.ppt

Protecting Your Team from Unnecessary Error and Oversight
All team members should both review materials, all instructions, all deliverables.
• Do NOT depend on the other teammate to do this. You need to cover one another.
• It is easy to overlook things, instructions, etc.
• Remember, if you depend entirely on your teammate (and they happen to make a mistake or misunderstand the assignment), you both will have a problem and will get the same grade. So, be wise and take the time to review all the deliverables.

Follow-up Lecture-Discussion by Instructor
Following the student presentation and class evaluation, the instructor will review additional details regarding the content of the weekly chapter reading. Key terms and concepts will be further clarified and applied to real world applications. Discussion regarding the course project will also be discussed at this time, in addition to the second half of the class period.

Weekly Quizzes
Weekly quizzes on the chapter reading will be given to assess learning and comprehension. Quizzes will be available on OnCourse one week prior to their assigned lesson. There will 10 questions given each week. There will be a total of 11 quizzes given the whole semester. Students will have 90 seconds per question. Immediately following the quiz, OnCourse will provide the score, indicating right and wrong answers. Quizzes must be taken by Noon of each week related to the respective chapter covered. There will be no midterm or final exam related to the content of the weekly reading assignments.

Other quiz details:
• Quiz 6, on week 8, will cover chapters 7 and 8, but will still only have 10 questions.
• Quiz 9, on week 12, will cover chapters 12 and 14, but will still only have 10 questions.
• There will be no quiz on Week 3 and 9 because of no class.

Guest Speakers Series – If applicable
Guest speakers from industry have been invited to provide a 20-minute talk about their current projects that include applied research methods. The speakers have backgrounds in informatics, IT/computer science, human-computer interaction, business, etc. The primary intent of this speaker series is to illustrate the relevance of research-related critical thinking and related applied research methods to real world problems. The speakers have been instructed to present (as simply as possible) at least one current or past project that they worked on wherein they applied specific applied research methods.

Class Project
There will be one class project that runs throughout the entire semester and is 80% of your grade. Students will work in teams of two or more to execute each stage of the project. Teams will be formed according to alphabetic order or by matching individual skill sets. Students will meet weekly to discuss the outcomes of their project.
stages from the prior week. Each team will also meet weekly with the instructor to discuss their progress. Weekly deliverables will be provided through OnCourse. Details will be provided during class time.

**Class Project Grading**

Students will be given a grade for their weekly assignments. As noted, for each day late the assignment is reduced one letter grade. The instructor grades the assignment according to the students’ overall comprehension of the assignment; as demonstrated in the handed-in weekly deliverables. The assignment’s quality, in most cases, is not measured in terms of correct or incorrect, but in degrees of correctness. Of course, in some cases, all or parts of the assignment may be completely incorrect, but these cases are rare. As such, the instructor qualitatively assesses the relative demonstration of knowledge or understanding of the assignment, based on what was handed in. Although the grading is a subjective assessment, the instructor takes the students relative accuracy (of the assignment) into account, as well as how he or she fairs in the context of the entire class. Based on this basic grading framework, there are rare cases where students will get a 100% on any assignment due to fact to that in 99.99% of the cases assignments are lacking, weak, or incorrect in one area or another. Having said that, students who execute their assignment (exactly) according to the weekly deliverables instructions, and hand it in on time, and with a good demonstration of understanding (based on the course text), should expect a higher than average grade.

**Blame-Game Rule & the Team Self-Evaluation**

Teams cannot use the absence (or lack of participation) of a team member as an excuse for an assignment not be completed, or submitted, or being of low quality. Team members must communicate regularly to coordinate team project stages and assignments. Team members that are not compliant with what was originally agreed upon (as to communication strategies or assignment deadlines), may discuss the problem with the instructor. A formal team self-evaluation will be given to each student to allow him/her to grade his/her teammates. This will be a percentage of your class participation grade. See below.

