GRADING POLICIES AND ASSIGNMENT RULES: ................................................................. 11
  General Assignment Rules: .......................................................................................... 11
  Late Assignments: .......................................................................................................... 12
  Course Incompletes: ....................................................................................................... 12
  Graded Activities: .......................................................................................................... 12
WEEKLY ACTIVITIES: ...................................................................................................... 14
SOIC POLICY ON COURSE EVALUATIONS: ................................................................. 18
IUPUI MISSION STATEMENT: .......................................................................................... 18
IUPUI STATEMENT OF VALUES: ...................................................................................... 19
INFORMATION UNIVERSITY SCHOOL OF INFORMATICS AND COMPUTING – INDIANAPOLIS
FALL 2014
INFO I600: Professionalism and Pedagogy in Informatics

ABOUT THE COURSE:

Section No.: I600: Professionalism and Pedagogy in Informatics
Credit Hours: 3
Time: Tuesdays, 6:00 pm - 8:40 pm
Location: IT 558, Informatics & Communications Technology Complex 535 West Michigan Street, Indianapolis, IN 46202 [map]
Website: Canvas: FA14-IN-INFO-I600-26822
Prerequisites: Ph.D. students who have passed the qualifying exam and orals

INSTRUCTOR:

Instructor: Katherine Schilling, MLS, Ed.D.
Associate Professor of Health Informatics, Department of BioHealth Informatics
Adjunct Associate Professor of Nursing, IU School of Nursing, Department of Environments for Health
Usual Office Hours: Tuesdays, 3:30 pm - 6:00 pm; Tuesdays, Noon - 6:00 pm (please call first)

By appointment at dates/times and locations that are convenient for you!

Please feel free to contact me via telephone (317-681-9847) at any time.

Email correspondences will typically be answered within 24 hours on weekdays.

Office: WK 115, Walker Plaza Building 719 Indiana Avenue, Indianapolis, IN 46202
Phone: (317) 681-9847 (Cell), (317) 278-2372 (Office)
Email: katschil@iupui.edu
Website: http://soic.iupui.edu/departments/biohealth/

COURSE DESCRIPTION:

This course introduces Ph.D. students to the topics and skills necessary for entering careers in industry or academia. Topics covered include dissertation preparation, career planning, curriculum development and effective teaching, research ethics, scholarly and trade publishing, grant writing, professionalism and professional life, and other relevant topics.
Extended Course Description:

A successful doctorate student must perform multiple tasks at once: taking courses, selecting dissertation advisors, talking to mentors, reading research papers, developing research ideas, managing research projects, preparing research reports, presenting research seminar talks, and writing peer-reviewed journal papers and research grant proposals. If lucky enough to find a faculty position, the junior academician has to think about and do even more: teaching university courses, writing research grant proposals, presenting at conferences, mentoring students, and developing a long-lasting professional career. How do you manage all of these? In this course, we teach students, more often through practical examples than theories, how to develop the following basic skills:

Teaching: Learn about teaching styles and learning styles, learning outcomes, course planning, and other skills, including theory and practical impact in the classroom. Learn how to increase learning for every student, both in online and face-to-face environments. Discover how to use the tools students need to deal with the ever-changing dynamics of teaching and learning. Practice designing teaching modules and teaching in a low-pressure, supportive setting.

Writing and Revising Research Papers, primarily the Dissertation: How to choose a topic, find research relevant information, state contributions, make outlines, organize notes, write a first draft, and revise outlines.

Writing Research Grant Proposals: Learn the proposal-writing process, from the initial contact through completion and follow-up, including how to set up a strong proposal team, how to evaluate potential projects, how to prepare schedules and identify tasks, how to write a first-rate proposal.

After successfully completing the course, students are expected to comprehend basic knowledge and master practical skills in developing a successful career as a research scientist that begin with the rest of the doctoral program.

Achieving a Professional Position: Develop a powerful CV and cover letter. Learn practical skills for interviewing well.

Developing Professional Skills: Identify the challenges of professional life and how to address them.

