NEWM N260
Scriptwriting
Department of Human Centered Computing
Indiana University School of Informatics and Computing, Indianapolis
Fall 2016

Section No.: Credit Hours: 3
Time: Thursdays 12–2:40 pm
Location: IT 270, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class: Web site: Canvas

Instructor: John King, M.S., Lecturer
Office Hours: TBA
Office: IT 469
Phone: (317) 278-4145 (Canvas e-mail strongly preferred – I’m rarely at my desk, but
often at a computer)
E-mail: Canvas inbox only

Course Description
This course introduces writing for digital media concentrating on developing ideas, concepts,
plans, and stories. Students generate scripts and analysis for numerous digital media projects.
Other topics covered include writing for scripts, grants, storyboards, advertising, and marketing
plans.

Required Texts:
Title: Scriptwriting 2.0: Writing For The Digital Age
Authors: Marie Drennan, Vlad Baranovsky, and Yuri Baranovsky
Publisher: Holcomb Hathaway, Scottsdale, AZ
(Also available at the IUPUI B&N, or the above publisher’s link, or on Amazon.com:
http://www.amazon.com/Scriptwriting-2-0-Writing-Digital-Age/dp/1934432423/)

Title: The Screenwriter’s Bible
Author: David Trottier
Edition: 6th
Publisher: Silman-James Press
Book site: http://www.silmanjamespress.com/shop/pc/Screenwriter-s-Bible-The-6th-
edition-p3533.htm
ISBN: 9781935247104
(Also available at the IUPUI B&N, or the above publisher’s link, or on Amazon.com:
http://www.amazon.com/Screenwriters-Bible-6th-Complete-Formatting/dp/1935247107/)

Technology Requirements
Software: Slugline screenwriting software is provided in this lab. MS Office is available through iuware.iu.edu, but don’t use Office products to write screenplays. Wrong tool, wrong job. You will not be required to purchase any software for this class, though a copy of Slugline will be very useful (available through the Apple App Store and installed on all classroom computers).

Internet connection for accessing Box, Canvas, E-mail, Celtx.com, etc. If you do not have a Box.com account set up yet, do so right away. We’ll use Box a lot in this class.

Resources for Success
- In-class peer reviews
- Free Help:
  - University Writing Center - This wonderful, free, one-on-one service is available to all IUPUI students and provides help with writing assignments and projects. Locations: Cavanaugh 427 and University Library 2125. As your grade will be negatively affected by spelling and grammatical errors, I suggest that you utilize this FREE resource to have your work proofed before turning it in.
  - Indiana University Style Guide (Links to an external site.) – When writing formal papers for this class, please refer to this style guide for guidance.
  - Grammarly.com – A great resource to ensure your grammar and spelling are correct before handing in your stories and papers. To set up a Grammarly@edu account is extremely easy. When registering a new account at www.grammarly.com/edu (Links to an external site.), use the following access code: goaGHTqrhtpAphfK.
  - Students would benefit from taking the following courses in preparation for this course: ENG W131 or ENG W140.

Principles of Undergraduate Learning
This course design reflects IUPUI’s Principles of Undergraduate Learning (PULs). Undergraduate students will experience a major emphasis on PUL 4 (Intellectual Breadth and Adaptiveness), and a moderate emphasis on PUL 1 (Core Communication and Quantitative Skills), and some emphasis on PUL 2 (Critical Thinking).

