INFO I101
Introduction to Informatics

Department of Human-Centered Computing
Indiana University School of Informatics and Computing
IUPUI

Semester: Fall 2019
Section Number: 27527
Credit Hours: Four credit hours
Course Web Site: http://canvas.iu.edu

IT 252, Monday and Wednesday, 3:00pm to 4:50pm

Instructor: Francesco Cafaro
Office Address: IT 579
Email Address: fcafaro@iu.edu

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.
Contact Information

<table>
<thead>
<tr>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>e-mail</td>
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<tr>
<td>Office</td>
</tr>
<tr>
<td>Office hours</td>
</tr>
</tbody>
</table>

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Required Textbooks

1) Jon Duckett, *HTML and CSS: Design and Build Websites*, 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:


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Software

IUPUI students can freely download the software that we use in this class (Adobe Creative Cloud) at: [https://iuware.iu.edu](https://iuware.iu.edu)

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Prototypes/Wireframes

Axure: [https://www.axure.com/edu](https://www.axure.com/edu)

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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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>PLO</th>
<th>PLUS</th>
<th>RBT</th>
<th>PUL</th>
<th>SC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define hypertext and webpages terms.</td>
<td>A1</td>
<td>P1.4</td>
<td>1</td>
<td>3</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>2. Script webpages using HTML5 tags, attributes, and elements.</td>
<td>B3</td>
<td>P3.2</td>
<td>6</td>
<td>1B, 2</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>3. Use cascading style sheet (CSS) to specify the presentation of a webpage.</td>
<td>B3, C3</td>
<td>P.1.4, P3.2</td>
<td>3</td>
<td>1B, 2</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>4. Transfer files to a server so that webpages can be accessed on the Internet.</td>
<td>A1</td>
<td>P1.4</td>
<td>3</td>
<td>3</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>5. Design and explain basic algorithms</td>
<td>B2, B3, D2</td>
<td>P1.1, P1.4, P3.2</td>
<td>1</td>
<td>3</td>
<td>1.3, 3.1, 3.2, 4.3, 4.4</td>
<td></td>
</tr>
<tr>
<td>6. Define variables and construct statements JavaScript.</td>
<td>B3</td>
<td>P3.2</td>
<td>1</td>
<td>1B</td>
<td>1.3, 3.1, 3.2, 4.3, 4.4</td>
<td></td>
</tr>
<tr>
<td>7. Write expressions using arithmetic, relational, and logical operators.</td>
<td>A2, B3</td>
<td>P2.3, P3.2</td>
<td>6</td>
<td>1B</td>
<td>1.3, 3.1, 3.2, 4.3, 4.4</td>
<td>• Lab Assignments 5-7 • Group Project</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>8. Compose conditional and compound statements.</td>
<td>A2, B3</td>
<td>P2.3, P3.2</td>
<td>6</td>
<td>1B</td>
<td>1.3, 3.1, 3.2, 4.3, 4.4</td>
<td>• Programming Assignment 3 • Lab Assignments 5-7 • Group Project</td>
</tr>
<tr>
<td>9. Create JavaScript functions with correct syntax and semantics.</td>
<td>B3</td>
<td>P3.2</td>
<td>6</td>
<td>1B</td>
<td>1.3, 3.1, 3.2, 4.3, 4.4</td>
<td>• Programming Assignment 3 • Lab Assignments 5-7 • Group Project</td>
</tr>
<tr>
<td>10. Understand concepts in statistics at an introductory level (including descriptive statistics, inference, probability, and regression analysis) and use them to evaluate user interfaces.</td>
<td>A2, A3, A4, E2</td>
<td>P1.4, P2.3, P4.4</td>
<td>2</td>
<td>1B</td>
<td>3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4</td>
<td>• User Study Plan &amp; Report • Topic and Project Presentations and Discussions</td>
</tr>
<tr>
<td>11. Place data in a spreadsheet and correctly format a table</td>
<td>A4</td>
<td>P1.4</td>
<td>3</td>
<td>3</td>
<td>1.3, 3.1, 3.2, 4.3, 4.4</td>
<td>• Group Project</td>
</tr>
</tbody>
</table>
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 | • Topic and Project Presentation & 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 | • Topic and Project Presentation & Discussions |