<table>
<thead>
<tr>
<th>Team Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please use this form to grade your teammates performance for the Mid and Final semester periods. Team self-evaluation is an important part of assessing your ability to take active responsibility for your communication, project activities, and level of cooperation. Do not allow personal bias to influence your evaluation. Rather, attempt to objectively measure your team member’s level or quality of communication, collaboration, and willingness to work together. In summary, select the one grade level that you think matches the closest level of performance for your teammates. There is extra room for you to write comments about any member if you feel it is necessary. <strong>DO NOT EVALUATE YOUR SELF.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team #: ____</th>
<th>Team Name of the evaluator: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Teammate you are evaluating: __________________</td>
<td>(Use % not letter grades)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97—100</td>
<td>SuperExcellent: Did an outstanding job of coordinating with everything</td>
</tr>
<tr>
<td>A</td>
<td>93—96.99</td>
<td>Excellent: Fully participated according to the project standard</td>
</tr>
<tr>
<td>A-</td>
<td>90—92.99</td>
<td>Approaching Excellent: full participated according to the project standard</td>
</tr>
<tr>
<td>B+</td>
<td>87—89.99</td>
<td>Very Good, but lacked a full participation/cooperation in every case</td>
</tr>
<tr>
<td>B</td>
<td>83—86.99</td>
<td>Good, but lacked a full participation/cooperation (shortage in quantity and quality)</td>
</tr>
<tr>
<td>B-</td>
<td>80—82.99</td>
<td>Approaching Good, but lacked a full participation/cooperation</td>
</tr>
<tr>
<td>C+</td>
<td>77—79.99</td>
<td>Highly Acceptable: Did more than acceptable work and had fair coordination</td>
</tr>
<tr>
<td>C</td>
<td>73—76.99</td>
<td>Acceptable: Did a minimal amount of work, with minimum amount of effort to coordinate</td>
</tr>
<tr>
<td>C-</td>
<td>70–72.99</td>
<td>Barely Acceptable:</td>
</tr>
<tr>
<td>D+</td>
<td>67—69.99</td>
<td>Below acceptable: Level 1</td>
</tr>
<tr>
<td>D</td>
<td>63—66.99</td>
<td>Below acceptable: Level 2</td>
</tr>
<tr>
<td>D–</td>
<td>60–62.99</td>
<td>Below acceptable: Level 3</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59.5</td>
<td>Failure: Did nothing to help the team.</td>
</tr>
</tbody>
</table>

**Comments:**
ATTENDANCE POLICY

1. Attendance is mandatory. Attendance will be taken at the start of class time. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

2. Students are allowed a maximum of two absences. However, missing class does NOT excuse any student from weekly assignment deliverables. On the third absence, a student’s final grade will be reduced by 10-points. And on the fourth absence an additional 10-points will be subtracted from the final grade, and so on.

3. If a student uses up their two absences, then has a serious or catastrophic event (forcing them to miss another class), they will still receive a 10-point reduction in their grade. For this reason, we strongly recommend that students do not miss any classes, unless for unusually serious and documented reasons.

4. More than six absences result in an F in the course. Missing class may also reduce your grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.

5. Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one’s self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.

6. Students who are habitually late will see an impact on their participation grade. In extreme cases, amounts of time (being late) could be tallied to begin equally one or more absence. Students should be on time. Arriving late to class is a disruption to the activities of the class at that time.

7. Lastly, attendance policies and assignment deadlines (due-dates) are in place to protect student educational rights, maintain grading equity, and promote individual and team morale.

ASSIGNMENT DEADLINES / DELIVERABLES

1. Late Assignments: All project stages and assignments have due dates and times. All late assignments (even one minute) will receive a 10% reduction on that particular assignment. Assignments later than 24 hours will receive an additional 10% reduction. Assignments later than 48 hours will receive a zero.

