

**INFO-I 100**  
**First Year Seminar**  
**Convergence: Your Role in Media, Technology and Society**  
**Indiana University School of Informatics and Computing, IUPUI**  
**Fall 2019**

**Section Number:** 27938 **Credit Hours:** 1 credit  
**Time:** Wednesday 3:00-4:15 PM  
**Location:** ICTC (IT) 265  
**First Class:** August 28, 2019

**Faculty:** Elecia Hadley **Room:** IT 487 **Email:** elhadley@iu.edu  
**Office Hours:** Wednesdays 10:30-11:30 AM or by appointment through SSC Campus on one.iu.edu

**Librarian:** Willie Miller **Room:** UL 4120B **Email:** wmmiller@iupui.edu

**Peer Leader:** Chris Jackson **Email:** clj25@iu.edu

**Prerequisites:** Only open to undergraduate first-semester freshmen students enrolled in the Informatics and Computing Learning Community.

### **Course Information:**

This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project management and current/future job market trends.

### **Required Textbook and Software:**

Laptop Computer  
Readings and assignments will be provided through links on Canvas.

### **Teaching and Learning Methods:**

This course includes: in-class activities, online course discussions, class discussions led by the instructor, guest speakers, field trips, individual presentations and projects, community service, and group assignments.

## Profiles of Learning for Undergraduate Success (IUPUI+)

Learning outcomes are assessed in the following areas:

### **Communicator**

#### ***Moderate emphasis***

- Evaluates Information; Listens Actively; Builds Relationships; Convey Ideas Effectively

### **Problem Solver**

#### ***Major emphasis***

- Thinks Critically; Collaborates; Analyzes, Synthesizes, and Evaluates; Perseveres

### **Innovator**

#### ***Moderate emphasis***

- Investigates; Creates/Designs; Confronts Challenges; and Makes Decisions

### **Community Contributor**

#### ***Some emphasis***

- Builds Community; Respectfully Engages Own and other Cultures; Behaves Ethically; Anticipates Consequences

## Learning Outcomes:

RBT: Revised Bloom's Taxonomy; IUPUI+: Profiles of Learning for Undergraduate Success

<b>Upon completion of this course, the student will:</b>	<b>RBT</b>	<b>IUPUI+</b>	<b>Assessment</b>
1. <i>Apply</i> the expectations of higher education to their personal situation.	3	Problem solver	Learning Profile, SoIC presentations, Discussions,
2. <i>Evaluate</i> their academic and career goals related to pursuing a university education.	5	Innovator; Problem Solver	iGPS planning, Learning profile
3. <i>Identify</i> campus resources: library systems, technology tools, and support services.	1	Community Contributor	Scavenger Hunt, In-class activities, Library day, presentations, Group Resource Guide
4. <i>Understand and Analyze</i> personal perceptions, comparing and contrasting different opinions, and communicating those to others.	2, 4	Communicator	iGPS, in-class presentations
5. <i>Create</i> strategies to promote success in achieving academic and career goals.	6	Problem Solver; Innovator; Communicator	Community Service Report, Campus Event Report, Learning profile, Children's Museum Design Thinking Project
6. <i>Apply</i> learning techniques, stress management, and time management skills.	3	Problem Solver	In Class Activities, presentations, learning profile

## Expectations, Guidelines, and Policies:

1. **Electronic Media Policy:** A smart phone or laptop will be required for some of the class discussions, please bring one of the two. Please do keep your phone on silent and use it appropriately. If you are texting or using your phone in class or inappropriately using your laptop (e.g. emailing, Facebook, other social media) you will be asked to leave class and attendance and participation points will not be awarded.

A. All students will be invited to join GroupMe. Information for events, class trips, etc. will all be sent through GroupMe.

2. **Attendance:** Attendance in this course is expected; if you are late to the course or leave early, please communicate those instances with your instructor in advance. Less than full attendance will not receive full participation credit. Full credit for participation is only given to students who are consistently engaged, participate in discussions, ask questions, and show they want to further their educational experience. If you are not in attendance, you cannot earn the participation and attendance points for the day.

If you will be absent for a class, please let me know ahead of time so that I can provide you updates on what will be covered in class that day as you may miss information regarding future assignments. While you are not required to communicate an absence, any absence without prior communication will result in your inability to submit late assignments. If you miss class and were unable to communicate the absence prior to the class period due to extenuating circumstances (beyond your control), you will be asked to provide documentation of those circumstances that prevented you from communicating prior to missing class. **If you miss a deadline without prior communication, your late work will not be accepted.**

**Administrative withdrawal:** 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.

3. **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. Review the incomplete policy here: <http://registrar.iupui.edu/incomp.html>.
4. **Deliverables:** You are responsible for completing each deliverable (e.g., assignment) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. **Late assignments are not accepted in this class.**

### **Assignments and Grading**

Assignment	Points	Details
<b>Attendance and Participation</b>	75	5 points awarded per week
<b>Scavenger Hunt</b> ...Learning IUPUI resources	35	Groups will complete scavenger hunt as a team and your score will be awarded to all members of a group.

