LIS S501 - Information Resources and Services

Department of Library and Information Science
Indiana University School of Informatics and Computing, Indianapolis
Spring 2022

Section No.: 36123
Credit Hours: 3
Instructor: Anna Marie Johnson
Email: amj42@iu.edu
Prerequisites: None
Instruction mode: This course is offered online only

COURSE DESCRIPTION

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. Provides practical 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.

Instructor’s Personal Note

I am thrilled to be teaching this class! I have worked as a reference librarian for over 25 years in academic libraries and each day has been a new adventure. There aren’t many other jobs where you get paid to be curious! Even if you are not considering reference as your career specialization, please feel welcome and encouraged in this class. All library and information science jobs have aspects of reference to them because reference is so much more than simply sitting at a desk and answering people’s questions! That’s what we’ll explore together this semester.

Required Readings/Resources

  o As of fall semester of 2020, all MLIS students must obtain a copy of the 7th edition of the Publication Manual of the American Psychological Association. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing.
- The Purdue Online Writing Lab APA Formatting and Style Guide (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html): a free online resource
- Other readings and links provided within the Modules in Canvas
Required Software
All students have access to Office (IUWare) or Office 365 (IUAnywhere) for Word. You also need the most recent version of your browser: Edge, Safari, Firefox, or Chrome. For more details, see How to get university-licensed software at IU? (https://kb.iu.edu/d/aclo)

Please always feel free to ask questions about any aspect of this course. After all, this course is all about asking question and finding answers!

COURSE CONTENT

Connect Sessions
I will post links to Connect Sessions within course Modules. I recommend viewing the Connect Sessions prior to engaging in any of the reading, assignments, or discussions for that week.

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 textbook readings and explain how it applies to the coursework. It is essential to read all the assigned chapters. You will need to cite these readings throughout the semester.

Additional Readings and 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 throughout the semester.

Teaching and Learning Methods
Active learning (AL), experiential learning, project-based learning (PBL), class discussion, metacognitive reflection and asynchronous use of Canvas.

ASSESSMENTS

Assessments Details
Each student should not only read/view the assigned material but also arrive at a competent understanding of it prior to assessment. These measures will be used to assess student-learning outcomes:

Discussions
Many of the weekly Modules will have an accompanying Discussion. 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 part of our class, and it is much richer when all students participate. Please craft thoughtful posts and responses. Those who fully engage with the Discussions may find this to be one of the most valuable components of the course.

Each student is required to compose two posts for each discussion: an initial post and a response to a peer’s post. I will only grade these two posts, however, you are welcome to post more if you desire.
If there is a corresponding Discussion for the week, the Discussion cycle will work like this:

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

TOTAL POINTS: 5 points / Discussion

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.

Exercise 1: Reference Observation
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 for two hours of observation of the reference and/or reader’s advisory work being conducted. Due to COVID closures, you will also have the option of interviewing a librarian (virtually or in person) instead. You will submit a written reflection on this experience.

TOTAL POINTS: 15 points

Exercise 2: Digital Reference Tools
Dig deeper into digital reference tools by examining some of the databases available through the IUPUI Library.

TOTAL POINTS: 15 points

Exercise 3: Early ePortfolio Reflection
Using your annotated bibliography created in this class, you will begin the ePortfolio requirement for your MLIS degree by creating a brief early reflection essay.

TOTAL POINTS: 15 points

Pulse Reflections
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 new experiences and knowledge.

TOTAL POINTS: 5 points / Pulse

Final Project – Annotated Bibliography
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. You will be choosing a topic and designing it to your audience’s needs. A full description of the project, as well as the rubric, will be shared early in the semester in order to allow you to begin work on this final project. 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.

Assignments Related to Final Project (Due Dates Listed in Calendar section):

- Choice of Topic (5 points as part of the week’s Discussion)
- Sample of 3 Annotated Bibliographic Citations (10 points)
- Upload Draft and Complete Peer Review of Another Student’s Bibliography (10 points)
- Final Annotated Bibliography (30 points)

TOTAL POINTS: 50 points

Grade Allocation
- Discussions (8) 40 points  27%
- Exercises (3) 45 points  30%
- Pulse Reflections (3) 15 points  10%
- Final Project (1) 50 points  33%