SHARE related materials with class colleagues in Canvas – PAGES.
Principles of Graduate and Professional Learning (PGPL):

Course goals are linked into the PGPL required Learning Outcomes:

A. Knowledge and skills mastery (K&S)
B. Critical thinking and good judgment (CT)
C. Effective communication (EC)
D. Ethical behavior (EB)

REQUIRED TEXTS:


Additional Readings:


OR


OR


Other required readings and miscellaneous resources are also available in the Canvas – MODULES course site.

Recommended for Your Professional Collections:


   • The Bolton’s have written a number of books and resources on workplace communication, relationships, etc. Any of these make excellent additions to your professional collections.

3. John W. Creswell is a research expert, specializing in mixed methods. Any of his publications make excellent additions to your professional collections.


   • Northouse has written several fine texts on leadership. Any of these make excellent additions to your professional collections.

   • Any of the editions or versions of O’Hair’s public speaking guides will make excellent additions to your professional collections.


9. Meryl Runion has written several versions and editions of the Power Phrases books. Any of these will make excellent additions to your professional collections.
SOFTWARE USED, TECHNICAL REQUIREMENTS, AND SUPPORT:

Students are responsible for making all necessary provisions for accessing course-related resources, including those that are available in Canvas -- MODULES.

In order to access licensed information resources from off-campus computers, students may be required to Install IU’s VPN client onto your home computer. This allows your computer to access the IUPUI pool of resources by adopting an IUPUI IP address so that IP-restricted resources recognize your computer as an IU-affiliated machine.

Excellent technical assistance is available from the following:

KnowledgeBase Online Q & A: <http://kb.iu.edu>
ITHelpLive: <https://ithelplive.iu.edu/>
Phone support: 317-274-4357, 24 hours a day, 7 days a week
Email: <ithelp@iu.edu>

Please become familiar with the tools and resources available to you via IUanyWare: https://iuanyware.iu.edu/vpn/index.html

IUanyWare is a client virtualization (CV) service available to Indiana University students, faculty, and staff. With IUanyWare, you can use a web browser or mobile app to run certain IU-licensed software applications without having to install them on your computer or mobile device.

You'll need to do some initial setup, and configure cloud storage if you wish to store files remotely (e.g., on your IU Box or SharePoint My Site account); see:

For information on software currently available through IUanyWare and in the IUB and IUPUI STCs, see the current software list at: https://stcweb.stc.indiana.edu/Public/Software/current.cfm

Please note that IUanyWare resets your account at the end of each school year. If you had an account last spring 2014, it will have been reset for this fall. Details at: https://kb.iu.edu/d/bdlb

EXPECTATIONS, GUIDELINES, AND POLICIES:

It is expected that students will participate fully in all weekly classroom activities and discussions. Please notify your instructor and any team members with whom you are working if you are unable to participate in any class session.

We understand that professional working adults may have commitments that occasionally keep them away from the classroom. If this is the case, let the instructor and your teammates know ahead-of-time so that we can plan accordingly.
Your Responsibilities to this Course and to Your Learning:

• This is a student-driven, student-focused course for highly motivated adult learners.

This class provides you with an extensive ‘buffet’ of information from which you should ‘eat’ (learn). Do not expect to be spoon fed; do not expect to sit on your hands at the buffet!

The roles of the instructor is to provide you with ample resources and opportunities, to facilitate the learning process, and to provide assessment and feedback on your progress.

You are responsible for making good use of this vast ‘buffet.’ What you learn ultimately depends on the time, effort, energy, and commitment that you bring to the table.

AS A PROFESSIONAL ADULT LEARNER, YOU ARE RESPONSIBLE FOR YOUR OWN LEARNING.

• Students are expected to read all assigned materials and participate in asynchronous and online discussions during any weeks that are online vs. face-to-face.

• Students should scan the current literature, be informed about related events and issues, and share noteworthy information.