Learning Outcomes
Upon completion of this course, students will

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>RBT</th>
<th>PUL</th>
<th>Statewide Competencies</th>
<th>Assessment (TLM)</th>
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<tbody>
<tr>
<td>1. Identify the assorted media for which one may write scripts and understand the nuances involved in writing for different platforms.</td>
<td>1, 2</td>
<td>1B, ID</td>
<td>6.2, 6.4</td>
<td>Assignment 1, 2, 4, 6, 8, 10, and 12 (Quizzes 1-5)</td>
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<tr>
<td>2. Identify and define key elements and terms of story composition (e.g., plot, dialogue, character development) and produce examples.</td>
<td>1, 2</td>
<td>1B, 1D</td>
<td>6.2, 6.3, 6.5</td>
<td>Assignment 4, 6, 8, 10, and 12 (Quizzes 1-5)</td>
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<tr>
<td>3. Develop and communicate a</td>
<td>6</td>
<td>1A, 1C</td>
<td>6.2, 6.5, 1.1, 1.6</td>
<td>Assignment 1, 4, 6, 12</td>
</tr>
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relevant message in a script to generate audience response (i.e., know your audience).

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<tr>
<th>4. Apply critical theories that help shape the creative practice and the ways in which the viewer interprets media.</th>
<th>2, 3</th>
<th>8, 10</th>
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<tbody>
<tr>
<td>3, 5, 6</td>
<td>1A, 1C, 2, 3, 6</td>
<td>6.3, 6.4, 6.5, 6.6, 1.3</td>
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<tr>
<th>5. Create professional quality scripts and papers.</th>
<th>6</th>
<th>8, 10</th>
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<tr>
<td>1A, 2, 3, 6</td>
<td>6.1, 6.4, 6.5, 6.7, 1.1</td>
<td>Assignments 1, 2, 3, 4, 6, 8, 13</td>
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<tr>
<th>6. Produce projects that require the development of academic skills, including research, writing, oral expression, and critical analysis.</th>
<th>4, 6</th>
<th>8, 10</th>
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</thead>
<tbody>
<tr>
<td>1A, 1B, 1C, 2, 3, 6</td>
<td>6.3, 6.6, 6.7, 1.4, 1.7</td>
<td>Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13</td>
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<tr>
<th>7. Create an original script while participating as a member of a collaborative team.</th>
<th>3, 5, 6</th>
<th>8, 10</th>
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<tr>
<td>1A, 1C, 3, 6</td>
<td>6.1, 6.4, 6.5, 6.7, 1.1, 1.2,</td>
<td>Assignments 7, 8, 9, 10, 13</td>
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<tr>
<th>8. Effectively critique other students’ writing and provide thoughtful and meaningful peer feedback.</th>
<th>5</th>
<th>8, 10</th>
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<tr>
<td>1A, 1B, 1C, 2, 3</td>
<td>6.3, 6.7, 1.2, 1.5</td>
<td>Assignments 5, 7, 9, 11, 13</td>
</tr>
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**Legend:** RBT (Revised Bloom’s Taxonomy), PUL (Principles of Undergraduate Learning), TLM (Teaching and Learning Methods)

**Homework:**
For a class that meets for 160 minutes total each week for 3 credit hours, you should expect to spend at least that much time outside of class completing assigned readings, assignments, and/or projects. More time probably will be necessary, depending on the week. Some projects, especially the later ones, may require a great deal of time, so some in-class “lab time” has been provided as well as ample distance between due dates. The final project is staggered, too, so you don’t have to turn in all the stuff at once – it’s stuff that you turn in from week to week as you build toward the finish line. Here’s what we’re doing:

**Assignments:**
1. Three Commercials 20 points
2. Five Loglines for a Web Series 5 points
3. Three Characters 25 points
4. Web Series Pilot Script First Draft 50 points
5. Web Series Pilot Script Peer Review 50 points
6. Web Series Script Revised Draft 100 points
7. Web Series Pilot Script Critique Sheets (Workshops) 100 points
8. Partnered Final Project: First Draft 75 points
9. Partnered Final Project: First Draft Peer Review 75 points
10. Partnered Final Project: Revised Draft 200 points
11. Partnered Final Project: Critique Sheets (Workshops) 100 points
12. Quizzes (5 @ 20 points each) 100 points
13. Participation/Professionalism/Attendance points
  1000 total points

Specific instructions and expectations will be distributed as each task is assigned.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

No credits toward major, minor, or certificate requirements are granted for a grade below C. No credits toward general education or elective requirements are granted for a grade below C–.