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

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SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Aug 26, 2019</td>
<td>Introduction to the Course; Introduction to Informatics; Introduction to HTML</td>
</tr>
<tr>
<td>Mon Sep 2, 2019</td>
<td><del>LABOR DAY</del> No classes</td>
</tr>
<tr>
<td>Wed Sep 4, 2019</td>
<td>[PROJECT] Individual Presentations, Group Formation, and Group Work</td>
</tr>
<tr>
<td>Mon Sep 9, 2019</td>
<td>[TOPICS] Human-Computer Interaction</td>
</tr>
<tr>
<td></td>
<td>[HTML] Markup, Text, Lists, Images, Tables, Hyperlinks</td>
</tr>
<tr>
<td>Wed Sep 11, 2019</td>
<td>[LAB 1] Setting up HTML editor. HTML Lab I</td>
</tr>
<tr>
<td>Mon Sep 16, 2019</td>
<td>[TOPICS] User Experience and Experience Design</td>
</tr>
<tr>
<td>Wed Sep 18, 2019</td>
<td>[LAB 2] HTML Lab II</td>
</tr>
<tr>
<td>Mon Sep 23, 2019</td>
<td>[TOPICS] Usability Evaluation</td>
</tr>
<tr>
<td>Wed Sep 25, 2019</td>
<td>[LAB 3] CSS Lab I</td>
</tr>
<tr>
<td>Mon Sep 30, 2019</td>
<td>[PROJECT] Initial Presentations</td>
</tr>
<tr>
<td>Wed Oct 2, 2019</td>
<td>CLASS WILL NOT MEET - Group Work</td>
</tr>
<tr>
<td>Mon Oct 7, 2019</td>
<td>[TOPICS] Visual Representation</td>
</tr>
<tr>
<td>Wed Oct 9, 2019</td>
<td>[LAB 4] CSS Lab II</td>
</tr>
<tr>
<td>Mon Oct 14, 2019</td>
<td>[TOPICS] Data Visualization for Human Perception</td>
</tr>
</tbody>
</table>
**[JAVASCRIPT] Introduction to Javascript. Basic Javascript Instructions.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Oct 21, 2019</td>
<td><del>FALL BREAK</del> No classes</td>
</tr>
<tr>
<td>Mon Oct 28, 2019</td>
<td>[TOPICS] Human-Data Interaction</td>
</tr>
<tr>
<td>Mon Nov 4, 2019</td>
<td>[TOPICS] Design for All</td>
</tr>
<tr>
<td>Wed Nov 6, 2019</td>
<td>[LAB 7] Javascript Lab III</td>
</tr>
<tr>
<td>Mon Nov 11, 2019</td>
<td>[HCI] Introduction to Statistics for HCI. Types of data.</td>
</tr>
<tr>
<td>Wed Nov 13, 2019</td>
<td>[PROJECT] Group Work</td>
</tr>
<tr>
<td>Mon Nov 18, 2019</td>
<td>[PROJECT] User Study</td>
</tr>
<tr>
<td>Wed Nov 20, 2019</td>
<td>[PROJECT] User Study</td>
</tr>
<tr>
<td>Mon Nov 25, 2019</td>
<td>[PROJECT] Group Work</td>
</tr>
<tr>
<td>Wed Nov 27, 2019</td>
<td><del>THANKSGIVING BREAK</del> No classes</td>
</tr>
<tr>
<td>Mon Dec 2, 2019</td>
<td><del>Tentative</del> Tour of the AVL</td>
</tr>
<tr>
<td></td>
<td>[PROJECT] Class forum</td>
</tr>
<tr>
<td>Wed Dec 4, 2019</td>
<td>[PROJECT] Group Work</td>
</tr>
<tr>
<td>Mon Dec 9, 2019</td>
<td>[PROJECT] Final Presentations</td>
</tr>
<tr>
<td>Wed Dec 11, 2019</td>
<td>[PROJECT] Final Presentations</td>
</tr>
<tr>
<td>Mon Dec 16, 2019</td>
<td>CLASS WILL NOT MEET - Group Work and Final Website Due</td>
</tr>
</tbody>
</table>

