LIS S501 Information Resources and Services

Department of Library and Information Science
Indiana University School of Informatics and Computing, Indianapolis
Spring 2017

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Required Resources: The Purdue Online Writing Lab, a free web-based resource that covers all major citation styles – APA, MLA, and Chicago/Turabian.
Other required readings will be posted weekly in Canvas under Modules.

Section No.: 28001  Credit Hours: 3
Time: Online  Location: Online
Office Hours: By Appointment Only

Course Objectives and Outcomes

SOIC Catalog Description for S501 (Spring 2017):
This course enables students to identify and evaluate a wide variety of information sources and services. It examines the nature of reference work, human information needs, and information literacy. It includes search principles and techniques in major information retrieval systems as well as web search engines. (It) Provides practice experience in evaluation and use of bibliographic materials, reference interviewing, and search techniques, in finding answers to real world questions reflecting the multidisciplinary and multicultural interests and characteristics of library users.

Enduring Understandings for S501:

- Working effectively with patrons is an essential skill for librarians who work the front lines.
- Librarians develop special skill sets in order to efficiently and accurately answer patron questions while maintaining the ethics of the profession.
- Different types of libraries require different types of reference skill sets.
- It is important to know and be able to effectively use the major reference tools.
- Change and adaptation are constants in our profession.
Course Learning Outcomes
Students who complete this course will be able to
• Articulate and model the key functions of the reference process using interpersonal techniques and questioning strategies.
• Conduct simple search strategies to provide reference assistance using a variety of formats.
• Identify and successfully use relevant reference sources to find answers to questions.
• Identify criteria used to compare and evaluate information sources.
• Apply principles involved in choosing sources for particular users in specific settings.
• Demonstrate professional understanding of the evolution of reference services and concepts due to technology and other influences.

Learning Outcomes for S501:
Each student will have the opportunity to:
• Initiate and conduct reference exercises to build a skills toolkit.
• Connect discrete skills conceptually to their application in appropriate professional situations.
• Design a personal interest annotated bibliography.
• Participate in online class discussions and online communications for the purpose of sharing resources and ideas, drawing conclusions on projects and issues, and experimenting with emerging communication technologies.
• Actively participate in peer teaching and peer learning through class activities.

The instructor will:
• Carefully choose readings and plan activities that will build students’ enduring understandings of the course material.
• Convey examples of theory, techniques, and models relevant to information resources and services.
• Be responsive to students’ needs and questions.
• Judge student performance fairly in accordance with the LIS grading policy and the expectations for the assignments outlined in this syllabus and subsequent rubrics.
• Treat students as individuals and allow them to create a set of learning opportunities that are best for their situation and professional and personal goals.

Conceptual Underpinnings for S501:
This course supports the achievement of the following Core Competencies of Librarianship as formulated by the American Library Association, Indiana University, and LIS. Competencies in bold text are particularly supported through assignments and projects. A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

Professional Outcomes
1. Foundations of the Profession
   • 1A. The ethics, values, and foundational principles of the library and information profession.
   • 1l. The techniques used to analyze complex problems and create appropriate solutions.
   • 1J. Effective communication techniques (oral and written).
2. Information Resources
   • 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

3. Organization of Recorded Knowledge and Information
   • 3A. The principles involved in the organization and representation of recorded knowledge and information.
   • 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills
   • 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

5. Reference and User Services
   • 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
   • 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
   • 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
   • 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
   • 5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

7. Continuing Education and Lifelong Learning
   • 7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
   • 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

**IU MLS Outcomes**
*Students who complete this course will be able to:*
   • Analyze, identify, and respond to the information needs of diverse communities of users.
   • Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication.
   • Educate users and potential users to locate, use, and evaluate information resources and tools.
   • Communicate effectively to a variety of audiences.
   • Anticipate emerging trends and respond proactively.

**IU Principles of Graduate and Professional Learning**
*Students who complete this course will be able to:*
   • Demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field.
   • Think critically, applying good judgment in professional and personal situations.
   • Communicate effectively to others in the field and to the general public.
   • Behave in an ethical way both professionally and personally.
Course Basics

Where and When:
This course will be delivered completely online via Canvas. There are no scheduled class meeting times, but there are specific due dates for assignments and online posts.