2. Team Responsibility: If a late assignment is due to the action of one team member, the entire team will reap the negative results. Only in extreme cases, unless tangible evidence suggests otherwise, will the late assignment policy be deferred. For this reason, it is imperative that team members establish a self-monitoring system that includes regular communication via email, text or phone. If a team has a team member who is not acting responsibly, the team may petition the instructor for a solution. If a student misses class on the day of their presentation, they will need to give a separate presentation without their team at another time within one week or receive a zero for that assignment.

3. Weekly Project Stage Deadlines: Project stage deadlines will be established for the entire class at the start of each semester and will be upheld unless there are overarching and unpredictable events that demand modification to a due date. As to the progress of each individual student project stage, consideration will be given if unforeseen circumstances arise that demand that the due date on a project stage be pushed back one week. Circumstances may include: poor quality of work, confusion about direction or application of a stage, unexpected additional work needed to complete the stage, unforeseen
or unexpected issues or situations in working with an outside partner, personal illness or traumatic events, etc. In the former case of poor quality of work or misunderstanding of a project stage, students will still be graded on such work, but the instructor reserves the right to assign the student to do the stage over again within the next week, giving both a revised due date and consideration of a revised grade.

INCOMPLETES
The instructor may assign an Incomplete (I) grade only IF: (1) 75% (or more) of the required coursework has been completed at passing quality and (2) Holding you to previously established time limits would result in unjust hardship. All unfinished work must be completed by the date set by the instructor, but must not be more than 10 months from the time the Incomplete was officially registered with the Bursar’s Office. The setting of the due date will be done in coordination with the student. However, the instructor will have the final say as to the confirmed due date. It is highly advisable that students complete the work of a course (that was issued an “I”) with three months beyond the semester in which it was issued. If the “I” grade is left unchanged, it will automatically convert into an F after one year, according to university policy.

http://registrar.iupui.edu/incomp.html

STUDENT CONDUCT

Code of Conduct
1. All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

2. All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd

3. You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin

Academic Misconduct
1. Cheating—Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not:
   a. Use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   b. Use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   c. Use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   d. Collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   e. Use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
f. Steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
g. Submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
h. Without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Plagiarism**—Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own:
   a. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   b. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   c. A student must give credit to the originality of others and acknowledge indebtedness whenever: 1) Directly quoting another person’s actual words, whether oral or written; 2) Using another person’s ideas, opinions, or theories; 3) Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; 4) Borrowing facts, statistics, or illustrative material; or 5) Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

3. **Fabrication**—A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

4. **Interference**—A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. **Facilitating Academic Dishonesty**—Any student who intentionally or knowingly helps (or attempts to helping) another student to commit an act of academic misconduct (as outlined in this syllabus) or who allows another student to use his or her work or resources to commit an act of misconduct will face immediate academic discipline.

6. **Violation of Course Rules/Policies/Instructions**—Student are strongly encouraged to adhere to all course rules, policies, and instructions as outlined in the course syllabus, verbal/written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process.

**Classroom Civility**

1. IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

2. The School of Informatics and Computing holds that to maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as: ringing cell phones, engagement in private conversations and other unrelated activities, either face-to-face or electronically. Texting, surfing the Internet, and posting to Facebook, Twitter, or other social media during class are generally not permitted.

3. Students are strongly encouraged to switch their cell phones to vibrant during class time. If students receive what they believe to be an urgent call, they may quietly leave the classroom to address the
matter.
4. Concluding Statement: IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9).

Other Related Policies
1. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)
2. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers according to IUPUI policy.
3. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit [http://aes.iupui.edu](http://aes.iupui.edu) for more information.