• This is a three-credit, graduate-level course. In accordance with IUPUI policies and standard expectations, a 3:1 workload is expected: on-average, this course should take about 12 - 15 hours per week. This workload may increase dramatically just before assignments are due. This translates to a significant commitment of time each week. **Plan accordingly, pace yourself, and frontload your workflow.**

• Students are expected to complete all course assignments on-time and participate fully in all activities, projects, and discussions.

• Please ask questions about unclear coursework so that we can discuss and clarify any ambiguities in course assignments or activities. The instructor encourages you to contact me with any questions, comments or feedback.

• The most current copies of the course syllabus, assignments, course materials, and schedules are posted in Canvas. Any date or schedule changes will be posted in the ANNOUNCEMENTS there and announced in class. Students should regularly check the Canvas ANNOUNCEMENTS for course news and updates.

• **Make active use of this syllabus,** course resources, and course assignments. Read and re-read, ask questions for clarification, and use these as information guides as you work.
Required Professional Conduct:

Our primary goal is to build a learning community where all can develop in an atmosphere of integrity, where honest and imaginative academic work may flourish. As co-participants in this learning community, all students are expected to treat each other with the utmost respect and to adhere to the highest standards of academic integrity, honesty and fairness.

As a student, this expectation includes:

• Preparing for, being present in, and actively participating in class sessions

• Respecting others, the diversity of their experiences and perspectives, and their opinions (even when they differ from your own)

• Being direct and truthful in communication, taking credit only for work that you have done, and fairly giving credit to sources from which you draw ideas and information

• Being accountable to the instructor and class colleagues for your class participation and making a good faith effort to ensure that the class goes well

Communication:

Communicate directly, honestly, graciously and politely with classmates at all times.

Please feel free to talk with the instructor anytime during the semester concerning your progress in class. I always prefer to hear about your concerns or difficulties before they become serious problems so we can work together to find a solution with time left in the semester to implement a plan. My goal is that this course be an important and valuable learning experience for you.

SHARE materials with class colleagues in Canvas – PAGES.

Special Accommodations:

Students who require special accommodations must register with Adaptive Education Services and complete all documentation: http://life.iupui.edu/aes/, 317-274-3241, TTD/TTY 317-278-2050, Fax 317-274-2051.

ACADEMIC MISCONDUCT:

All IU and IUPUI academic standards and policies are in effect, including standards for computing ethics, plagiarism, academic honesty, and all provisions outlined in the Code of Student Rights, Responsibilities, and Conduct: http://www.dsa.indiana.edu/Code/, (IU Campus Bulletin, pp. 36 - 38) and the IU Academic Handbook: http://www.dsa.indiana.edu/Code/Part_2acad.html
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 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.

• A student must not 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.

• A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

• A student must not 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.

• A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

• A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

• A student must not 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.

• A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

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.

Plagiarism:

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is “common knowledge.”

• A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

• A student must give credit to the originality of others and acknowledge indebtedness whenever: directly quoting another person’s actual words, whether oral or written; using another person’s ideas, opinions, or theories; paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; borrowing facts, statistics, or illustrative material; or offering materials assembled or collected by others in the form of projects or collections without acknowledgment.
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.

Violation of Course Rules:

A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

Facilitating Academic Dishonesty:

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

GRADING POLICIES AND ASSIGNMENT RULES:

General Assignment Rules:

- Detailed instructions for all assignments are available in Canvas ASSIGNMENTS.
- The syllabus is the official and final word on all due dates. Changes in due dates will be announced in class and posted in the Canvas course site.
- Assignment page limits: Page requirements are specified when applicable. If there is no indication of page number, there are no length requirements.
- Submit assignments to: Canvas – ASSIGNMENTS on or before midnight on the specified date.
- Graded assignments will be emailed back to you.

REMEMBER: Style also applies to layout, syntax, grammar and many other elements, as well as to bibliographies. Use your style manual consistently for all aspects of your written works.
Late Assignments:

All late assignments will be automatically docked one full letter grade unless approved prior to their due dates. If you require an exception to this policy, please speak with the instructor ASAP.

Plan accordingly and frontload your workflow!