<p><b>Discussions</b></p> <p>Introductions</p> <p>How prejudice affects our roles</p> <p>Community Service Report</p>	<p>10</p> <p>10</p> <p>25</p>	<p>Participate in the required discussion boards, with details listed in Canvas under each discussion prompt.</p> <p>Your main post is due each Sunday evening by 11:59 PM. Responses to classmates are due Tuesday evening by 11:59 PM.</p> <p>The idea behind these discussion opportunities is to connect and respond to your classmates.</p>
<p><b>Personal Learning Profile</b></p>	<p>50</p>	<p>Identify individual preferences relating to your learning style, locus of control and personality through online assessments. Once you have the results, you will synthesize the results as you feel they relate to you. You will then use PowerPoint to communicate your results and summarize them.</p>
<p><b>Fake News Analysis</b></p>	<p>15</p>	<p>You will be assigned a meme found online. You will be asked to, at first glance, provide an opinion of whether or not you believe the meme is true, false, or some combination of the two. Then, after writing your initial thoughts, I would like you to determine the validity of the meme.</p>
<p><b>Time Management</b></p>	<p>15</p>	<p>In-class assignment providing experience managing time and learning the downtown Indianapolis area.</p>
<p><b>iGPS</b></p>	<p>20</p>	<p>Create a plan in iGPS for your spring 2020 AND fall 2020 schedules. Screenshot the plan and upload it into Canvas.</p>
<p><b>Children’s Museum Design Thinking Project</b></p>	<p>50</p>	<p>Your group will identify a problem or area of opportunity at the Children’s Museum. Through the steps in design thinking, you and a small team of your classmates will propose a new exhibit within an existing area of the museum, or an entirely new area to solve your problem or seize upon an opportunity. You will present your problem, some information from your brainstorming process, and ultimately the prototype (which you do not physically have to create, but can describe) to a team of judges comprised of individuals from the School of Informatics and Computing.</p>

<p><b>Campus Event Report</b></p> <p>Here are some resources to help you find out about campus events:</p> <p>Jag News: <a href="https://news.iu.edu/iupui/">https://news.iu.edu/iupui/</a></p> <p>IUPUI Calendar: <a href="https://uisapp2.iu.edu/ccl-prd/events/view?type=day&amp;pubCallId=GRP18420">https://uisapp2.iu.edu/ccl-prd/events/view?type=day&amp;pubCallId=GRP18420</a></p> <p>SOIC News is sent to you via the Canvas page announcements, make sure to read them!</p>	50	<p>Each student must attend 3 unique* campus events (not including the required class trips) over the course of the semester. You will complete a form with information about the events, along with at least 300 words in a paper discussing networking opportunities at one or more of the events, uploaded to Canvas.</p> <p>*Unique implies that you may only attend each activity once, so if you join a student group, you may count that toward one event on campus. If you attend all IUPUI basketball games, you may count one as an event. However, if you attend 3 different student group meetings, you can count one of each meeting as an event.</p>
<p><b>Group Resource Guide</b></p>	25	<p>As a class, you will create a list of IUPUI Resources through the Collaborations tab in Canvas. You will complete this assignment as a class, which means you will have to organize yourselves through the group chat app. The purpose of this assignment is for you to work together as a class to provide a collaborative guide that connects you to resources that you may need during your time as a student here. This should provide at-a-glance information for you and your classmates to determine if this resource is helpful at any point in time.</p>
	380	

### Weekly Schedule:

Date	Topic	Assignments/Reminders
<p><b>Week 1:</b> August 28, 2019</p>	<p><b>Welcome, Review syllabus and expectations, and Technology discussion</b></p>	<p>Complete Discussion Board Introductions, due before <b>Tue, Sept 3 by 11:59 PM.</b></p>
<p><b>Week 2:</b> September 4, 2019</p>	<p><b>Transitioning into College and Digital Scavenger Hunt</b></p> <p>A discussion of expectations and learning the campus.</p> <p>Discussion of Theme for LC</p>	<p>Digital Scavenger Hunt is due by <b>Tue September 10 by 11:59 PM.</b></p> <p><b>Complete VARK and Locus of Control before class on September 11</b></p>

