Tentative Syllabus

**SPRING 2014**

**NEWM-N 465/INFO-I 465**

**INFORMATICS FOR SOCIAL CHANGE (3 CR)**

Section Number: 14589/15199

Class Time: 03:00P-05:40P  Tuesdays

Classroom: IT 357

Credit Hours: 3

**Instructors:**

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School of Informatics
Indiana University-Purdue University Indianapolis

This class meets the service learning standard of the IUPUI RISE Challenge (research, international study, service and experiential learning).

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.

**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.

**Principles of Undergraduate Learning (PUL)**

Each class should be able to assess learning outcomes in the following areas:

- Core communication: written, oral and visual skills
- Core communication: quantitative skills
- Core communication: information resources skills
- Critical thinking
- Integration and application of knowledge
- Intellectual depth, breadth, and adaptiveness
- Understanding society and culture
- Values and ethics

**Required Text**

- Reading materials are posted in Oncourse as needed.

**Course Description**

This course will make what you have learned at IUPUI School of Informatics relevant to the society. With an emphasis on cultivating civic responsibility, students serve to learn and learn to serve. According to the world-famous IUPUI Center for Service and Learning, "Students in service learning classes report higher gains in academic skills, life skills, and civic development than students who do not participate in service learning. Additionally, student report that service learning helps to clarify career goals, contributes to stronger relationships with peers and faculty, and results in a more satisfying learning experience."
Over the years, service-learning components have been embedded in some of the courses offered by School of Informatics. However, the school did not have a course dedicated to service learning, in which students could learn why, what, and how to contribute to our community in their expertise areas until Spring 2010. This course has been developed to fill the hole. It is prepared for juniors, seniors and graduate students who are interested in applying what they have learned in their expertise areas to a real-world project so as to benefit their own learning and to benefit those who are in great need of our students' professional help.

Across the nation, many technology-related schools, such as Georgia Institute of Technology College of Computing and Stanford University Digital Vision Program have offered such service-learning courses. These courses have created tremendous impact among communities, and the students have learned in a real-world environment much more than they can expect from a regular class. "It's really an emerging value system for the college, as well as a desire to make a difference personally," says Santosh Vempala, a distinguished professor in Georgia Tech's College of Computing. "We would like all faculty and all students to consider the power they have as seasoned or emerging computer scientists to really make changes in the lives of people who struggle to help themselves." In Spring 2010, IUPUI School of Informatics joined these universities in the nation and nine of the other 14 schools at IUPUI to provide such a service-learning course that can create impact in the community.

According to Dr. Robert G. Bringle and Dr. Julie Hatcher of IUPUI Center for Service and Learning, "Service learning is a course-based, credit-bearing educational experience in which students (1) participate in an organized service activity that meets identified community needs, and (2) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility."

This course will reflect the spirit of this definition. For this course, the instructors have developed long-term relationships with some partners in our community, with which you will work during the semester. Here is a partial list:

1. Indiana Organ Procurement Organization
2. Indy School on Wheels
3. Volunteers of America Indiana
4. Indiana Historical Society
5. IU Student Outreach Clinic
6. Open MRS/Regenstrief Institute
7. The Polis Center
8. Indiana Military Museum
9. KI Eco-Center

More community partners will be developed. Each partner has projects, which cover a wide range of expertise areas, including but not limited to video production and editing.
development, animation, database design, network solution, online video streaming, technology trouble-shooting, teaching, event programming, fundraising, etc. The students will be matched to a project in their expertise area from these partners.

Real-world project-based learning under the instructor’s supervision will enable students to gain exposure to the use of technology in vulnerable populations and real-world experience to prepare them for the job market. Specific student experiences may include but are not limited to the following planning:

- Students will learn to deal with their respective clients to learn what problems the clients have and how to work together to solve the problems. On many occasions, students will also work with the service subjects designated by the client to help the service subjects grow intellectually.
- Some students will produce multimedia projects to meet the client’s needs so that they can build understanding of concepts learned in lower-level courses.
- Some students will tutor the service subjects in an after-school club so that our students can enhance their own learning through tutoring.
- Some students will do conceptual development to come up with a viable strategy for future projects.

The course will be conducted in such a way that the students will learn the theories and case studies of service learning and philanthropic engagement, to get briefed about projects and clients, to get debriefed about work in progress, and to reflect upon and share the service-learning experiences. During the semester, the students will work for about two hours each week with the client. The students may not have to be on site every week, but should be on site as either the community supervisor or you deem necessary. The total amount of time working with the client either on site or via phone or Internet should be around 20 hours. The course is a combination of formal lectures, facilitated discussions, student presentations, group activities, and on-site client collaborations.