TOTAL 150 points

Learning Outcomes

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>FIL</th>
<th>PGPL</th>
<th>PLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the key functions of the reference process including interpersonal techniques and questioning strategies.</td>
<td>5</td>
<td>4</td>
<td>1, 3</td>
<td>2</td>
<td>Exercise 1</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion 5, 7</td>
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<tr>
<td>2. Compare and evaluate information sources, including online resources, using appropriate criteria.</td>
<td>5</td>
<td>1, 3</td>
<td>1</td>
<td>2</td>
<td>Exercise 2</td>
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<td></td>
<td></td>
<td></td>
<td>Discussion 7</td>
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<td></td>
<td></td>
<td></td>
<td>Final Project</td>
</tr>
<tr>
<td>3. Formulate search strategies and compose responses to reference questions for users in specific settings.</td>
<td>6</td>
<td>6</td>
<td>1, 3</td>
<td>2</td>
<td>Discussion 7</td>
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<td></td>
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<td></td>
<td>Final Project</td>
</tr>
<tr>
<td>4. Adapt reference services, resources, and spaces to meet the evolving needs and expectations of patrons due to technology, trends, and other influences.</td>
<td>6</td>
<td>2, 3</td>
<td>3</td>
<td>1,2,7</td>
<td>Exercise 1</td>
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<td></td>
<td>Discussion 5, 6, 8</td>
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<tr>
<td>5. Discuss the ethics and professional behaviors relevant to reference services and evaluate their use in library settings.</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>Exercise 1, 3</td>
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<td></td>
<td>Discussion 2, 3</td>
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<tr>
<td>6. Design an annotated bibliography for a specific audience using a variety of formats.</td>
<td>6</td>
<td>1, 4, 6</td>
<td>1, 2</td>
<td>2,5</td>
<td>Discussion 4</td>
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<td></td>
<td>Final Project</td>
</tr>
<tr>
<td>7. Reflect on one’s own professional knowledge and knowledge creation.</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>Pulse Reflections</td>
</tr>
<tr>
<td>8. Build professional relationships with peers by sharing resources and ideas,</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>1,2</td>
<td>All Discussions</td>
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</table>
Upon completion of this course, students will discussing issues, and evaluating the work of others.

<table>
<thead>
<tr>
<th>RBT</th>
<th>FIL</th>
<th>PGPL</th>
<th>PLO</th>
<th>Assessment</th>
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Revised Bloom's Taxonomy (RBT)

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

Framework for Information Literacy (FIL)

The ACRL (Association of College and Research Libraries) Framework for Information Literacy is introduced throughout our curriculum.

1. **Authority is Constructed and Contextual**
2. **Information Creation as a Process**
3. **Information Has Value**
4. **Research as Inquiry**
5. **Scholarship as a Conversation**
6. **Searching as Strategic Exploration**

To learn more, go to Framework for Information Literacy for Higher Education (www.ala.org/acrl/standards/ilframework)

Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. **Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree – Major emphasis**
2. **Communicate effectively with their peers, their clientele, and the public – Moderate emphasis**
3. **Think critically and creatively to improve practice in their field – Some emphasis**
4. **Meet all ethical standards established for the discipline – Moderate emphasis**

MLIS Program Learning Outcomes (PLO)