Most components for this course can be accessed within Canvas from the menu on the left side of the screen. Course materials are located in Modules. Assignment descriptions, rubrics, submissions, and grading feedback will be available in Assignments. Grades and feedback are available in Grades. An online class community is designed through conversations found in Discussions. Important messages and announcements will be communicated via email through the Inbox.

Please contact me immediately if you have any questions or concerns about any aspect of the delivery of this class.

Participation = Attendance
Because this class is held entirely online, participation is crucial to your success. I strongly recommend that you check Canvas once a day for messages and announcements that may affect your participation and assignments. Always be well prepared to participate in discussions and activities based on readings and assignments, as that is the way you will demonstrate mastery of the course objectives. Failure to participate every session is the same as not being in attendance. You may lose points when you don’t post or don’t turn in an assignment on time.

Be sure to allow time to work in Canvas. Because there is no face-to-face interaction, an online course requires a greater commitment to demonstrating your mastery of the course objectives in written posts, projects, and papers. It takes much more time to type than to talk! If you will be without web access for more than 72 consecutive hours, you may want to enroll in S501 in another semester. In order to do well in this course, it is absolutely necessary to stay on top of readings, discussions, and assignments.

Special Requirements
Most roles in a library require working with the public or at the very least with professional colleagues. For this reason, physically using a library and interacting with people will be required for the successful completion of most requirements for this class.

Communication
Canvas email is the best way to reach me. I will make every attempt to respond to your emails within 24 hours. If you do not hear back from me within 48 hours, please do contact me again. I will not be offended
because I expect you to advocate for your own education by helping me make sure your needs stay on my radar.

Please use Canvas email for all questions related to this course. If you are not familiar with Canvas yet, email is accessed in the **Inbox**, which is located in the menu on the left side of your screen. These messages should also show up in your IU email, and you can respond directly from your IU email if desired.

Please remember that Indiana University uses your IU email account as an official means of communication, and students should check it **daily** for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty or staff from your IU email account.

**Personal Responsibility for Learning**

The majority of graduate students are paying for their own education and often work at least part time. Often they have families and other commitments. Therefore they tend to be serious students who put in the time required to be successful in graduate school. There are, however, times when life seems to spiral out of one’s control despite plans, efforts, or wishes. When this happens, it is critical that you immediately communicate with me. I make every effort to be a responsive educator vested in your success, but I will not be able to understand or support you if you do not communicate your concerns.

If you experience any of the following, please alert me immediately:

- Your technology is causing you to be unable to access both visual and audio portions of the class
- Your technology makes it impossible to access the needed electronic resources for this course
- Something impedes your ability to complete assigned work

**Citing Sources**

You are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from. You may choose either of the following styles for presenting your citations, but please use one style consistently throughout your assignments:

- MLA (Modern Language Association) 8th edition
- APA (American Psychological Association) 6th edition
Course Components:

This course consists of several online components all of which will be accessed via Canvas. Here is a summary of these components. Further details about each component follow this chart.

<table>
<thead>
<tr>
<th>Component</th>
<th>Available</th>
<th>Due</th>
<th>Where to Find</th>
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<tbody>
<tr>
<td>Connect Sessions</td>
<td>Every Monday by noon</td>
<td>No due date.... However, always view this first before completing the week’s discussion, readings, and assignments</td>
<td>Access in Canvas under Modules <strong>Make sure you can hear the AUDIO in addition to viewing the VIDEO. Both are critical to these sessions.</strong> Not viewable through Canvas app or on small devices</td>
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<tr>
<td>Textbook Readings Cassell &amp; Hiremath</td>
<td>Obtain a copy before the course begins</td>
<td>No due date... However, it is best to complete readings after viewing Connect Session but before completing discussion and assignments</td>
<td>It is a requirement of the course to purchase this textbook (details at top of syllabus)</td>
</tr>
<tr>
<td>Other Required Readings/Resources</td>
<td>Every Monday by noon</td>
<td>No due date... However, it is best to complete readings after viewing Connect Session, but before completing discussion and assignments</td>
<td>Access in Canvas under Modules</td>
</tr>
<tr>
<td>Discussions</td>
<td>Mondays by noon (only on certain weeks)</td>
<td>Post your initial post by <strong>11:59pm on Thursdays.</strong> Read and reply to at least one peer’s post by <strong>11:59pm on Sundays.</strong></td>
<td>If the week’s module has an accompanying Discussion, it will appear in that week’s Module</td>
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<tr>
<td>Assignments</td>
<td>Approx. 10 days before due date</td>
<td>11:59pm on Sundays (when applicable)</td>
<td>Access in Canvas under Assignments</td>
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Connect Sessions:

One Connect Session will be posted each week in that week’s module. You will use the link to view the pre-recorded presentation at any time that is convenient to you. However, I highly recommend that you view the Connect Session prior to doing any of the reading, assignments or discussions for that week. This means that you should view the Connect Session as early in the week as possible.

