



IUPUI

SCHOOL OF INFORMATICS AND COMPUTING
Department of Human-Centered Computing

INFO-I 101

Introduction to Informatics

Informatics Program
Fall 2022

Section Number: 27845
Credit Hours: 4
Day/Time: Asynchronous, Online
First Class: August 22, 2022
Location: **Canvas**
Course Website: <http://canvas.iu.edu>

Instructor: Francesco Cafaro, Ph.D., Assistant Professor, Human–Computer Interaction
Office hours: Mondays, 11am–12 pm, in person or via Zoom, or by appointment
Office Address: IT 579, 535 West Michigan Street, Indianapolis, IN 46202
Email Address: fcafar@iu.edu
Website: <https://soic.iupui.edu/people/francesco-cafaro/>

Course Description

Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting edge technologies; CPU, operating systems, networks; laboratory emphasizing information technology including web page design, word processing, databases, using tools available on campus.

Prerequisites

There are no prerequisites for this course.

COVID-19 CLASS-SPECIFIC POLICIES FOR FALL 2022

I understand that the COVID-19 situation can still be challenging for many. To allow for additional flexibility during the pandemic, some class policies have been relaxed compared to previous class editions, as outlined below.

Class Deliverables and Assignments

Assignments are due by 11:59 pm. If you submit an assignment between 1 minute and 24 hours after the deadline, the penalty is 10% of the score; from 24 to 48 hours after the deadline, the penalty is 20%. Starting 48 hours after the submission deadline, the assignment will count 0 points towards your final score, and the system will simply not allow you to submit your work.

Only for Fall 2022: If there are specific situations that arise from COVID-19 and that impact your work in this class, let me know as soon as possible, so that we can identify alternative assignments or extended deadlines.

RECOMMENDED TEXTBOOKS

- 1) Jon Duckett, *HTML and CSS: Design and Build Websites*, Paperback
- 2) Jon Duckett, *JavaScript and JQuery: Interactive Front-End Web Development*, Paperback

Required Online Resource

Through this course, you will read and present extracts from the chapters of this online book:

The Encyclopedia of Human-Computer Interaction, 2nd Ed.

The book is freely available online at: <https://www.interaction-design.org/literature/book/the-encyclopedia-of-human-computer-interaction-2nd-ed>

SOFTWARE

IUPUI students can freely download the software that we use in this class (Adobe Creative Cloud, in particular, **Dreamweaver**) at: <https://iuware.iu.edu>

Prototypes/Wireframes: <https://www.axure.com/edu>

LEARNING OBJECTIVES

By the end of the semester, you will be able to design websites on the basis of the users' requirements; create webpages using HTML and CSS; write statements in Javascript -including defining variables and using Javascript constructs; use object-oriented programming languages; explain what is a script and how to create one; store and access data; visualize data sets; and, explain introductory concepts of Human-Computer Interaction.

	PLO	PLU S	RBT	PUL	SC	Assessment
1. Define hypertext and webpages terms.	A1	P1.4	1	3	4.3	<ul style="list-style-type: none"> • Online Discussions and Project Presentations and Discussions
2. Script webpages using HTML5 tags, attributes, and elements.	B3	P3.2	6	1B, 2	4.3	<ul style="list-style-type: none"> • Lab Assignments 1-3-4 • Programming Assignment 1 • Group Project
3. Use cascading style sheet (CSS) to specify the presentation of a webpage.	B3, C3	P1.4, P3.2	3	1B, 2	4.3	<ul style="list-style-type: none"> • Lab Assignments 5-6 • Programming Assignment 2 • Group Project
4. Transfer files to a server so that webpages can be accessed on the Internet.	A1	P1.4	3	3	4.3	<ul style="list-style-type: none"> • Group Project
5. Design and explain basic algorithms	B2, B3, D2	P1.1, P1.4, P3.2	1	3	1.3, 3.1, 3.2, 4.3, 4.4	<ul style="list-style-type: none"> • Programming Assignments 3 • Lab Assignments 7-8-9