1. **Connect core values and professional ethics to practice**
2. Facilitate engagement in the information ecosystem
3. Curate collections for designated communities
4. Lead and manage libraries, archives and other information organizations
5. Organize and represent information
6. Conduct systematic research to inform decisions
7. Innovate professional practice with information services and technology
# COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topic</th>
<th>Required Readings</th>
<th>Assessments / Due Dates</th>
</tr>
</thead>
</table>
| Jan. 10 | Module A: Intro to Reference                        | Textbook Chapter 1 Other resources listed in Module | **Discussion 1**  
Original Post due Thurs. Jan. 13 by 11:59pm  
Response due Sun. Jan. 16 by 11:59pm |
| Jan. 17 | Module B: Reference Interview; Question Strategies; Assessment | Textbook Chapter 2 Other resources listed in Module | **Discussion 2**  
Original Post due Thurs. Jan. 20 by 11:59pm  
Response due Sun. Jan. 23 by 11:59pm  
**Pulse 1:** Due Sun. Jan. 23 by 11:59pm |
| Jan. 24 | Module C: Ethics in Reference                        | Textbook Chapter 17 Other resources listed in Module | **Discussion 3**  
Original Post due Thurs. Jan. 27 by 11:59pm  
Response due Sun. Jan. 30 by 11:59pm |
| Jan. 31 | Module D: Basic Search Techniques                    | Textbook Chapter 3 Other resources listed in Module | **Exercise 1:** Reference Observation  
Due Sun. Feb. 6 by 11:59pm |
| Feb. 7  | Module E: Using Internet as a Reference Tool         | Textbook Chapter 13 Other resources listed in Module | **Discussion 4**  
Original Post due Thurs. Feb. 10 by 11:59pm  
Response due Sun. Feb. 13 by 11:59pm |
| Feb. 14 | Module F: Bibliographic Resources                   | Textbook Chapter 4 Other resources listed in Module | Prepare for Discussion 5 by using virtual reference services |
| Feb. 21 | Module G: Encyclopedias; Ready Reference; Dictionaries | Textbook Chapter 5, 6, 7 Other resources listed in Module | **Discussion 5**  
Original Post due Thurs. Feb. 24 by 11:59pm  
Response due Sun. Feb. 27 by 11:59pm |
| Feb. 28 | Module H: Databases and Indexes                      | Textbook Chapter 8 Other resources listed in Module | **Sample of 3 Annotated Bibliographic Citations** due Sun. Mar. 6 by 11:59pm |
| Mar. 7  | Module I: Health, Law, Business Resources            | Textbook Chapter 9 Other resources listed in Module | **Discussion 6**  
Original Post due Thurs. Mar. 10 by 11:59pm  
Response due Sun. Mar. 13 by 11:59pm  
**Pulse 2:** Due Sun. Mar. 13 by 11:59pm |
<p>| Mar. 14 | Spring Break Week                                   |                                    |                                                              |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topic</th>
<th>Required Readings</th>
<th>Assessments / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 21</td>
<td>Module J: Geography; Biographical; Government Resources</td>
<td>Textbook Chapter 10, 11, 12 Other resources listed in Module</td>
<td>Exercise 2: Digital Reference Tools Due Sun. Mar. 27 11:59pm</td>
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<td>Mar. 28</td>
<td>Module K: Reader’s Advisory</td>
<td>Textbook Chapter 14 Other resources listed in Module</td>
<td>Prepare for Discussion 7</td>
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<td></td>
<td>Upload Draft of Annotated Bib for Peer Review Due Sun. Apr. 3 by 11:59pm</td>
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<tr>
<td>Apr. 4</td>
<td>Module L: Children and Young Adult Reference</td>
<td>Textbook Chapter 15 Other resources listed in Module</td>
<td>Discussion 7 Original Post due Thurs. Apr. 7 by 11:59pm Response due Sun. Apr. 10 by 11:59pm</td>
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<td></td>
<td>Completed Peer Review Feedback Due Sun. Apr. 10 by 11:59pm (Your peer’s paper will be available to edit on Mon. Apr. 5 at noon when Canvas matches you with a peer)</td>
</tr>
<tr>
<td>Apr. 11</td>
<td>Module M: Questions for Final Project</td>
<td></td>
<td>Final Annotated Bibliography Due Sun. Apr. 24 by 11:59pm</td>
</tr>
<tr>
<td>Apr. 18</td>
<td>Module N: Information Literacy in Reference</td>
<td>Textbook Chapter 16 Other resources listed in Module</td>
<td>Discussion 8 Original Post due Thurs. Apr. 21 by 11:59pm Response due Sun. Apr. 24 by 11:59pm</td>
</tr>
<tr>
<td>Apr. 25</td>
<td>Module O: Future of Reference</td>
<td>Textbook Chapter 22, 23 Other resources listed in Module</td>
<td>Exercise 3: ePortfolio Early Reflection Due Sun. May 1 by 11:59pm</td>
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<td>Pulse 3 Due Sun. May 1 by 11:59pm Course Reflection/Evaluation</td>
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<tr>
<td>May 2</td>
<td>End of Course</td>
<td></td>
<td>Final Deadline for all assignments and resubmissions is Wed. May 4 by 11:59pm</td>
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**IMPORTANT DATES (Full-term courses)**