Course Incompletes:

The SOIC policy dictates that instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Graded Activities:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Value of total course grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-led article discussion</td>
<td>20%</td>
<td>In class, individual dates as assigned</td>
</tr>
<tr>
<td>The Teaching Professor (team project)</td>
<td>N/A</td>
<td>Submit to me no later than Tuesday, October 7</td>
</tr>
<tr>
<td>If you want me to review and provide feedback on your team’s initial printed materials for your online learning module: 1) Description of the intent of the module, 2) learning goals and objectives, 3) plan for how the module will engage those which different learning styles, 4) plan for integrating multimedia, 5) plan for how learning will be evaluated, 6) justification for why this/these evaluation methods are most appropriate</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Development of online learning modules (printed materials and the online module itself)</td>
<td>20%</td>
<td>Sunday, November 9</td>
</tr>
<tr>
<td>Team presentation of online learning modules</td>
<td>10%</td>
<td>In class, dates as assigned during weeks 10 and 11</td>
</tr>
<tr>
<td>Dissertation / Research Proposal</td>
<td>N/A</td>
<td>Submit to me no later than Saturday, November 28</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>If you want me to review and provide feedback on the following portions of the Proposal: 1) research statement, 2) research questions, 3) purpose statement, 4) background statement, 5) significance of the problem, 6) methodology, 7) setting, 8) population, 9) sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td>25%</td>
<td>Saturday, December 14</td>
</tr>
<tr>
<td>Research presentations</td>
<td>10%</td>
<td>In class, dates as assigned during weeks 13 and 14</td>
</tr>
<tr>
<td>CV, cover letter, and interview questions</td>
<td>15%</td>
<td>Monday, December 1</td>
</tr>
<tr>
<td>100% (1000 total points)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Please note that unless otherwise specified all materials are due on or before MIDNIGHT (your time zone) in Canvas – ASSIGNMENTS on the specified date.
- Graded assignments will be emailed back to you through the course Canvas site.
- SHARE related materials with class colleagues in Canvas – PAGES.
**WEEKLY ACTIVITIES:**

(Readings and more details are included on each semester’s syllabus.)