Final Website Online

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**GRADES**

**Lab Activities (14 points)**
- Lab 1-7 Assignments (2 points each)

**Programming Assignments (18 points)**
- Programming Assignment #1 - HTML (6 points)
- Programming Assignment #2 - CSS (6 points)
- Programming Assignment #3 - JavaScript (6 points)

**Blog Posts on Readings and Discussions – Topics in Human-Computer Interaction (7 points)**
- Chapter 2: Human-Computer Interaction (until section 2.4 included)
- Chapter 3: User Experience and Experience Design
- Chapter 15: Usability Evaluation (until section 15.6 included)
- Chapter 5: Visual Representation
- Chapter 35: Data Visualization for Human Perception (until 35.3 included)
- Chapter 41: Human-Data Interaction
- Chapter 42: Design for All (until section 42.3 included)
The Theory Presentations and Discussion Panels (6 points)
- Group Presentation (5 points)
- Panel Participation (1 point)

The Project (Group Work) (39 points)
- Individual Webpage with Project Idea (2 points)
- Initial Presentation (5 points)
- Intermediate Presentation (5 points)
- User Study Protocol (4 points)
- User Study Report (8 points)
- Final Presentation (5 points)
- Final Website (10 points)

Participation (16 points)
- Attendance (10 points)
- Peer Evaluation #1 (1 point)
- Peer Evaluation #2 (1 point)
- Peer Evaluation #3 (1 point)
- In-Class Participation (3 points)

COURSE POLICIES

Grading
Grades will be assigned using the IUPUI grading scale: http://registrar.iupui.edu/gradecover.html

You will receive a score (points) 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.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;=99</td>
<td>Professional Level Work; Highly Contributed to the Learning Environment and Autonomously Explored Extra-Curricular Areas of Informatics</td>
</tr>
<tr>
<td>A</td>
<td>&gt;=93</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>&gt;=90</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B+</td>
<td>&gt;=87</td>
<td>Good Work</td>
</tr>
<tr>
<td>B</td>
<td>&gt;=83</td>
<td>Average Work</td>
</tr>
<tr>
<td>B-</td>
<td>&gt;=80</td>
<td>Acceptable Work, below Average</td>
</tr>
<tr>
<td>C+</td>
<td>&gt;=77</td>
<td>Poor Work</td>
</tr>
<tr>
<td>C</td>
<td>&gt;=73</td>
<td>Poor Work, Minimally Acceptable</td>
</tr>
<tr>
<td>C-</td>
<td>&gt;=70</td>
<td>Unacceptable Work</td>
</tr>
<tr>
<td>D+</td>
<td>&gt;=67</td>
<td>Unacceptable Work</td>
</tr>
<tr>
<td>D</td>
<td>&gt;=63</td>
<td>Unacceptable Work</td>
</tr>
<tr>
<td>D-</td>
<td>&gt;=60</td>
<td>Unacceptable Work</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>Failed</td>
</tr>
</tbody>
</table>
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Attendance

Attendance is mandatory and will directly affect 10% of your final grade (10 points). You will be required to check in at the beginning of each class. Please plan to be on class on time. If you are not in class at 3pm, you may be considered absent that day.

Your attendance will be graded in the following way:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 2</td>
<td>A</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>6 or more</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Furthermore, you are *required* to be in class when your group is delivering a topic presentation, when you are participating in a discussion panel, and when your group is conducting the in-class user study or delivering a group project presentation. If you are not in class during an activity, you will receive 0 points for that activity.

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Long Medical Absence (more than two days)

It is your responsibility to promptly notify the instructor if you have compelling medical reasons that prevent you from being in class for more than two days through the semester—so that we can determine additional assignments to keep you on track with the class work.

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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; using laptops and cell phones during presentations (when not required by the instructor); addressing classmates in disrespectful ways. 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 and considered absent for the day. Recurrent cases of disruptive behavior will be reported to campus.
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**Late Assignments**

Assignments are due at 11:59 pm the day BEFORE class (unless otherwise specified). If you submit an assignment between 1 minute and 24 hours after the deadline, the penalty is 20% of the score. If you submit more than 24 hours after the submission deadline, the assignment will count 0% towards your final score.