**General Rubric:**

- "A" represents superior work that goes above and beyond the requirements of the course. "A" work shows substantial creativity and insight, often superlative and professional quality.
- "B" represents good, solid work with clear improvement over the duration of the course. "B" work meets all course requirements and shows some creativity and insight, but is not superlative and represents work that is still a bit rough.
- "C" represents work that meets course requirements, but fails to demonstrate significant improvement or command. "C" work is considered average and often is rough or very rough.
- "D" represents work that in one or more ways fails to meet the requirements of the course, but just barely meets basic competencies required and is enough to pass, but is very, very rough.
- "F" represents general failure to meet the requirements and competencies of the course or assignment.

**Weekly Schedule**

*(Subject to adjustment depending on class enrollment size)*

*Note: All reading assignments should be completed before class on the day they are listed. All quizzes will be administered at the start of class unless otherwise indicated. Each quiz is worth 20 points.*
Week 1: 8/27/15
Lecture: Syllabus/Class Overview + Scriptwriting: A Quick Introduction
In-class:
1. Introductions
2. Discuss Assignment # 1 – Three Commercials instructions and expectations.
Connected activity:
   o Commercial script templates and examples.
   o Watch/Discuss Combos Ad Campaign
   o Watch/Discuss Budweiser Campaign

Week 2: 9/3/15
DUE: Assignment # 1 – Three Commercials (20 points) typed/uploaded to Canvas before the start of class. Bring a copy of each for sharing.
Lecture: Story Ideas.
In-class:
1. Quiz #1 over assigned reading (see below).
2. Read-throughs and discussion of Assignment 1.
3. Discuss Assignment 2: Five Loglines for a Web Series instructions and expectations.
4. Loglines in-class activity.
Connected activities:
   o Watch Chad Vader, S1E1, https://www.youtube.com/watch?v=G-t5V_fHDqI
   o Watch Long Story Short: I Heard Voices, https://www.youtube.com/watch?v=LZhf31QQhhI
Reading assignment(s) – Read before class:
   • Drennan, pp. 1-36 (Ch. 1 & 2)
   • Trottier, pp. 3-35 (up to “Story-layering, plot, and genre”).
   • Loglines article (PDF provided on Canvas under “Files”)

Week 3: 9/10/15
DUE: Assignment 2: Five Loglines for a Web Series (5 points) typed/uploaded to Canvas at the start of class. Bring a copy for sharing.
Lecture: Dialogue & Character Development.
In-class:
1. Quiz #2 over assigned reading (see below).
2. Read-throughs and discussion of Assignment 2.
3. Discuss Assignment # 3: Three Characters instructions and expectations.
Connected activities:
   o Watch “Spam-Ku” and “George Lucas in Love.”
Reading assignment(s) – Read before class:
   • Drennan, pp. 51-62 (Ch. 4)
   • Trottier, pp. 57-78 (“Ten keys to creating captivating characters”)
Optional, but very helpful reading:
   • Seger, Ch. 10 “Say It Well,” (PDF provided on Canvas under “Files”).
   • Miller, Ch. 3, “Characters” (PDF provided on Canvas under “Files”).

Week 4: 9/17/15
DUE: Assignment 3: Three Characters (25 points) typed/uploaded to Canvas at the start of class. Bring a copy for sharing.
Lecture: Story Structure

In class:
1. Quiz #3 over assigned reading (see below).
2. Three characters activity/presentation.

Connected activities:
- Watch “Estranged” and “Test Day.”

Reading assignment(s) – Read before class:
- Drennan, pp. 37-50 (Ch. 3)
- Trottier, pp. 79-109 (finish section)

Optional, but very helpful reading:
- Miller, Ch. 4, "Story Structure" (PDF provided on Canvas under "Files")

Week 5: 9/24/15

Lecture(s): Script Format

In class:
1. Quiz #4 over basic script formatting (after today’s lecture).
2. Discuss Assignment #4: Web Series Pilot Script instructions and expectations.
3. Slugline demo.