						<ul style="list-style-type: none"> • Online Discussions
6. Define variables and construct statements JavaScript.	B3	P3.2	1	1B	1.3, 3.1, 3.2, 4.3, 4.4	<ul style="list-style-type: none"> • Programming Assignment 3 • Lab Assignments 7-8-9 • Group Project
7. Write expressions using arithmetic, relational, and logical operators.	A2, B3	P2.3, P3.2	6	1B	1.3, 3.1, 3.2, 4.3, 4.4	<ul style="list-style-type: none"> • Programming Assignment 3 • Lab Assignments 7-8-9 • Group Project
8. Compose conditional and compound statements.	A2, B3	P2.3, P3.2	6	1B	1.3, 3.1, 3.2, 4.3, 4.4	<ul style="list-style-type: none"> • Programming Assignment 3 • Lab Assignments 7-8-9 • Group Project
9. Create JavaScript functions with correct syntax and semantics.	B3	P3.2	6	1B	1.3, 3.1, 3.2, 4.3, 4.4	<ul style="list-style-type: none"> • Programming Assignment 3 • Lab Assignments 7-8-9 • Group Project
10. Understand concepts in statistics at an introductory level (including descriptive statistics, inference, probability, and regression analysis) and use them to evaluate user interfaces.	A2, A3, A4, E2	P1.4, P2.3, P4.4	2	1B	3.1, 3.2, 3.3, 3.4, 4.2,	<ul style="list-style-type: none"> • User Study Assignment • Online Discussions and Project Presentations

					4.3, 4.4	and Discussions
11. Place data in a spreadsheet and correctly format a table	A4	P1.4	3	3	1.3, 3.1, 3.2, 4.3, 4.4	• Group Project
12. Apply functions in spreadsheets to manipulate data and create meaningful charts	A4, C3	P1.4, P3.2	3	1B, 2	1.3, 3.1, 3.2, 4.3, 4.4	• Group Project
13. Discuss current topics in Informatics and Human-Computer Interaction	E2	P4.4	2	2– 6	1.3, 4.6	• Online Discussions and Project Presentations and Discussions
14. Use concepts in human-computer interaction and user experience to design and evaluate a website	D2, E2, F3, F6	P1.1, P1.4, P4.2, P4.4	4, 5	2, 3	1.3, 4.3, 4.4, 4.6	• Online Discussions and Project Presentations and Discussions • Lab assignment 2 • Use Study Assignment

RBT: Revised Bloom's Taxonomy;

PUL: Principle of Undergraduate Learning

SC: Statewide Competency Domain and Learning Outcome

PLO: Program Level Learning Outcome. In this class, the level of learning is Introductory (I) for all the listed PLOs

PLUS: Profiles of Learning for Undergraduate Success.

Course-Relevant Statewide Competency Domain and Learning Outcome

1. Written Communication

1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).
- 2. Speaking and Listening
 - 2.1. Use appropriate organization or logical sequencing to deliver an oral message.
- 3. Quantitative Reasoning
 - 3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
 - 3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
 - 3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
 - 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 4. Scientific Ways of Knowing
 - 4.2 Distinguish between scientific and non-scientific evidence and explanations.
 - 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
 - 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
 - 4.6 Locate reliable sources of scientific evidence to construct arguments related to real world issues.

Principles of Undergraduate Learning (PULs)

This course is designed to demonstrate IUPUI's principles of undergraduate learning (PULs).

1A. Core communication: written, oral and visual skills	Some emphasis
1B. Core communication: quantitative skills	Some emphasis
1C. Core communication: information resources skills	Some emphasis
2. Critical thinking	Major emphasis
3. Integration and application of knowledge	Some emphasis
4. Intellectual depth, breadth, and adaptiveness	Moderate emphasis
5. Understanding society and culture	No emphasis
6. Values and ethics	Some emphasis

Program-level Learning Outcomes (PLO)

The following are the PLOs relevant to this course. Because this is an introductory class, we expect an introductory (I) level of knowledge for all the course PLOs.

A. Foundations of Informatics and Computing

- A1. Explain the fundamentals of computer hardware and software
- A2. Apply knowledge and skills of logic and discrete mathematics

A3. Explain the concepts of statistics and probability

A4. Describe data and information representation

B. Problem Solving and Critical Thinking

B2. Explain programming concepts of procedural and object-oriented programming

B3. Create computer programs in one or more programming language

C. Data Studies and Analytics

C3. Create effective visualizations to analyze and communicate data

D. Analysis and Design of Information Systems

D2. Develop user requirements

E. Social Dynamics of Informatics and Information Technology

E2. Interpret major societal trends affecting the development and deployment of technology, such as access, privacy, intellectual property, security, and equity

F. Professional Skills and Ethics

F3. Interpret constructive feedback

F6. Work collaboratively as part of a team

Please visit <https://soic.iupui.edu/undergraduate/degrees/informatics/learning-outcomes/> to view the complete list of the program-level learning outcomes for B.S. in Informatics.