This course is fully engaged in promoting IUPUI’s Principles of Undergraduate Learning:

**Written communication**
All the students will write at the beginning of a semester a plan including what to do, how to do, and what goals to achieve through service learning. During the semester, students will write essays to document their learning process and to sharpen your observing and thinking abilities. At the end of the semester, each will write a self-critique to reflect upon his/her experience in the service learning process.

**Oral communication**
Students will give presentations, lead discussions. The service learning will involve a great deal of oral communication with the client, the service objects, and instructors and so on. The students will gain experience and confidence in social interaction through service learning.
**Critical thinking**
These are probably the most important gains that students will take home from the course. One of the strategies in balancing the teaching of technological skills and that of critical and creative thinking skills is projects --ideally, real-life projects. This course will provide a wonderful opportunity for students to analyze, synthesize and evaluate the knowledge they have gained across different courses so that they can put together all they have learned as an organic whole. Through tutoring, for instance, the students will have to consider things that they have never thought about, despite doing them routinely. Through production, they will employ their existing technology skills and learn new production techniques.

**Integration and application of knowledge**
After students have learned informatics, new media or healthcare theories, history, and hands-on skills in class, the best place for them to digest and apply such knowledge is the community. There, they can get a sense of achievement from solving real-world problems by synthesizing their classroom learning from general education to specialization courses.

**Intellectual depth, breadth, and adaptiveness**
The service learning projects will provide our students the opportunity to widen their worldview, learn the impact of racial, cultural, gender, and technological differences among people, and learn more or update their technology learning to adaptively cope with the clients’ needs.

**Values and ethics**
Students will begin to think about the ethical and moral issues, such as image manipulation and data manipulation. They will also better understand what work ethics mean in the real-world workplaces where deadlines, quality, collegiality, etc., are often prioritized concerns.

**Understanding society and culture**
Through the class, the students are expected to put their learning in a larger context and understand how learning and technologies are embedded in the society and cultures. They are quite likely to gain exposure to cultures that are alien to their experience. They may get to learn the complexity of social relations when interacting with client and service objects. Immersive experiences involve some personal risk. In this case, direct work with vulnerable populations will be challenging, memorable and necessitate student growth.
**Course Outcomes**

By working with one of these community projects, the students are expected to acquire the following course outcomes:

- understanding the conditions of the subjects while the students provide humanitarian aid to the community to fight against illiteracy, poverty, homelessness, and information technology illiteracy,
- gaining an appreciation of the problems of vulnerable populations and the ways in which information technologies may support or harm those populations,
- developing the abilities of analysis, synthesis and evaluation—the upper-level learning objectives in Bloom’s Taxonomy—by applying knowledge in students’ expertise areas through their new media production, information technology development, and client-based research,
- exploring the meaning of such ideas as information and technology, digital divide, social networks, cultural differences in user groups, intended and unintended consequences of technology design, information economics, barriers to attention, the effects of videogames on children, digital personal health records, technologies such as blogging, wikis, and multimedia as tools of self-expression, and philanthropy via technology,
- cultivating a strong sense of social responsibility regarding technology use and development,
- building leadership and independent problem-solving capability,
- gaining more people skills, to be more specific, skills to communicate with team members, client, and service objects, and solve problems in a group environment, and
- learning how to adapt technology learning to the real-world needs and manage a project through critical thinking and creative thinking,
- having further understanding of the course content and a broader appreciation of informatics/media arts and sciences.

**Core Competencies**

The students who take this course should have acquired certain level of competency in their expertise areas. Through this course, the student will enhance the following competencies:

- communication skills
- project management skills
- critical and creative thinking skills
Equipment/Supplies

The school equipment pool has several camcorders, lights, microphones, and audio recording devices for checkout. Please contact Informatics Equipment Check-Out, informatics.checkout@gmail.com, IT259, to make a reservation.

Attendance

Attendance is vital to your success in this class. You are required to be present in class to learn new knowledge, participate in discussions, and to present your ideas and your project. University regulations state: “Students are expected to be present for every meeting of the classes which they are enrolled.” There are reasons for missing class: illness, accidents, or death/serious illness in the family, etc. **For whatever reason, you are allowed to be absent for up to two times. If you are absent three or more times, the attendance score for your grade will be reduced.** An absence as a result of school shutdown is not counted as an absence.