<b>Week 3:</b> September 11, 2019	<b>PsychoGeometrics, Learning Style Inventory (VARK) and Locus of Control Assessment</b>	
<b>Week 4:</b> September 18, 2019	<b>Newfield's (IMA) Field Trip</b> Assignment sheet from NEWM-N 100 class **Attendance at this trip is mandatory. If you are unable to attend please let me know ASAP.	
Friday, Sept 20, 2019	<b>Spring 2020 Course List is Available</b>	
<b>Week 5:</b> September 25, 2019	<b>Learning the Library</b> *Meet in UL 2120 Led by Willie Miller, the SOIC Librarian	Fake News analysis due <b>Tue, October 1 by 11:59 PM.</b>
<b>Week 6:</b> October 2, 2019	<b>Time Management &amp; Learning Profile Peer-Review</b> Bring learning profiles to class for peer review Chris presentation In-class activity	Personal Learning Profile due by <b>Tue, October 8 by 11:59 PM.</b>
<b>Week 7:</b> October 9, 2019	<b>Diversity and Inclusion: Everyday Bias and Macroaggressions</b> Presentation: Multicultural Peer Educator	
<b>Week 8:</b> October 16, 2019	<b>Understanding Ourselves and Others</b> Crossing the Line Group activity- Connection	How Prejudice Affects our Roles discussion due by <b>Sunday, October 20 by 11:59 PM.</b> Responses due by <b>Tuesday, October 22 by 11:59 PM</b>
<b>Week 9:</b> October 23, 2019	<b>Career Planning</b> Guest Presenter: Pat Rhodes, Associate Director of Career Services Handouts for registration iGPS Presentation- Chris	
Sun, Oct. 27, 2018	<b>Last day to withdraw with grade of W</b>	
Mon, Oct. 28, 2019	<b>First day of Priority Registration</b>	
<b>Week 10:</b> October 30, 2019	<b>In-Class Priority Registration</b> Come prepared with course planning materials, we will be creating your spring schedule	iGPS plan due by <b>Tue, November 5 by 11:59 PM.</b>
<b>Week 11:</b> November 6, 2019	<b>Design Thinking/Field Trip Discussion</b> Guest Speaker: Elizabeth Cassell, Graduate Program Coordinator	

	Discussion of Design Thinking project/planning	
Friday, November 8, 2019	<b>Children's Museum Field Trip, 1:00 PM</b> Lunch 12:15  *If you cannot attend, please let me know ASAP	
<b>Week 12:</b> November 13, 2019	<b>Study abroad</b> TBA- additional speaker	
<b>Week 13:</b> November 20, 2019	<b>Mindfulness</b> Office of Counseling and Psychological Services (CAPS)	Community Service Report due by <b>Tue, November 26 by 11:59 PM.</b>
<b>Week 14:</b> November 27, 2019	<b>Thanksgiving Break- no class!</b>	
<b>Week 15:</b> December 4, 2019	<b>Design Thinking Project Presentations</b> Bring Children's Museum presentations to class	Campus Event Report due by <b>Tue, December 10 by 11:59 PM.</b>
<b>Week 16:</b> December 11, 2019	<b>Discussion on Campus Events, Community Service, Course Evaluations</b>	Group Resource Guide due by <b>Tue, December 18 by 11:59 PM.</b>

### Papers Format:

All written assignments must be typed, double-spaced with a 12-point font and a 1-inch margin. Any citations should be formatted in APA style. Your papers should not include your name, date, class, etc on any portion of the page. If you would like to list any of this information, please reference APA style coversheets. Please make reasonable choices about the font type. You should reference APA style formatting as necessary, **avoiding double spacing between paragraphs**, and ensuring you are **not taking creative liberties with spacing to meet length requirements**. Please refer to Purdue's Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>.

### Grading Scale:

Note: SOIC undergraduate students are required to earn a C or higher in all courses.

A+ 97-100%	B+ 87-89.99%	C+ 77-79.99%	D+ 67-69.99%	F Below 60%
A 93-96.99%	B 83-86.99%	C 73-76.99%	D 63-66.99%	
A- 90-92.99%	B- 80-82.99%	C- 70-72.99%	D- 60-62.99%	

**Extra Credit:** A grade of A+ will be awarded only if the student has an average of 97 or above before the addition of extra credit.

## **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/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> 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. 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
  - b. 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.
  - c. 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.
  - d. 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.
  - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
  - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
  - g. 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.
  - h. 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. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
  - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
    - i. directly quoting another person’s actual words, whether oral or written;
    - ii. using another person’s ideas, opinions, or theories;
    - iii. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    - iv. 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 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.

## **Other Policies:**

1. **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. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. 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 shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

2. **Communication:** For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, within two working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
3. **Counseling and Psychological Services (CAPS):** During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for individual counseling services at minimal fees. Group counseling services are free of charge. CAPS also performs evaluations for learning disorder, ADHD, and Autism; fees are charged for testing. CAPS is located in Walker Plaza, Room 220 (719 Indiana Avenue) and can be contacted by phone (317-274-2548). For more information, see the [CAPS website](#).
4. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are urged 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 typically open from the eleventh week. 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 should be left blank, if it could be used to identify the student.
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](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.
6. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
7. **Emergency preparedness:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. <http://protect.iu.edu/emergency>.
8. **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).
9. **No class attendance without official enrollment.** Only those who are officially enrolled in this course may attend class unless they are enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. <http://registrar.iupui.edu/official-enrollment-class-attendance.html> Children may *not* attend class with their parents, guardians, or childcare providers.
10. **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.
11. **Student advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit <http://studentaffairs.iupui.edu/advocate>.

## **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.