Tentative Syllabus

FALL 2017

NEWM-N 465/INFO-I 465/INFO-I 590

INFORMATICS FOR SOCIAL CHANGE (3 CR)

<u>School of Informatics and Computing</u>
<u>Indiana University-Purdue University Indianapolis</u>

Section Number: 35106/35107
Class Time: 3:00–5:40 pm, Mondays
Classroom: IT 357
Credit Hours: 3

Instructor:
Robert Skipworth Comer, M.S.,
Research Associate,
Informatics Research Institute
Office Address: IT 485
Office Phone: (317) 278-2938
Office Hours: By appointment
Email: rscomer@iupui.edu

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

Required Text

- Reading materials are posted in Canvas as needed.

Course Description

This course focuses on the theory and practice of service learning at IUPUI. Students will apply the knowledge of their technology expertise area in a service project for the local, state or global community. Projects will be completed through students' current and developing new media production, information technology, and client-based research skills.

Extended Course Description

This course will make what you have learned at IUPUI School of Informatics and Computing relevant to the society. With an emphasis on cultivating civic responsibility, students serve to learn and learn to serve. According to the world-famous IUPUI Center for Service and Learning, "Students in service learning classes report higher gains in academic skills, life

skills, and civic development than students who do not participate in service learning. Additionally, student report that service learning helps to clarify career goals, contributes to stronger relationships with peers and faculty, and results in a more satisfying learning experience."

Over the years, service-learning components have been embedded in some of the courses offered by School of Informatics and Computing. However, the school did not have a course dedicated to service learning, in which students could learn why, what, and how to contribute to our community in their expertise areas until Spring 2010. This course has been developed to fill the hole. It is prepared for juniors, seniors and graduate students who are interested in applying what they have learned in their expertise areas to a real-world project so as to benefit their own learning and to benefit those who are in great need of our students' professional help.

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

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

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

1. Indiana Organ Procurement Organization
2. Indy School on Wheels
3. Volunteers of America Indiana
4. Indiana Historical Society
5. IU Student Outreach Clinic
6. Rotary Club
7. Center for Leadership Development
8. Marion County Commission on Youth (MCCOY)

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

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

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

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

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

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

Oral communication
Students will give presentations, lead discussions. The service learning will involve a great deal of oral communication with the client, the service objects, and instructors and so on. The students will gain experience and confidence in social interaction through service learning.

Critical thinking
These are probably the most important gains that students will take home from the course. One of the strategies in balancing the teaching of technological skills and that of critical and creative thinking skills is projects --ideally, real-life projects. This course will provide a wonderful opportunity for students to analyze, synthesize and evaluate the knowledge they have gained across different courses so that they can put together all they have learned as an organic whole. Through tutoring, for instance, the students will have to consider things that they have never thought about, despite doing them routinely. Through production, they will employ their existing technology skills and learn new production techniques.

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

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

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

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

Course Outcomes

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

- Understand the problems and conditions of the vulnerable populations while the students provide humanitarian aid to the community to reduce illiteracy, poverty, homelessness, and information technology illiteracy.
- Understand the ways in which information technologies may support or harm those populations.
- Analyze, synthesize, and evaluate by applying knowledge in students' expertise areas through their new media production, information technology development, and client-based research.
- Explore the meaning of such ideas as information and technology, digital divide, social networks, cultural differences in user groups, intended and unintended consequences of technology design, information economics, barriers to attention, the effects of videogames on children, digital personal health records, technologies such as blogging, wikis, and multimedia as tools of self-expression, and philanthropy via technology.
- Cultivate a strong sense of social responsibility regarding technology use and development.
- Build leadership and independent problem-solving capability.
- Gain more people skills, to be more specific, skills to communicate with team members, client, and service objects, and solve problems in a group environment.
- Learn how to adapt technology learning to real-world needs and manage a project through critical thinking and creative thinking.
- Have further understanding of the course content and a broader appreciation of informatics and media arts and sciences.

Core Competencies

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

- communication skills
- project management skills
- critical and creative thinking skills

Equipment/Supplies

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

Attendance

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

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

Service Requirement

You will be required to perform 3 hours of direct service for your organization. This will be done in lieu of our October 5 class meeting, and will be a part of the Connecting Theory and Practice essay assignment. You should work with your partner organization to organize the service activity.

Participation

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

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

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

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

the more points you will earn for your Participation grade. We will count your helping efforts.

Assignments

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

Presentations

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

Grading

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

Distribution of grades:

Attendance/Participation (7/3)	10 points
Service Learning Orientation Presentation	5 points
Project Planning Documents	10 points
Civic Responsibility Presentation	5 points
Connecting Theory and Practice Reflection Essay	5 points
Causes and Technology Presentation	5 points
Process Reflection Essay	5 points
Final Reflection Essay	5 points
Media Reviews	10 points
Course Project	40 points
Total	100 points

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

Late Work

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

Grading Scale:

A+	97–100%	Professional level work, showing highest level of achievement
A	93–96.99%	Extraordinarily high achievement, quality of work; shows command of the subject matter
A–	90–92.99%	Excellent and thorough knowledge of the subject matter
B+	87–89.99%	Above average understanding of material and quality of work
B	83–86.99%	Mastery and fulfillment of all course requirements; good, acceptable work
B–	80–82.99%	Satisfactory quality of work
C+	77–79.99%	Modestly acceptable performance and quality of work
C	73–76.99%	Minimally acceptable performance and quality of work
C–	70–72.99%	Unacceptable work (Core course must be repeated for credit)
D+	67–69.99%	Unacceptable work (Course must be repeated for credit)
D	63–66.99%	Unacceptable work
D–	60–62.99%	Unacceptable work
F	Below 60	Unacceptable work

No credit is granted for a grade below C in an undergraduate course or a grade below a B– in a graduate course.

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.

OTHER POLICIES

1. **Administrative withdrawal:** 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.

2. **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. 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.

3. **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.

4. **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/.

5. **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.

6. **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 AES-issued 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.

7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at http://protect.iu.edu/emergency.

9. **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

10. **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/official-enrollment-class-attendance.html Children may *not* attend class with their parents, guardians, or childcare providers.

11. **Religious holidays:** 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.

12. **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.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit http://stopsexualviolence.iu.edu/.

14. **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.

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.