Connected activities:
- How to write a script.
- How to read a script.

Reading assignment(s) – Read before class:
- Trottier, pp. 147-238 (Book III) (skim – just familiarize yourself with this section rather than pore over or try to memorize – this is a reference guide)
- Refer to formatting guides provided on Canvas.

Week 6: 10/1/15

DUE: Assignment #4: Web Series Pilot Script First Draft (50 points) typed/uploaded to Canvas and Box as a PDF (not a Slugline or some other file) at the start of class. Print and staple a paper copy as well for peer review.

In class:
1. Quiz #5 over assigned reading (see below).
2. Peer review of Assignment #4. (50 points)
3. Reflect/revise using peer feedback.
4. Lab time.

Reading assignment(s) – Read before class:
- Drennan, pp. 87-100 (Ch. 7) and 149-177 (Appendix – Sample Script)
- Huang, "Get it done" (PDF provided on Canvas under "Files")

Week 7: 10/8/15

DUE: Assignment #5: Web Series Pilot Script Revision (100 points) typed/uploaded to Canvas AND Box as a PDF (not a Slugline or some other file) at the start of class. Print and staple a paper copy for instructor.

In-class:
1. Workshops TBA.
2. Critique sheets explained.
3. Use class Box.com folder to upload your critique sheets each week.

Reading assignment(s) – Read before class:
- Drennan, pp. 63-74 (Ch. 5)
- Trottier, pp. 241-303 (Book IV) (skim -- just familiarize yourself with this section rather than pore over or try to memorize)
- Refer to formatting guides provided on Canvas.
- Refer to checklist handout, also provided on Canvas.

**Week 8: 10/15/15**
In-class: Workshops TBA

**Week 9: 10/22/15**
In-class: Workshops TBA

**Week 10: 10/29/15**
In class: Workshops TBA

**Week 11: 11/5/15**
In class:
1. Workshops TBA
2. Discuss Final Project instructions and expectations.

**Week 12: 11/12/15**
**DUE: Final Project: Partnered Script First Draft (75 points) typed/uploaded to Canvas and Box as a PDF (not a Slugline or other file) at the start of class. Bring a paper copy as well for peer review with another team.**
In class:
1. Final Project: First Draft Peer Review w/another team (75 points)
2. Reflect/revise using peer feedback.
3. Lab time.

Reading assignment(s) – Read before class:
- Drennan, pp. 75-86 (Ch. 6)

**Week 13: 11/19/15**
**DUE: FINAL PROJECT: PARTNERED SCRIPT REVISED DRAFTS DUE 11/19/15 BY NOON (200 points) – UPLOAD TO CANVAS AND BOX AS A PDF.**
In class:
1. Workshops TBA

**Week 14: 11/26/15**
**THANKSGIVING BREAK – NO CLASS**

**Week 15: 12/3/15**
In class:
1. Workshops TBA
2. Course evaluation spiel.

**Week 16: 12/10/15**
In class:
1. Workshops TBA
2. Final notes.

FINALS WEEK:
DUE: ALL FINAL REVISIONS DUE 12/17/15 BY NOON – UPLOAD TO CANVAS AS A PDF. Any final revisions not received by noon = no grade change.

EXPECTATIONS, GUIDELINES, AND POLICIES

The course participation grade is a combination of factors such as attendance, punctuality, work ethic, responsibility, decorum, and attention to due dates and policies on the syllabus, etc. Students who show up on time, work hard, and respect others usually do very well.

