LIS-S501 Information Resources and Services
Fall 2017
IUPUI
School of Informatics and Computing
Department of Library and Information Science

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Please use Canvas mail to contact us so that we can better keep track of our correspondence.
Please copy both instructors for all messages.
Our goal is to respond to messages within 24 hours.

Section No.: 24477 and 26342
Time: Online
Office Hours: By Appointment Only
Credit Hours: 3
Location: Online

LIS-S501 Information Resources and Services

Course Description
Course description and related information follow.

Official Catalog 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 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.

Prerequisites
None
Required Textbook
ISBN: 978-1555708597

Required Resources
The Purdue Online Writing Lab, a free online resource
Articles and websites as posted within Canvas Modules

Expectations, Guidelines, and Policies

Attendance
This course is entirely online. There are no required face-to-face or synchronous online meetings. We encourage students to arrange an online chat with either instructor as needed. IUPUI's new Zoom software is ideal for this. Each student has an account.

Online participation is how students will demonstrate mastery of course objectives. We recommend that students stay active on Canvas each day.

At least one assignment will require students to visit a library workspace.

Deliverables
Please notify both instructors via Canvas mail if you are unable to complete a course task or assignment on time. If we do not hear from you, work is subject to a 10% deduction. Course deadlines are outlined in this syllabus.

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:

- The student must have met the original deadline.
- We do not accept a resubmission if a portion of the original submission was missing.
- Students cannot resubmit Discussions posts. If you miss the Thursday deadline for the initial post, you should still post a response to a peer's initial post in order to receive partial credit.

Accommodations
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify us 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 paperwork 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). Tel. 317 274-3241.

**Canvas**

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, exercises for grade, practice exercises, answer keys, and other course documents.

**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

**Calendar:**

**Exceptions to Semester Calendar:**

Week of Nov. 20 -- Thanksgiving Break (22nd – 26th) -- No Module this week but Final Annotated Bibliography is due Sun. Nov. 26 or earlier


<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Topic</th>
<th>Required Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Aug. 21| Module A: Intro to Reference  | Textbook Chapter 1 Other resources listed in Module | **Discussion 1**
| Aug. 28| ***Module B: Reference Interview; Question Strategies; Assessment*** | Textbook Chapter 2 Other resources listed in Module | **Discussion 2**
|        |                               |                                 | Original Post due Thurs. Aug. 31 by 11:59pm Response due Sun. Sept. 3 by 11:59pm |
|        |                               |                                 | **Pulse 1**: Due Sun. Sept. 3 by 11:59pm                                      |
| Sept. 4 | Module C: Ethics in Reference; Intro to Final Project | Textbook Chapter 18 Other resources listed in Module | **Discussion 3**
|        |                               |                                 | Original Post due Thurs. Sept. 7 by 11:59pm Response due Sun. Sept. 10 by 11:59pm |
| Sept. 11| ***Module D: Basic Search Techniques*** | Textbook Chapter 3 Other resources listed in Module | **Exercise 1: Reference Observation**
|        |                               |                                 | Due Sun. Sept. 17 by 11:59pm                                                  |
| Sept. 18| Module E: | Textbook Chapter 13 | **Discussion 4**
<p>|        |                               |                                 | Original Post due Thurs. Sept. 21 by 11:59pm                                 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Topic</th>
<th>Required Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Sept. 25</td>
<td>Using Internet as Searching Tool</td>
<td>Other resources listed in Module</td>
<td>Response due Sun. Sept. 24 by 11:59pm</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Module F: Bibliographic Resources</td>
<td>Textbook Chapter 4</td>
<td>Prepare for Discussion 5 by using virtual reference services</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Module G: Ready Reference; Encyclopedias; Dictionaries</td>
<td>Textbook Chapter 5, 6, 7</td>
<td><strong>Discussion 5</strong>&lt;br&gt;Original Post due Thurs. Oct. 5 by 11:59pm&lt;br&gt;Response due Sun. Oct. 8 by 11:59pm</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Module H: Indexes and Databases</td>
<td>Textbook Chapter 8</td>
<td>Sample of 3 Annotated Bibliographic Citations due Sun. Oct. 15 by 11:59pm</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Module J: Geography, Government Documents; Biographical Sources</td>
<td>Textbook Chapter 10, 11, 12</td>
<td><strong>Upload Draft of Annotated Bib for Peer Review:</strong> Due Sun. Oct. 29 by 11:59pm</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Module K: Children and Young Adult Reference</td>
<td>Textbook Chapter 15</td>
<td><strong>Completed Peer Review Feedback:</strong> Due Sun. Nov. 5 by 11:59pm&lt;br&gt;(Your peer’s paper will be available to edit on Mon. Oct. 30 at noon when Canvas matches you with a peer)</td>
</tr>
<tr>
<td>Nov. 6</td>
<td>Module L: Reader’s Advisory</td>
<td>Textbook Chapter 14</td>
<td><strong>Exercise 2: Digital Reference Tools</strong>&lt;br&gt;Due Sun. Nov. 12 by 11:59pm</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Module M: Questions for Final Project</td>
<td>Textbook Chapter 16</td>
<td><strong>Discussion 7</strong>&lt;br&gt;Original Post due Thurs. Nov. 16 by 11:59pm&lt;br&gt;Response due Sun. Nov. 19 by 11:59pm</td>
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<tr>
<td>Nov. 20</td>
<td>Thanksgiving Break Nov. 22rd – 24th</td>
<td>Textbook Chapter 21, 22</td>
<td><strong>Final Annotated Bibliography</strong>&lt;br&gt;Due Sun. Nov. 26 by 11:59pm</td>
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<tr>
<td>Nov. 27</td>
<td>Module N: Information Literacy in Reference</td>
<td>Textbook Chapter 16</td>
<td><strong>Discussion 8</strong>&lt;br&gt;Original Post due Thurs. Nov. 30 by 11:59pm&lt;br&gt;Response due Sun. Dec. 3 by 11:59pm</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Module O: Future of Reference</td>
<td>Textbook Chapter 21, 22</td>
<td><strong>Exercise 3: e-Portfolio Early Reflection</strong>&lt;br&gt;Due Sun. Dec. 10 by 11:59pm</td>
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<tr>
<td>Date</td>
<td>Module/Topic</td>
<td>Required Readings</td>
<td>Assignment Due</td>
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<td>Other resources listed in Module</td>
<td>Pulse 3</td>
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<td>Due Sun. Dec. 10 by 11:59pm</td>
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<td></td>
<td>Course Reflection/Evaluation</td>
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<tr>
<td>Dec. 11</td>
<td>Final Week</td>
<td></td>
<td>Final Deadline for all assignments and resubmissions is Thurs. Dec. 14 by 11:59pm</td>
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**Course Outline**