These are called Connect Sessions for two reasons:
1. The software used to capture these sessions is called Adobe Connect. The presentations consist of PowerPoint slides with audio narration. Both the visual and audio components are crucial to these
presentations and your success in this course. If you have any technical difficulties with the Adobe Connect presentations, please let me know immediately.

(2) The sessions are truly intended to make important connections. In an online course, it can be easy to feel disconnected in many ways. Through these presentations, I will focus on helping you connect with me, as a mentor and colleague; with each other, as partners in learning; and with the body of professional knowledge presented in this course. Together we will discover the connections between the required readings, the assignments, and the discussion topics. These sessions will also cover very important information about upcoming assignments and provide an overview of what you should be working on for this class. I will try to address questions about assignments and give extra insights that will help you complete the coursework.

Textbook Readings:
The textbook provides the foundational knowledge and theory upon which you will construct your understanding of reference resources and services. The Connect Sessions will provide an overview of the assigned textbook reading and explain how it applies to the coursework, but it is crucial to your understanding and growth in this course to read all the assigned chapters. You will need to cite these readings in assignments, discussions, and reflections throughout the semester.

Other Required Readings/Resources:
While the textbook focuses more on the general and theoretical, the additional readings are designed to supplement the textbook with real world examples and resources that librarians use in the field every day. You will need to cite these readings in assignments, discussions and reflections throughout the semester.

Discussions:
Some of the weekly modules will have an accompanying Discussion. Not all sessions lend themselves to unique and diverse perspectives, therefore, I will limit our use of Discussions to those I feel will offer opportunities for you to bring your voices to the group conversation. Discussions provide an opportunity for you to apply what you have learned, share your experiences, and construct new understandings with your peers. This is a dynamic and timely part of our class, and it is much richer when all students participate fully. Please take the time to craft thoughtful posts as well as read and respond thoughtfully. Those who fully engage with the Discussions may find this to be one of the most valuable experiences of the course.

You are required to do two posts for each discussion: your initial post and a response to a peer’s post. You will only be graded on these two posts, however, you are welcome to post more if you desire.

If there is a Discussion assigned for the week, the Discussion cycle will work like this:

On Monday: The Discussion prompt will be available in Canvas under Discussions
By Thursdays at 11:59pm: Post your initial response to the Discussion prompt
By Sunday at 11:59pm: Read and respond to one peer’s post

TOTAL POINTS: 5 points / Discussion Week
Assignments:

All assignment descriptions will be posted approximately ten days prior to the due date. You will access these in Canvas under Assignments where you will also find a full assignment description and rubric.

You will turn in all assignments by uploading to Canvas under Assignments. Files must be submitted in .doc, .docx or .pdf format.

As I add assignments to the course, these assignments will automatically populate on the Syllabus page in Canvas giving you an at-a-glance list of assignments with due dates.

Pulse Reflections

TOTAL POINTS: 5 points / Pulse

Three times this semester you will be asked to “take your pulse.” This is a reflective exercise that helps you assess your thinking at the beginning of the course and then observe how you are growing and changing as you gain experiences and learn from your readings and your peers. Your metacognitive “pulses” can be used to shape your overall philosophy of librarianship that is often part of the interview or portfolio process. You will upload these Pulses in Canvas under Assignments (in a .doc or .docx or .pdf format).

Exercises

The following three exercises are hands-on applications for the skills and concepts we are learning. Your focus should be to draw connections between the theoretical and the pragmatic. You will upload these exercises in Canvas under Assignments (in a .doc or .docx or .pdf format). Full assignment descriptions will be made available in Assignments and discussed in the Connect Sessions.