<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME &amp; ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: Tuesday, August 26</strong></td>
<td>Course introduction and welcome: Introductions, syllabus overview, pedagogy, course expectations, assignments, etc.</td>
</tr>
<tr>
<td><strong>Week 2: Tuesday, September 2</strong></td>
<td>Continued... syllabus overview, pedagogy, course expectations, assignments, etc.</td>
</tr>
<tr>
<td></td>
<td>The Teaching Professor: Planning, the syllabus, the process Learning styles and teaching styles</td>
</tr>
<tr>
<td></td>
<td>Professionalism: What’s important to you?</td>
</tr>
<tr>
<td><strong>Week 3: Tuesday, September 9</strong></td>
<td>The Teaching Professor: Learning goals and Learning objectives/outcomes</td>
</tr>
<tr>
<td></td>
<td>Dissertation Clinic / The Researcher: The research problem and purpose statement Background and significance of the problem</td>
</tr>
<tr>
<td></td>
<td>Professionalism: Mentoring, collegiality, teamwork, etc.</td>
</tr>
<tr>
<td>DATE</td>
<td>THEME &amp; ACTIVITIES</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Week 4:</strong> Tuesday, September 16</td>
<td>Dissertation Clinic / The Researcher: Finding the Evidence; Engaging with the journal literature; Searching skills &amp; bibliographic databases; More on... the Background &amp; Significance of the Problem</td>
</tr>
<tr>
<td></td>
<td>Dissertation databases</td>
</tr>
<tr>
<td></td>
<td>Student-led article discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME &amp; ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 5:</strong> Tuesday, September 23</td>
<td>The Teaching Professor: Promoting diversity, multiculturalism and inclusion; Evaluating learning, documenting; Best practices is online teaching and learning</td>
</tr>
<tr>
<td></td>
<td>Professionalism: Behavior in the workplace, teamwork</td>
</tr>
<tr>
<td></td>
<td>Student-led article discussion</td>
</tr>
<tr>
<td></td>
<td>Dissertation Clinic / The Researcher: More on as necessary... Searching skills &amp; bibliographic databases; Reviewing the Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME &amp; ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 6:</strong> Tuesday, September 30</td>
<td>Dissertation Clinic / The Researcher: Research goals and objectives; The research question(s); Conceptual frameworks</td>
</tr>
<tr>
<td></td>
<td>Professionalism: Behavior in the workplace, teamwork</td>
</tr>
<tr>
<td></td>
<td>Student-led article discussion</td>
</tr>
<tr>
<td></td>
<td>The Teaching Professor: Promoting diversity, multiculturalism and inclusion</td>
</tr>
<tr>
<td>DATE</td>
<td>THEME &amp; ACTIVITIES</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Week 7:** Tuesday, October 7 | Dissertation Clinic / The Researcher:  
More on... Research questions and goals  
Literature synthesis, analysis and evaluation  
Writing effective reviews  
Student-led article discussion  
Professional Skills:  
Lessons learned from Maxwell |
| **Week 8:** Tuesday, October 14 | Dissertation Clinic / The Researcher:  
Research Methodologies: Quantitative, Qualitative, and Mixed Methods  
Professional Skills:  
More lessons learned from Maxwell  
Two student-led article discussions |
| **OCTOBER 21, 2014** | **FALL BREAK:**  
**NO CLASS** |
| **Week 9:** Tuesday, October 28 | Dissertation Clinic / The Researcher:  
Research Methodologies: Setting, population, samples  
Acquiring a Position:  
CV contents and formatting  
The effective cover letter  
Student-led article discussion |
<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME &amp; ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Week 10: Tuesday, November 4</strong></td>
</tr>
</tbody>
</table>
|            | Dissertation Clinic / The Researcher:  
Data collection and analysis  
Grantsmanship:  
The Funders  
Grant mechanisms  
RFPs  
The Teaching Professor:  
Student Online Learning Module Presentations |
|            | **Week 11: Tuesday, November 11**                                                                                                                  |
|            | Acquiring a Position:  
Interview skills  
Professionalism:  
‘Conferencing’ effectively, networking  
The Teaching Professor:  
Student Online Learning Module Presentations |
|            | Tuesday, November 18  
**AMIA Conference in Washington, D.C.**  
CLASS OPTIONAL: MISC. ACTIVITIES, MENTORING                                                    |
|            | **Week 12: Tuesday, November 25**                                                                                                                  |
|            | AMIA Recap  
Grantsmanship:  
Writing the grant  
Submission and funding processes  
Managing your grant  
Acquiring a Position:  
Peer reviews of CVs and cover letters  
Student-led article discussion |
<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME &amp; ACTIVITIES</th>
</tr>
</thead>
</table>
| **Week 13:** Tuesday, December 2 | Dissertation Clinic / The Researcher: Putting it all together: The Proposal  
Grantsmanship:  
Misc. topics as necessary  
Service:  
Service to your organization and profession  
Student research presentations |

<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME &amp; ACTIVITIES</th>
</tr>
</thead>
</table>
| **Week 14:** Tuesday, December 9 | Student research presentations  
Last day of class: Wrap-up, overview, evaluations, misc. activities |

**SOIC POLICY ON COURSE EVALUATIONS:**

Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing.

Course evaluations are completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/)

Course evaluations are open from the eleventh week, but I highly recommend that you complete the evaluation after the final class session. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information can be left blank if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**IUPUI MISSION STATEMENT:**

The Mission of IUPUI is to provide for its constituents excellence in:  
- Teaching and Learning  
- Research, Scholarship, and Creative Activity
• Civic Engagement

With each of these core activities characterized by:
• Collaboration within and across disciplines and with the community;
• A commitment to ensuring diversity; and
• Pursuit of best practices.

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.

IUPUI STATEMENT OF VALUES:

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. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, 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. 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. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.