IUPUI Profiles of Learning for Undergraduate Success (PLUS)

The following are the relevant profiles for this course:

P1.1 **Communicator** – Evaluates information

P1.4 **Communicator** – Conveys ideas effectively

P2.3 **Problem Solver** – Analyzes, synthesizes, and evaluates

P3.2 **Innovator** – Creates/designs

P4.2 **Community Contributor** – Respectfully Engages Own and Other Cultures*

P4.4 **Community Contributor** – Anticipates consequences

CLASS SCHEDULE

Week	Topics	Lectures	Lab Assignments	Project Deliverables	Discussions (Topics in Informatics)
1 - 8/22 to 8/28	Introduction. HTML.	Lecture 1 - Intro to the Course	ASSIGNMENT - Lab 1 - HTML Setup	ASSIGNMENT - Introduce Yourself to the Class	GRADED DISCUSSION - Human-Computer Interaction: a brief intro
2 - 8/29 to 9/4	HCI and UX Design	Lecture 2 - Intro to HCI	/	ASSIGNMENT - Individual Project Idea	GRADED DISCUSSION - User Experience and Experience Design
3 - 9/5 to 9/11	UX Design	[LABOR DAY]	Lab 2 - UX Design	GROUP ASSIGNMENT - Project Report #1	/
4 - 9/12 to 9/18	HTML	Lecture 3 - [HTML] Markup, Text, Lists, Images, Tables, Hyperlinks	ASSIGNMENT - Lab 3 assignment - HTML I	/	GRADED DISCUSSION - Visual Representation
5 - 9/19 to 9/25	HTML	Lecture 4 - IFrames. Audio and Video.	ASSIGNMENT - Lab 4 assignment - HTML II	/	GRADED DISCUSSION - Data Visualization for Human Perception
6 - 9/26 to 10/2	HTML [Group Project]	/	ASSIGNMENT - PA 1 - HTML	GROUP ASSIGNMENT - Initial Presentation	/

7 - 10/3 to 10/9	CSS	Lecture 5 - CSS Part I	ASSIGNMENT - Lab 5 assignment - CSS I	/	GRADED DISCUSSION - Mobile Computing
8 - 10/10 to 10/16	CSS	Lecture 6 - CSS Part 2 - Layout	ASSIGNMENT - Lab 6 Assignment - CSS II	GROUP ASSIGNMENT - Project Report #2	/
9 - 10/17 to 10/23	CSS	[FALL BREAK]	ASSIGNMENT - PA 2 - CSS	GROUP ASSIGNMENT - Project Report #3	/
10 - 10/24 to 10/30	JavaScript	Lecture 7 - Intro to JavaScript Lecture 8 - Decisions and Loops	ASSIGNMENT - Lab 7 assignment - JS I	GROUP ASSIGNMENT - Project Report #3	GRADED DISCUSSION - Design for All
11 - 10/31 to 11/6	JavaScript	Lecture 9 (part 1) DOM. Functions.	ASSIGNMENT - Lab 8 assignment - JS II	GROUP ASSIGNMENT - Project Report #4	/
12 - 11/7 to 11/13	JavaScript	Lecture 9 (part 2) - Events. Maps.	ASSIGNMENT - Lab 9 Assignment - JS III	GROUP ASSIGNMENT - Project Report #5	/
13 - 11/14 to 11/20	Statistics for HCI, User Studies	Lecture 2b - HCI Part II: Evaluation of User Interfaces	/	Designing the Study Protocol	/
14 - 11/21 to 11/27	Statistics for HCI, User Studies	[THANKSGIVING BREAK]	/	GROUP ASSIGNMENT - User Study Report	/
15 - 11/28 to 12/4	JavaScript	/	ASSIGNMENT - PA 3 - Javascript	Group Work	/

16 - 12/5 to 12/11	[Group Project] /	/	Moving the Website Online GROUP ASSIGNMENT - Final Presentation	/
17 - 12/12	[Group Project] /	/	GROUP ASSIGNMENT - Final Website Online	/

GRADES AND ASSIGNMENTS

Lab Activities (24 points)

- Lab 1 (1 point)
- Lab 2 (2 points)
- Lab 3-9 Assignments (3 points each)

Programming Assignments (21 points)

- Programming Assignment #1 - HTML (7 points)
- Programming Assignment #2 - CSS (7 points)
- Programming Assignment #3 - JavaScript (7 points)

Online Discussions – Topics in Informatics (12 points)