Attendance is taken every day so that I can track your participation, but again, attendance is only part of your participation grade. Perfect attendance doesn’t necessarily mean a perfect participation score. You get two (2) absences to use however you like and for whatever reason. However, if you miss an important due date, exam, or other graded activity in class, then you will not be allowed to make up the work unless you can provide official documentation in case of an emergency, illness, official obligation, or approved university activity (all of which should be able to supply documentation for you to give to an instructor upon your return to class).

Some examples of approved absences with documentation include, but are not limited to:
- Medical issue(s)/illness requiring doctor/hospital/health center visit
- Field trips or immersive projects for another class
- Athletics or other official university business
- Military deployment or assigned duty/training
- Jury duty/Legal obligations

Excessive unapproved absences will affect your grade. Skipping class is an unapproved absence. Advising meetings, employer scheduling conflicts, routine doctor’s appointments, student activities, helping your landlord move a dryer (actual excuse I once got), fighting with your ex, personal travel arrangements at breaks or weekends, and ESPECIALLY project work for another class or a student organization are all conflicts you have at least some control over scheduling, so they generally are not acceptable reasons for missing class. They usually will not be approved. If you schedule appointments or other responsibilities that conflict with this class, then those unapproved absences add up and will affect your grade. Here’s what happens to your final grade in the class with each unapproved absence:

1st unapproved absence: No penalty unless a major due date, exam, or other activity is missed.
2nd unapproved absence: No penalty unless a major due date, exam, or other activity is missed.
3rd unapproved absence: (one letter grade deducted from final class grade) + missed work
4th unapproved absence: (two letter grades deducted from final class grade) + missed work
5th unapproved absence: (three letter grades deducted — automatic F for the semester)

Although I track class attendance, you are responsible for counting your own absences. If you have to ask how many absences you have, then you’ve probably missed too many.

Also, you are responsible for making sure you sign the attendance sheet or respond to roll call,
whatever the case may be. If you are present but do not sign in or respond, then you are counted absent. "I forgot," "I came in late," and "It never got to me," etc., are not acceptable excuses. You must take responsibility to ensure your presence is documented appropriately.

If you know you will be absent for a legitimate reason on a certain day, your responsibility is to look ahead on the schedule and see what we’re doing, then communicate with your instructor. I do not provide class notes via e-mail. You’ll be expected to turn in assigned work early.

**Punctuality:** Everyone runs late now and then, but frequent tardiness or early departure is disruptive, and if it’s the result of a scheduling conflict, see above. If you are the type of person who is often late, I do notice, and this factors into your final grade. On the other hand, perfect attendance is impressive and can help your grade. Sometimes, I even award bonus points for perfect attendance. Sometimes.

**Late Work Policy:** Normally, I won’t accept late work without penalty unless there’s official documentation of some sort from a physician’s office, legal representation, or an office of the university, though some exceptions may be made in rare circumstances.

Generally, late work submitted without legitimate reason receives an automatic 59% if not turned in by the required due date and time. The most you can earn on a late assignment is 59% no matter how much you revise the work. Once 7 days have passed since the designated due date and time, if you still have not communicated your situation or delivered an assignment, that 59% turns into a zero on the assignment.

In order for your work to be considered for late acceptance without penalty, you or someone acting on behalf of you must contact the instructor by e-mail to explain your situation, preferably IN ADVANCE of the due date and time, or at the very most, within 48 hours after the due date and time. Your situation must be some kind of emergency or other unforeseen circumstance that can be somehow documented in writing and verified, and the date on the documentation must match or span the due date you missed. You must provide documentation when you and your instructor arrange for you to turn in the late work.

Any in-class work or quiz you miss because of unapproved absence(s) cannot be made up.

On the Final Project, late work is not accepted for credit unless extreme, verifiable circumstances arise that affect all members of your group and prevent everyone in the group from attending on the due date.

**Computer Use:** There are times when using a computer during class is appropriate, such as taking notes, using Canvas, or looking at class materials. If what’s on your screen has nothing to do with class, then you should shut it down. If you're playing games or using social media or streaming sites, especially during lecture or critique, then that’s a disruption, and my grad assistant(s) and I reserve the right to ask you to shut it down. If you do not adjust the situation, then I reserve the right to dismiss you for the day and/or deduct from your participation.