Attendance will be taken at the end of each class. Every unjustified absence will cost you a point of your attendance grade. Justifications include your illness, taking care of one of your family members, natural disasters. If you have any other situations that you believe are justified for your being absent, you need to talk to one of the instructors. If you miss a class, you should get notes from a classmate.

Service Requirement

You will be required to perform 3 hours of direct service for your organization. This will be done in lieu of our October 1 class meeting, and will be a part of the first Reflection Essay Assignment. You should work with your partner organization to organize the service activity.

Participation

Class participation is defined as intelligently and thoughtfully articulating ideas in discussions, respectfully listening to other’s points of view, asking relevant questions, neither being too dominant nor too passive in the discussions, and wholeheartedly participating in presentations and exercises.

**You will not get any participation credit for simply being present.** You are expected to

1. be fully prepared to actively participate in discussions regarding the topic of the day,
2. contribute your ideas and answer questions in class regarding your project and other students’ projects,
3. and spend time with other students to provide conceptual and technological help that you are capable of within your expertise areas.

We would like to create a friendly eco-system in terms of technical assistance. From time to time, students may come across technical difficulties and need help. In such occasions, you can post your question to the whole class in Oncourse Messages. All students will try to help by replying to ALL, not just to that student so that all students can benefit from your answer. If another student has something to add, please do so. The more you help others, the more points you will earn for your Participation grade. We will count your helping efforts.

**Assignments**

All assignments are individual assignments. All your assignments should be turned in as instructed by the specified deadlines. Simply meeting the requirements of an assignment or simply working hard does not earn you an A or 100%. Meeting minimum requirements is a passing grade, which is a C. Additional effort coupled with outstanding performance earns a high grade. The grading criteria are listed in the assignment sheets.

**Presentations**

Each student will present a completed project to the class on days specified in this syllabus. Students are expected to demonstrate a positive and healthy attitude at all times and a willingness to accept criticism as part of the ongoing creative production process.

**Grading**

All the assignments have their own grading criteria stated in the assignment sheets.

**Distribution of grades:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation (7/3)</td>
<td>10</td>
</tr>
<tr>
<td>Service Learning Orientation Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Project Planning Documents</td>
<td>10</td>
</tr>
<tr>
<td>Civic Responsibility Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Connecting Theory and Practice Reflection Essay</td>
<td>5</td>
</tr>
<tr>
<td>Causes and Technology Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Process Reflection Essay</td>
<td>5</td>
</tr>
<tr>
<td>Final Reflection Essay</td>
<td>5</td>
</tr>
<tr>
<td>Course Project</td>
<td>40</td>
</tr>
</tbody>
</table>

All project files (and supporting source files, where necessary) must be compiled on a CD or DVD and submitted for final grade evaluation.
Grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98.0-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**Late Work**

All assignments are due on the date and time specified. This is especially important when presentations are part of the class schedule, and points may be deducted from your score. Late writing assignments will lose points.

**Incomplete**

A grade of Incomplete (I) will only be given if you have extenuating circumstances that prevent you from completing the class. This includes severe illness/hospitalization. That's about it. If you simply "get behind" in the class, you will not be given an "I." If you get behind, you should drop the class if it is still possible for you to drop. If, for example, you get busy with work and don't have time to devote to the class, you should drop. That is not an extenuating circumstance.

**Academic Misconduct**

All students in New Media/Informatics should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do their own work.

If you are found to have cheated or plagiarized in any assignment, quiz, or final exam, you will get an “F” for the course grade. If you help another student cheat or plagiarize, your course grade will be “F,” too. If you are not sure whether what you are going to do will be
regarded as academic dishonesty, you’d better ask me first. All cheating and plagiarism cases will be reported to the Dean of Students.

All students are responsible for reading the code of student rights, Responsibilities, and Conduct of IUPUI.

http://www.iupui.edu/code/

Flexibility

I believe the semester plan is realistic and the objectives are attainable. Nonetheless, I reserve the right to adjust the course content, assignments, etc., based on the class’s needs or ability to maintain pace.

Special needs

If you have a learning disability, a physical disadvantage, or other special needs, please talk to me about it during the first or second week of the semester. I want to work with you to accommodate your situation and help you succeed in this course.

Policy regarding children attending

“Children are not permitted to attend class with parents, guardians, or childcare providers. This conduct has the effect of unreasonably interfering with an individual’s work or academic performance creating an offensive learning environment.”

“A student must not violate course rules as contained in a course syllabus, which are rationally related to the content of the course or to the enhancement of the learning process in the course.” [Code of Student Rights, Responsibilities, and Conduct, page 29]