- Chapter 2: Human-Computer Interaction (2 points)
- Chapter 3: User Experience and Experience Design (2 points)
- Chapter 5: Visual Representation (2 points)
- Chapter 35: Data Visualization for Human Perception (2 points)
- Chapter 9: Mobile Computing (2 points)
- Chapter 42: Design for All (2 points)

Project (Group Work) (37 points)

- Introduce yourself to the Class (2 points)
- Individual Webpage with Project Idea (2 points)
- Project Report #1-5 (2 points each)
- Initial Presentation (3 points)
- User Study Report (5 points)
- Final Presentation (6 points)
- Final Website (9 points)

Participation (6 points)

- Peer Evaluation #1 (1 point)
- Peer Evaluation #2 (1 point)
- Peer Evaluation #3 (1 point)
- In-Class Participation (3 points)

GRADING SCALE

Grades will be assigned using the IUPUI grading scale: <http://registrar.iupui.edu/gradecover.html>
You will receive a score for each graded assignment or group work. The sum of all points that you can receive during the semester is 100. In order to compute your final grade, you can simply add up all the points that you received during the semester, and convert your score to a letter grade using the table below.

A+	100	Outstanding achievement. Highly Contributed to the Learning Environment and Autonomously Explored Extra-Curricular Areas of Informatics
A	93 – 99.99	Excellent achievement
A–	90 – 92.99	Very good performance and quality of work
B+	87 – 89.99	Good performance and quality of work
B	83 – 86.99	Average performance and quality of work
B–	80 – 82.99	Acceptable performance and quality of work
C+	77 – 79.99	Modestly acceptable performance and quality of work, below average
C	73 – 76.99	Marginal acceptable performance and quality of work
C–	70 – 72.99	Minimally acceptable performance and quality of work
D+	67 – 69.99	Unacceptable work (Course must be repeated for credit)
D	63 – 66.99	Unacceptable work (Course must be repeated for credit)
D–	60 – 62.99	Unacceptable work (Course must be repeated for credit)
F	Below 60	Unacceptable work (Course must be repeated for credit)

No credits toward major, minor, or certificate requirements are granted for a grade below B–.

ONLINE DISCUSSIONS

During the summer, you will read five book chapters and post an entry in the Discussion section on Canvas. In your entry, you can discuss what other classmates have already posted, to keep the conversation active and productive. These chapters are from *The Encyclopedia of Human-Computer Interaction* and freely available at: <https://www.interaction-design.org/literature/book/the-encyclopedia-of-human-computer-interaction-2nd-ed>

ONLINE PARTICIPATION

Because a significant part of this class relies on project presentations and book topics discussions, most of the learning that will occur during those sessions depends on the quality of your contribution to the discussion. Make sure to contribute at most to all the discussions, because you will receive a participation grade at the end of the semester, based on this rubric:

A (100%): Excellent Contribution, Contributed to *all* the discussions in a meaningful way, frequently with extra-curricular information based on additional literature and/or professional experience.

B (85%): Good Contribution, Contributed to most of the discussions in a meaningful way, sometimes with extra-curricular information based on additional literature and/or professional experience.

C (75%): Could be Better, Contributed to the discussions sporadically or in a marginal way.

D (65%): Needs Improvement, the contribution was sometimes off-topic and/or inconsistent.

F (59 to 0%): Failed to contribute in a meaningful way or did not contribute at all.

PLAGIARISM

We will cross-check each assignment you submit looking for plagiarism. The solution that you submit must be your own! It is **not** ok to copy and paste code or text from online resources. It is acceptable to discuss your ideas with one or more of your classmates (in which case, make sure to add a text file with their name and a description of what you discuss to your submission). It is **not** acceptable, however, that multiple people submit exactly the same code/text file.

Please refer to the campus policy on academic integrity (reported below) for further information on what can happen if you plagiarize your classmates' work or external resources.

GROUP WORK AND PEER EVALUATION

Your group project scores will reflect **your** contribution to the group. It is not enough to be in a group that delivers good work to get a satisfactory grade in the group project: you need to actively contribute to the group, and your personal contribution needs to be clear during the final presentation. It is your responsibility to promptly notify your instructor (within the first two weeks of the group project) of any unexpected circumstances that require you to be assigned to a different group.

We will conduct a peer evaluation three times through the semester. You will be asked to rate the contributions of your groupmates on a scale from 1 (did not contribute at all) to 10 (contributed as expected).

The first peer evaluation will be with the collected with the initial presentation; it will not affect your score, but you will receive a first feedback from your groupmates.