**Grade Appeals:** You should not approach your instructor(s) after receiving a grade and attempt to negotiate or argue for more points unless you can show a miscalculation in your point total or show there is something your instructor might have overlooked. The grading process is not
something to take lightly, and great care will be taken to ensure accurate assessment of your work. If you have a legitimate concern about your grade such as a miscalculation or something the instructor might have overlooked, then please see your instructor in person either after class or during regular office hours. If office hours are not convenient, you may schedule an appointment. To discuss graded work, you must bring the original, graded assignment (with instructor comments and any peer feedback) to your appointment. Your instructor will not discuss grades via electronic means such as e-mail, where privacy of student records is suspect, though you may set up an appointment via e-mail if you prefer.

**Student Conduct:** Students are expected to conduct themselves professionally and respectfully toward classmates, the instructor, other university employees, and invited guests. You can expect to be treated with the same courtesy. Despite all the rules, the class should be a friendly and fun experience, as long as everyone does his/her part.

**Contacting the Instructor:** Contact me through Canvas e-mail. Good e-mail etiquette is greatly appreciated! This helps me help you. Please check your e-mail regularly (once per day, minimum) and keep your mailbox size down. E-mails that bounce back will not be re-sent, and students who do not check e-mail regularly might miss information sent to the class. *Generally speaking, I do not accept assignments via e-mail.*

**Revision:** Learning to write more effectively requires revision of your work. You are permitted to revise each script for a higher grade. You get a peer-reviewed first draft, a workshopped revised draft, and an optional revised draft you can turn in during finals week. *(Note: You may not submit a late script as a “revision” to avoid or overwrite a zero grade.)* First drafts are graded primarily on satisfactory completion of the assignment. Most people get most or all of the points unless there’s a major problem. Revised drafts are graded with a tentative, “as-is” score during the workshop. That tentative grade “sticks” if/when you do not revise your work further. You do not have to revise your script after your workshop, but it’s smart because grades almost always go up. Please note that revision does not simply mean correcting a few simple errors here and there. Revisions should show **significant rethinking** of your work that considers the comments you received from your instructor and peer critiques. More instructions will follow on a separate handout.

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**MISSION STATEMENT**

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
- 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.
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.

CODE OF CONDUCT
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.

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/ (Links to an external site.). All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. https://www.indiana.edu/~istd (Links to an external site.) 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 (Links to an external site.)

OTHER POLICIES
1. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

2. **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 (Links to an external site.)

3. **Classroom civility:** 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. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. 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). 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 are not permitted.
community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

5. **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) (Links to an external site.) for more information.

6. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

7. **Class Courtesy:** Come to class on time and be prepared. Turn off your cell phone and other noisy devices. Don’t do homework, answer email, or engage in conversation during class. Listen to your classmates when they are asking questions or presenting their work. Do not bring children with you to class.

All students should read the IUPUI Code of Student Rights, Responsibilities, available at [http://www.iupui.edu/code](http://www.iupui.edu/code). This document describes your rights and responsibilities as an IUPUI student.

**Incomplete:**
The 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](http://registrar.iupui.edu/incomp.html) (Links to an external site.)

**Academic Responsibilities & Misconduct** (as stated in the Indiana University Student Code of Conduct at [http://www.iupui.edu/code/#page](http://www.iupui.edu/code/#page) (Links to an external site.))

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Policies of academic misconduct apply to all course-, department-, school-, and university-related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific course structure (such as take-home exams, entrance exams, or auditions, theses and master’s exams, and doctoral qualifying exams and dissertations), and research work
outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects). The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

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 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 advance 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.

2. **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.

3. **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. What is considered “common knowledge” may differ from course to course.
   - 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.

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. 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.

6. 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.