**MISSION STATEMENT & STATEMENT OF VALUES**
1. The Mission of IUPUI is to provide for its constituents excellence in: Teaching and Learning; Research, Scholarship, and Creative Activity; and Civic Engagement. With each of these core activities characterized by:
   a. Collaboration within and across disciplines and with the community;
   b. A commitment to ensuring diversity; and
   c. Pursuit of best practices.
2. IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.
3. IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service.
4. IUPUI recognizes students as partners in learning.
5. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community.
6. IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service.
7. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings.
8. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.
**COURSE SCHEDULE**

The following schedule is a tentative framework for the course activities and assignments (e.g., weekly reading and project stages). As each student moves through their particular project timeline, events or project outcomes may transpire that cause variations to this schedule. Although the below project stages have due dates listed, students may request additional time, but must provide clear rational.

<table>
<thead>
<tr>
<th>SEM. WK</th>
<th>SEM. DATE</th>
<th>READ THIS CHP, PREPARE FOR QUIZ AND CLASS PRESENTATION</th>
<th>WEEKLY SCHEDULED BOOK TOPICS</th>
<th>APPLIED RESEARCH PROJECT STAGES</th>
<th>ADDED NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>N/A</td>
<td>Course Syllabus Review &amp; Lecture of Chapter One</td>
<td>Project Review</td>
<td>Form research teams</td>
</tr>
<tr>
<td>2</td>
<td>8/31</td>
<td>Chapter 2 (Presents PP: Team 0) Select Applied Research Project Direction</td>
<td>Each team identifies applied research problem (Due next class.)</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/7</td>
<td>N/A</td>
<td>Labor Day: No Class</td>
<td>No Class</td>
<td>No Class</td>
</tr>
<tr>
<td>4</td>
<td>9/14</td>
<td>Chapter 3 (Presents PP: Team 1) Reviewing literature</td>
<td>Write a literature review summary. (Due next class.)</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/21</td>
<td>Chapter 4 (Presents PP: Team 2) Refining the research problem</td>
<td>Identify your problem concepts and refine your research questions. (Due next class.)</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9/28</td>
<td>Chapter 5 (Presents PP: Team 3) Identifying variables</td>
<td>Operationalize your concept into variables that can be measure. (Due next class.)</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/5</td>
<td>Chapter 6 (Presents PP: Team 4) Constructing hypotheses and questions</td>
<td>Identify and convert research questions into hypotheses (Due next class.)</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/12</td>
<td>Chapter 7-8 (Presents PP: Team 5 &amp; 6) Research design and Selecting a design</td>
<td>Develop your research design steps and strategies (Due next class.)</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/19</td>
<td>N/A</td>
<td>October Break: No Class</td>
<td>No class</td>
<td>No class</td>
</tr>
<tr>
<td>10</td>
<td>10/26</td>
<td>Chapter 9-10 (Presents PP: Team 7 &amp; 8) Selecting a method of data collection</td>
<td>Develop your research methods for collecting your data</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/2</td>
<td>Chapter 11 (Presents PP: Team 9) Validity and reliability - research instrument</td>
<td>List possible threats to validity</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/9</td>
<td>Chapter 12 &amp; 14 (Presents PP: Team 10 &amp; 11) Selecting a sample / Ethical issues in data collection</td>
<td>Identify sample and collect data</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/16</td>
<td>Chapter 15 (Presents PP: Team 12) Collecting Data &amp; Processing Data</td>
<td>Collecting / Analyze data</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/23</td>
<td>Chapter 16 (Presents PP: Team 13) Displaying data</td>
<td>Create graphs with your data</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11/31</td>
<td>N/A</td>
<td>Writing the research report</td>
<td>Refine data analysis and work on final presentation and report</td>
<td>Team meets alone and with Instructor to discuss next project stage.</td>
</tr>
<tr>
<td>16</td>
<td>12/7</td>
<td>N/A</td>
<td>Continue working on the research report</td>
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</tr>
<tr>
<td>17</td>
<td>12/14</td>
<td>N/A</td>
<td>Last Class - Final team presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>12/18</td>
<td>N/A</td>
<td>Finals Week – Final Report is Due today by 11:55pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>