The second and third peer evaluation will directly impact your score for: (1) intermediate presentation; and, (2) user study, final presentation and final website.

Points will be computed in the following way: a basic group score will be assigned to your group submission; the average peer evaluation score G will be computed for your group; if the average score that you received from your groupmates is $y\%$ below G , your personal score will be adjusted by $-y\%$, while if your personal score is $+x\%$ above G , your personal score will receive a $x\%$ bonus.

The maximum percent of the project grade that you can gain or lose because of the peer evaluation is capped to 28% of the total project grade (corresponding to approximately one letter grade).

LAPTOP POLICY

Students at the School of Informatics and Computing are required to have a personal laptop computer available for use in class. Students who already own laptops are welcome to use them

in class provided the laptop has the minimum memory and operating standards required for the software used in the course. For the technical specifications needed for the personal laptop, see: [HTTPS://SOIC.IUPUI.EDU/TECHNOLOGY/LAPTOP/](https://soic.iupui.edu/technology/laptop/)

DISRUPTIVE BEHAVIOR

The class is a professional environment, and you are expected to behave as professionally as you would in a company meeting. Do not be disruptive to the class activities and lectures. This includes, but is not limited to: talking with your classmates in class or over Zoom during presentations; being distracted (e.g., surfing the web) during presentations; addressing classmates in disrespectful ways during the discussions and on Canvas. Remember, you are in class to contribute to activities and discussion! **If you are disruptive and/or talk during activities and lectures, you may be removed from the class. Recurrent cases of disruptive behavior will be reported to campus.**

UNIVERSITY POLICIES AND RESOURCES

Campus policies governing IUPUI courses may be found at:
http://registrar.iupui.edu/course_policies.html

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:
 1. directly quoting another person's actual words, whether oral or written;
 2. using another person's ideas, opinions, or theories;
 3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. borrowing facts, statistics, or illustrative material; or
 5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
 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.

CAMPUS POLICIES

1. **Administrative withdrawal** (undergraduate only): Students must 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, the student must 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 occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund.
<https://studentcentral.iupui.edu/register/administrative-withdrawal.html>
2. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit <http://life.iupui.edu/caps/>.
3. **Course policies:** Several campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html
4. **Disabilities policy:** All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations register with Adaptive Educational Services (AES) and complete the appropriate forms from AES before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). For more information visit <http://aes.iupui.edu>. For ADA resources visit <http://ada.iu.edu/students/IUPUI/>. For ADA policies visit <https://policies.iu.edu/policies/ua-02americans-disability-act/>.
5. Education and Title VI: 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). Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance. Programs and activities that receive ED funds must operate in a nondiscriminatory manner, including admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical

education, athletics, housing and employment, if it affects those who are intended to benefit from the Federal funds. <http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>

6. **Emergency preparedness:** Know what to do in an emergency to be protected and to protect others. For more information, visit the emergency management website at <http://protect.iu.edu/emergency>.
7. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless 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/officialenrollment-class-attendance.html> Children may *not* attend class with their parents, guardians, or childcare providers.
8. **Religious holidays:** IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit <http://registrar.iupui.edu/religious.html>.
9. **Sexual misconduct:** One of the instructor's responsibilities is to create a safe learning environment. IU does not tolerate sexual harassment or violence, which are prohibited under Title IX and the sexual misconduct policy. <https://policies.iu.edu/policies/ua-03-sexual-misconduct/index.html> The university can help students subjected to sexual misconduct. To seek help, obtain information and resources, or speak to someone confidentially, visit <http://stopsexualviolence.iu.edu/>. Federal regulations and University policy require the instructor to convey promptly any information about potential sexual misconduct to IUPUI's Deputy Title IX Coordinator or IU's Title IX Coordinator to ensure appropriate measures are taken and resources are offered. To protect a student's privacy all involved will only share information with those who need to know to ensure the university can respond and assist.
10. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit <http://studentaffairs.iupui.edu/advocate>.

SCHOOL POLICIES AND GUIDELINES

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, web surfing, and posting to social media 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. 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, for online courses, within two Indiana University 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. **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 with the following

exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. 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. In small sections, demographic information should be left blank, if it could be used to identify the student.

4. **Email:** Indiana University uses the student's IU email account as an official means of communication, and students should check it daily. Although the student may have IU email forwarded to an outside email account, the student should email faculty and staff from the student's IU email account.
5. **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.

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.

The Instructor reserves the right to make changes to the syllabus and course schedule, if necessary.