Exercise 1: Reference Observation

TOTAL POINTS: 15 points

Choose any type of library, but not the library at which you work, intern or volunteer (without prior consent from the professor). You will visit the library on two occasions totaling two, one hour observations of the reference and/or reader's advisory work being conducted. You will submit a written reflection on this experience.

Exercise 2: Reader’s Advisory

TOTAL POINTS: 15 points

Choose a partner of your choice (child, relative, friend, student, patron, etc.) and help him or her with a real-world reader’s advisory query within a real library using the tools available.

Exercise 3: e-Portfolio Early Reflection

TOTAL POINTS: 15 points

Using something created or experienced in S501, you will begin the e-Portfolio requirement for your MLS degree by creating an early reflection submission.
Annotated Bibliography Final Project

An annotated bibliography is an expert guide to help library users explore available key resources on a particular subject or topic. Unlike a pathfinder, which provides the tools to research resources available in one collection or one library, a bibliography is a review of the best resources available anywhere.

For this Annotated Bibliography, you will be choosing your topic and designing it to your needs in order to make it as relevant as possible. Depending on your topic, you may want or need to include some resources that are not yet available electronically, but many of your resources should be accessible online, no matter the format. The final product will be shared with members of our class.

This project should be appropriate to include in your e-Portfolio before graduation.

A full description of the project, as well as the rubric, will be shared in Module 3 in order to allow you to begin work on this final project early in the semester. During the semester you will have opportunities for portions to be turned in for formative feedback prior to the final due date, thus allowing you to know if you are on track.

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<tr>
<th>Assignments Related to Final Project (Due Dates Listed in Calendar section)</th>
<th>Points Available</th>
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<tbody>
<tr>
<td>Choice of Topic (5 points as part of the week’s Discussion)</td>
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<tr>
<td>Sample of 3 Annotated Bibliographic Citations</td>
<td>10 points</td>
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<tr>
<td>Upload Draft of (Nearly) Final Bibliography for Peer Review</td>
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<tr>
<td>Complete Peer Review of Another Student’s Bibliography</td>
<td>10 points</td>
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<tr>
<td>Final Annotated Bibliography</td>
<td>30 points</td>
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<td><strong>TOTAL 50 points</strong></td>
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Assignment Resubmission Policy:

Occasionally assignments are misunderstood and therefore completed incorrectly. For many assignments in this course, you will have the opportunity to resubmit work in an effort to better understand the concepts as well as raise your grade. However, the following guidelines apply to resubmissions:

- In order to resubmit an assignment, it must have been turned in by the original deadline. All assignments have deadlines. If you need an extension, you must communicate with me clearly prior to the deadline. Life circumstances can be taken into account to negotiate more time.
- Assigned Discussions may not be resubmitted. If you miss the Thursday deadline for the original post, you should still submit your initial post in order to receive partial credit. No credit for late response posts.
- A resubmission will not be accepted if you skip over a portion of the original assignment. It is your responsibility to read the assignment description and rubric carefully.
Calendar:

Exceptions to Semester Calendar:

<table>
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<tr>
<th>Week of Mar. 13</th>
<th>Spring Break (13th-19th)</th>
<th>No Connect Session, Discussions or Assignments this week</th>
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</thead>
<tbody>
<tr>
<td>Week of May 1</td>
<td>Final Week of Class</td>
<td>No Module. Final Deadline for all Assignments and Resubmissions is Thurs. May 4 by 11:59pm.</td>
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<thead>
<tr>
<th>Date</th>
<th>Module/Topic</th>
<th>Required Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Jan. 9</td>
<td>Module 1: Intro to Reference</td>
<td>Textbook Chapter 1 Other resources listed in Module</td>
<td>Discussion 1 Original Post due Thurs. Jan. 12 by 11:59pm Response due Sun. Jan. 15 by 11:59pm</td>
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<tr>
<td>Jan. 30</td>
<td>Module 4: Basic Search Techniques</td>
<td>Textbook Chapter 3 Other resources listed in Module</td>
<td>Exercise 1: Reference Observation Due Sun. Feb. 5 by 11:59pm</td>
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<td>Feb. 6</td>
<td>Module 5: Using Internet as a Reference Tool</td>
<td>Textbook Chapter 13 Other resources listed in Module</td>
<td>Discussion 4 Original Post due Thurs. Feb. 9 by 11:59pm Response due Sun. Feb. 12 by 11:59pm</td>
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<tr>
<td>Feb. 13</td>
<td>Module 6: Bibliographic Resources</td>
<td>Textbook Chapter 4 Other resources listed in Module</td>
<td>Prepare for Discussion 5 by using virtual reference services</td>
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<tr>
<td>Feb. 20</td>
<td>Module 7: Encyclopedias; Ready Reference; Dictionaries</td>
<td>Textbook Chapter 5, 6, 7 Other resources listed in Module</td>
<td>Discussion 5 Original Post due Thurs. Feb. 23 by 11:59pm Response due Sun. Feb. 26 by 11:59pm</td>
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<tr>
<td>Feb. 27</td>
<td>Module 8: Indexes and Databases</td>
<td>Textbook Chapter 8 Other resources listed in Module</td>
<td>Sample of 3 Annotated Bibliographic Citations due Sun. Mar. 5 by 11:59pm</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Textbook Chapter</td>
<td>Resources</td>
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<tr>
<td>Mar. 6</td>
<td>Module 9: Health, Law, Business Resources</td>
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<td>Other resources listed in Module</td>
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<td>Mar. 13</td>
<td>Spring Break Mar. 13-19</td>
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<tr>
<td>Mar. 20</td>
<td>Module 10: Geography, Biographical,</td>
<td>10, 11, 12</td>
<td>Other resources listed in Module</td>
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<td>Government Docs</td>
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<tr>
<td>Mar. 27</td>
<td>Module 11: Children and Young Adult</td>
<td>15</td>
<td>Other resources listed in Module</td>
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<td>Reference</td>
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<td>Apr. 3</td>
<td>Module 12: Questions for Final Project</td>
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<td>Apr. 10</td>
<td>Module 13: Reader's Advisory</td>
<td>14</td>
<td>Other resources listed in Module</td>
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<tr>
<td>Apr. 17</td>
<td>Module 14: Information Literacy in Reference</td>
<td>16</td>
<td>Other resources listed in Module</td>
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<tr>
<td>Apr. 24</td>
<td>Module 15: Future of Reference</td>
<td>21, 22</td>
<td>Other resources listed in Module</td>
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<td>May 1</td>
<td>Final Week</td>
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*Please always feel free to ask questions about any aspect of this course.* After all, this course is all about asking questions and finding answers!
Grading

Your achievement of the course objectives will be measured by your online participation and written work. I will provide general feedback to the class through the weekly Connect Sessions. Individual feedback and grades will be made for each Discussion, Pulse and Assignment. Grades and feedback can be accessed in Assignments as well as in Grades.

LIS S501 Grading Scale:
A = 97—100%
A- = 92—96%
B+ = 88—91%
B = 84—87%
B- = 80—83%

NOTE: To satisfy this core (required) course, your final grade must be B- or above AND your overall GPA at or above 3.0.

IU Grading Scale
A Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ or below Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials.

Incomplete:
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year.

Administrative Withdrawal:
A basic requirement of this course is that students 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, it is the student’s responsibility to 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 will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund.

**Academic misconduct:**
Students are expected to do their own individual, original work. Work that is plagiarized (using other people’s writings without attribution) or re-purposed (handing in work done for another class) will result in a minimum in the failure of that assignment.

*Whenever you quote from someone else you need to use quotation marks.* Failure to use quotation marks when necessary is plagiarism, even if you use a footnote/citation. It is okay to quote sources as long as you use quotation marks to clearly mark what you yourself did not write. For the papers and projects, TurnItIn will be used to identify passages that are identical to articles and other resources. If these passages are not quoted appropriately, I will let you know. You will need to re-do the assignment, and the existence of the incident will be reported, according to campus policy. You may dispute this in a meeting (phone, email, or in person, at your choosing).

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/](http://www.indiana.edu/~code/).

**Accommodations:**
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. Without proper documentation communicated directly to me, accommodations cannot be granted. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317-274-3241. Visit [http://aes.iupui.edu/](http://aes.iupui.edu/) for more information.

Students with visual-impairments who are not able to access assigned resources and materials should alert me immediately.

Students with hearing impairments who are not able to access the auditory components of the course should alert me immediately.

**Campus Course Policies**
There are a number of campus-wide policies governing the conduct of courses at IUPUI. These cover attendance, academic policy, and personal conduct, and can be found by clicking the Campus Course Policies link in the toolbar at the left of Canvas.