**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</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</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>
</tbody>
</table>
## Component | Available | Due | Where to Find
--- | --- | --- | ---
**Discussions**
Online forum for posting and commenting on assigned prompts | Mondays by noon | Post your initial post by **11:59pm on Thursdays**. Read and reply to at least one peer’s post by **11:59pm on Sundays**. | Access in Canvas under **Discussions**

**Assignments**
- Pulse Reflections
- Exercises
- Final Project | Approx. 10 days before due date | **11:59pm on Sundays** (when applicable) | Access in Canvas under **Assignments**

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### Connect Sessions
We will post links to Connect Sessions within course Modules. We 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.

### 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. We 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 your initial response to the Discussion prompt
By Sunday at 11:59pm: Read and respond to a peer’s post
**TOTAL POINTS: 5 points / Discussion Week**

**Assignments**
You will find assignment descriptions and rubrics under **Assignments** section of Canvas. Please submit all assignments via Canvas in .doc, .docx or .pdf file format. Viewing the **Syllabus** page in Canvas will give you an at-a-glance list of assignments with due dates.

**Pulse Reflections** **TOTAL POINTS: 5 points / Pulse**
Two 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 file 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**.

**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: Digital Reference Tools** **TOTAL POINTS: 15 points**
Choose two similar digital reference tools that a reference librarian might keep in his or her digital toolkit. Browse the chapters in Part 4 of the textbook for ideas. Another option would be to take a look at the list of digital reference tools available through a local library. Compare and contrast both digital reference tools.

**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. 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 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) Points Available

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

TOTAL 50 points
Student Learning Outcomes

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 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 users in specific settings.
- Demonstrate professional understanding of the evolution of reference services and concepts due to technology and other influences.

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 activities to share resources and ideas, to draw conclusions on projects and issues, and to experiment with emerging technologies.

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 fit their professional and personal goals.

Graduate and Professional Learning
Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:
1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
2. Communicate effectively with their peers, their clientele, and the general public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline
MLS 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:

1. Approach professional issues with understanding
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   1.2. Anticipate emerging trends and respond proactively

2. Assist and educate users
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. Develop and manage collections of information resources
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
   3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. Manage and lead libraries and other information organizations
   4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
   4.2. Communicate effectively to a variety of audiences
   4.3. Apply theories of organizational behavior and structure

5. Represent and organize information resources
   5.1. Understand and apply principles of representation and organization

6. Use research effectively
   6.1. Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users
ALA MLS COMPETENCIES

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

Foundations of the Profession

1A. The ethics, values, and foundational principles of the library and information profession.
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
1C. The history of libraries and librarianship.
1D. The history of human communication and its impact on libraries.
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1I. The techniques used to analyze complex problems and create appropriate solutions.
1J. Effective communication techniques (verbal and written).
1K. Certification and/or licensure requirements of specialized areas of the profession.

Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
2C. Concepts, issues, and methods related to the management of various collections.
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

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.
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

Research

6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.
6C. The principles and methods used to assess the actual and potential value of new research.

Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
7C. Learning theories, instructional methods, and achievement measures; and their application 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.

Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.
8B. The principles of effective personnel practices and human resource development.
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

GRADING SCALE

Note that LIS instructors coordinate letter grades to percentage scales differently. For instance, a 95% grade may count as an A in one course but an A- in another. It is your responsibility to understand what scale is in place for a given course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations or all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
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<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
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<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<td>---------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
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Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

**Incompletes**

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. See: [IUPUI Registrar: Grade of Incomplete](#)

**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. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy](#)

**COURSE EVALUATION POLICY**

Course Evaluation Policy: 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 through Canvas. 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. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.
STUDENT 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 IU Code of Student Rights.

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. 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.

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.
   1. 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.
   2. 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.
   3. 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.
   4. 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.
   5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
   7. 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.
   8. 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.
   1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   2. 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.

3. 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.

4. 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.

5. 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.

### IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: Course Policies

#### Email

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 and staff from your IU email account.

#### 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. Visit Adaptive Educational Services (AES) for more information.

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. Contact the instructor with questions concerning administrative withdrawal.

IUPUI 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.

*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!