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**Topic Group Presentations and Discussion Panels**

You will be asked to present one of the book chapters in a group of about 4 people. Similarly, you will be asked to contribute to a discussion panel on a different book chapter. You will be asked to choose both topics on the first day of class. If you missed the first day of class, the instructor will assign you a presentation and a discussion topic.

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**In-Class Participation**

Because a significant part of this class relies on topic and project presentations, most of the learning that will occur during those sessions depends on the quality of students’ contribution to the discussion. Make sure to contribute at most to all the discussions, because you will receive an in-class participation grade at the end of the semester. Specifically, your participation will be assessed according to this rubric:

- **A (3pts):** Very Good Contribution, contributed to most discussions in a meaningful way, sometimes with extra-curricular information based on additional literature and/or professional experience.
- **B (2.55pts - 85%):** Good contribution, contributed to most discussions in a meaningful way, but never with extra-curricular information based on additional literature and/or professional experience.
- **C (2.25pts - 75%):** Could be better, contributed to the discussions sporadically or in a marginal way.
- **D (1.95pts - 65%):** Needs improvement, the contribution was sometimes off-topic and/or inconsistent.
- **F (between 1.5 and 0pts):** Failed to contribute in a meaningful way or did not contribute at all.

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Anti-Plagiarism Checks

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.

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Lab and Programming Assignment Presentations (Additional Plagiarism Check)

At the beginning of some classes after a programming or lab assignment was due, the instructor might extract a random number. The student with that number on the class roster will be asked to present her/his solution to the class. Note that, if you are selected, you need to be able to resent and discuss your *own* solution. It does not matter if it is the correct solution.

**If you are not able to comment and explain your code, your grade for that assignment will be changed to 0, and you will be asked to meet periodically with the instructor to monitor your conduct regarding plagiarism.**

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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).

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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/

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Administrative Withdrawal
A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. If you miss more than half of the required activities within the first 25% of the course, you may be administratively withdrawn from this course.

Our course meets twice per week; thus, if you miss more than 4 classes in the first four weeks, you may be withdrawn. You are expected to submit 6 assignments within the first four weeks of class; thus, if you do not submit 3 or more assignments, you may be withdrawn.

Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact the instructor or visit http://registrar.iupui.edu/withdrawal-policy.html

Important Supplement for IUPUI Syllabi

IUPUI Policy on Disability Accommodations
Students needing accommodations because of disability will need to register with Adaptive Educational Services and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241.

IUPUI Policy on 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 in writing to the course instructor by the end of the second week of the semester and should use the Request for Course Accommodation Due to Religious Observance Form. More information on the IUPUI Policy on Religious Holidays is available here: http://registrar.iupui.edu/religious.html.

IUPUI Policy on Academic Integrity:
The IU Code of Student Rights, Responsibilities, and Conduct states that students must uphold and maintain academic and professional honesty and integrity; the code defines academic misconduct as any activity that tends to undermine the academic integrity of the institution. Students engaging in academic misconduct may therefore receive penalties from their course instructor and disciplinary action from the university. Policies against academic misconduct apply to all course-, department-, school-, and university-related activities. Academic misconduct may involve human, hard-copy, or electronic resources and includes but is not limited to the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. For definitions of these activities, visit http://studentcode.iu.edu/responsibilities/academic-misconduct.html. For information on how faculty and students are expected to handle cases involving academic misconduct, visit http://registrar.iupui.edu/misconduct.html. Additional information about the rights and responsibilities of IU students is available at http://studentcode.iu.edu/.
Title IX - IUPUI Policy on Sexual Misconduct
As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, please visit http://stopsexualviolence.iu.edu/help/index.html (Links to an external site.) for contact information.

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed.

Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu (Links to an external site.) to learn more about available resources on campus and in the community.

Education and Title VI
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.

RESOURCES FOR STUDENTS

Student Advocate
The Student Advocate Office is located in the Campus Center, Suite 350, and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, visit the Student Advocate website at http://www.life.iupui.edu/advocate/

Adaptive Educational Services
Students needing accommodations because of physical or learning disabilities should contact Adaptive Educational Services, Taylor Hall (UC), Room 137: http://aes.iupui.edu/

Counseling & Psychological Services
Students who wish to seek counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information, visit the CAPS website at http://life.iupui.edu/caps/

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