- Sunday, Jan. 16 End of the 100% refund period
- Sunday, Jan. 23 End of the 75% refund period
- Sunday, Jan. 30 End of the 50% refund period
- Sunday, Feb. 6 End of the 25% refund period
- Sunday, Mar. 13 Last day to withdraw from courses with automatic W
# COURSE COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Available</th>
<th>Due</th>
<th>Where to Find</th>
</tr>
</thead>
<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 within Modules. <strong>Make sure you can hear the AUDIO in addition to viewing the VIDEO. Both are critical to these sessions.</strong></td>
</tr>
<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 obtain 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</td>
<td>Post your initial post by 11:59pm on Thursdays. Read and reply to at least one peer’s post by 11:59pm on Sundays.</td>
<td>Access in Canvas under Discussions</td>
</tr>
<tr>
<td>Assignments: Pulse Reflections, Exercises, Final Project</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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### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 96.0%</td>
</tr>
<tr>
<td>A-</td>
<td>95.9 % to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 % to 87%</td>
</tr>
<tr>
<td>B</td>
<td>86.9 % to 84%</td>
</tr>
<tr>
<td>B-</td>
<td>83.9 % to 80.0%</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>79.9 % to 70.0%</td>
</tr>
<tr>
<td>D through F</td>
<td>69.9 % &gt;</td>
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</table>

Note that to satisfy this core requirement, your grade must be B- or above.
EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance
This course is entirely online. There are no required face-to-face or synchronous online meetings. However, students are encouraged to e-mail or arrange a phone call or virtual conference with the instructor at any time.

Online participation is how students will demonstrate mastery of course objectives. I recommend that students stay active on Canvas each day. A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the assignments, quizzes, and projects on time, which is your attendance.

Late Assignments/Resubmissions
You are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Please notify me via Canvas mail if you are unable to complete a course task or assignment on time. If I do not hear from you, work is subject to a 10% deduction. Course deadlines are outlined in this syllabus and in Canvas.

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. Please contact me to find out if an assignment is eligible for resubmission.

Incompletes
Incompletes are not automatically granted. You may arrange a grade of “I” or incomplete for a course with an instructor for special circumstances. Students need to have completed the majority of course work (75%+) at an acceptable level of achievement. You and the instructor must agree upon the terms for completing the course. Students who have multiple incompletes (2 or more) will be blocked from registering for additional LIS courses until there is only one (or zero) outstanding incomplete, or the student presents the department chair with a plan of action for completing all incompletes in a timely way.

Deadlines for the work for an incomplete to be finished are at the instructor’s discretion. The deadline can be no longer than 1 year from the end of the semester but can be earlier if the instructor specifies that. Left unchanged, an Incomplete automatically becomes an F after one year. See: Student Central: Incompletes (studentcentral.iupui.edu/grades-progress/incompletes.html)

Citing Sources
You are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from. You must cite using the following citation style:
APA (American Psychological Association) 7th edition

Your Questions, Concerns, and Comments
Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).
If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

**MLIS PROGRAM OUTCOMES**

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to meet the program outcomes.

See [M.L.I.S. Program goals](soic.iupui.edu/lis/master-library-science/learning-outcomes/)

**ALA CORE COMPETENCIES**

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to meet the ALA standards:

See: [ALA Core Competences of Librarianship](www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

**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 of Student Rights](studentcode.iu.edu/)

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests](plagiarism.iu.edu).

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.

**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:

      ▪ directly quoting another person’s actual words, whether oral or written;
      ▪ using another person’s ideas, opinions, or theories;
      ▪ paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      ▪ borrowing facts, statistics, or illustrative material; or
      ▪ offering materials assembled or collected by others in the form of projects or collections without acknowledgment

  c. **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.

  d. **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.
e. **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:** A basic requirement of this course is that students complete all required course activities. 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. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy](studentcentral.iupui.edu/register/administrative-withdrawal.html)

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. 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 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 online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.

5. **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 the CAPS website (iupui.edu/health-wellness/counseling-psychology/)

6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.
7. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: Adaptive Educational Services (AES) (diversity.iupui.edu/offices/aes/index.html), or 317-274-3241.

8. **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.

9. **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 [Protect IU](protect.iu.edu/emergency-planning/emergency-contact/iupui.html).

10. **University policies:** Numerous policies governing IU faculty and students may be found at [University Policies](policies.iu.edu/categories/academic-faculty-students.html).

11. **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. See [Register: Get ready to take classes](studentcentral.iupui.edu/register/index.html).

12. **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 [You have the right to observe religious holidays](studentcentral.iupui.edu/calendars/holidays/index.html).

13. **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.

14. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence](stopsexualviolence.iu.edu/)

15. **Student advocate:** The Office of Student Advocacy and Support 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 [Office of Student Advocacy and Support](studentaffairs.iupui.edu/advocacy-resources/index.html).

**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.