LIS 506: Introduction to Research

Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2021

Office Hours: By Appointment

Section No.: 36105
Credit Hours: 3
Instructors: Kira Litvin, MLIS, MA
Email: klitvin@iu.edu
Prerequisites: S500, S501 or consent of instructor
Instruction mode: This course is offered online only

COURSE DESCRIPTION

The research process, including concepts, design, conduct, and evaluation. Principles and characteristics of approaches and methodologies relevant to research in the field. Examples of data sources and introduction to methods of statistical description and analysis; ethical issues.

EXTENDED COURSE DESCRIPTION

The overarching goal of this course is to introduce you to the ways in which librarians use research methods and practices in their work. Librarians conduct their own research for publication and grant proposals but in equal measures they support library users in pursuit of their own research as well as teach students how to conduct research, especially with regards to literature searching and scholarly communication. This course is intended to explore the many ways in which research influences the work of librarians and information professionals and hopefully inspire you to engage in research throughout your professional lives.

Required Readings/Resources

Any additional readings will be available online via web or university databases: IUPUI Main Library database A-Z list (iupui.campusguides.com/az.php)

We will also use a variety of library resources: IUPUI Main Library (ulib.iupui.edu)

Recommended Readings/Resources
Student should already have mastered basic technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:

- For self-instructional modules focusing on a wide range of basic technology skills, go to UITS IT Training ([iu.edu/explore-topics/show-all/index.html](http://iu.edu/explore-topics/show-all/index.html))
- For additional software training materials, go to UITS IT Training: Skillsoft ([iu.edu/skillsoft/](http://iu.edu/skillsoft/))

**Required Software**

None required.

You have three sources for software: IUware, IUanyWare, Office 365

- **IUware** ([https://iuware.iu.edu/](https://iuware.iu.edu/)) allows students, faculty, and staff to download software at no charge. See: What is IUware? [https://kb.iu.edu/d/agze](https://kb.iu.edu/d/agze)
- **IUanyWare** ([https://uits.iu.edu/iuanyware](https://uits.iu.edu/iuanyware)) uses a web browser or mobile app to run certain IU-licensed software applications without your needing to install them on your device. See What is IUanyWare? [https://kb.iu.edu/d/bbbr](https://kb.iu.edu/d/bbbr) (Note: You will be asked to download and install Citrix Receiver the first time you use the full service.)
- **Office 365** ([https://uits.iu.edu/office365](https://uits.iu.edu/office365)) is a subscription-based service free to all IU currently enrolled students that provides multiple options for accessing the newest versions of Microsoft Office. See About Microsoft Office 365 at IU ([https://kb.iu.edu/d/bexq](https://kb.iu.edu/d/bexq))

For more details, see How to get university-licensed software at IU? ([https://kb.iu.edu/d/aclo](https://kb.iu.edu/d/aclo))

**Teaching and Learning Methods**

Active learning (AL), project-based learning (PBL), reading guides, and asynchronous use of Canvas.

**ASSESSMENTS**

**Assessments Details**

Each student should not only read 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:

1. *Final project, written assignments, and discussions* assess student expression of course concepts.
2. *Quizzes* assess comprehension and skill acquisition.
Grade Allocation

Final Research Project (includes all associated assignments) 50%
Quizzes 20%
Discussions 10%
Written assignments/Exercises 20%

Learning Outcomes

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>FIL</th>
<th>PLG</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. understand the nature of scientific inquiry</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>Module 1 Quiz Assignment Module 3</td>
</tr>
<tr>
<td>2. understand the conduct of research</td>
<td>2</td>
<td>1,2,6</td>
<td>4</td>
<td>1</td>
<td>Modules 3 &amp; 4 Quizzes Module 6 Assignments Module 9 Discussion</td>
</tr>
<tr>
<td>3. apply multiple methods of collecting, managing, and analyzing evidence (data),</td>
<td>3</td>
<td>1,6</td>
<td>4</td>
<td>3</td>
<td>Module 8 Quiz Module 9 &amp; 13 Discussions Final Project</td>
</tr>
<tr>
<td>4. analyze the relationship between theory, method, and evidence;</td>
<td>4</td>
<td>1,6</td>
<td>4</td>
<td>3</td>
<td>Module 12 Discussion Module 8 Assignment</td>
</tr>
<tr>
<td>5. analyze how ethical behavior is essential for the conduct of science;</td>
<td>4</td>
<td>1,6</td>
<td>4,5</td>
<td>4</td>
<td>Module 4 Quiz Module 14 Quiz</td>
</tr>
<tr>
<td>6. critically evaluate the research literature in the field, including how to read a research report and report research results;</td>
<td>5</td>
<td>1,6</td>
<td>2,4,5</td>
<td>3</td>
<td>Module 10 Assignment Module 12 Assignment</td>
</tr>
<tr>
<td>7. be able to locate and use information about scientific research and primary and secondary data resources, including data analysis and descriptive statistics;</td>
<td>6</td>
<td>1,2,6</td>
<td>2,4,5</td>
<td>1</td>
<td>Module 6 Assignments Module 13 Assignment</td>
</tr>
<tr>
<td>8. have the foundation for designing and conducting future research in the field of library and information science</td>
<td>6</td>
<td>1,2,6</td>
<td>2,4,5</td>
<td>3</td>
<td>Module 14 Final Assignment</td>
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</tbody>
</table>

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.

**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
2. Communicate effectively with their peers, their clientele, and the public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

**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](http://www.ala.org/acrl/standards/ilframework)

**MLIS Program Learning Goals (PLGs)**

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 DESIGN**

I have designed the assignments in order for me to evaluate your performance and ensure that you are keeping up. Some of the assignments will be minor but several will require more careful preparation and accumulated knowledge. Instructions will be provided for every assignment via Modules in Canvas.

The syllabus indicates what we cover for a particular Module period and what is due during the period. You can "hand in" any work early if you are done, of course, but work handed in early is considered ready to be graded unless otherwise specified or arranged.

All assignments are due at 11:59pm EST on the days indicated.

**Logistics**

Use the Modules page to quickly get to instructions.

Pay attention to the indicated word count for different assignments. Length may vary between assignments. I limit you for a reason: I want to avoid reading long essays that intentionally include a lot of information in the hope that there will be something I like or that assume I am impressed with length. I want you to be succinct and confident in your responses, not vague and rambling.

If you cite the textbook *Online Searching*, simply use APA parenthetical references. For example:

We have moved away from "a closed circle of scholarly creators and consumers" (Markey, p. 7) to a different system of etc...

Markey contends that we have moved away from "a closed circle of scholarly creators and consumers" (p. 7) to a different system of etc...

A chat with a user can fail when a librarian does not engage in a negotiation (Markey, p. 151).

If you cite any work other than the textbook, use a parenthetical reference, too, but also list the work at the end of the response. APA style is requested.
How to Submit Assignments & Due Dates

Assignments will be submitted and graded in Canvas. Please note the due date indicated and the submission deadline is always 11:59pm EST.

Note: To receive full credit for discussion posts you must post your initial response by Thursday and at least 2 responses to classmates no later than Sunday.

<table>
<thead>
<tr>
<th>Week / Module</th>
<th>Due Date</th>
<th>Assignments / Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/29</td>
<td>Module 1 Quiz Article Investigation (7) Module 1 Introduction discussion Voice Thread (5)</td>
</tr>
<tr>
<td>Week 2</td>
<td>9/5</td>
<td>Module 2 Research Agenda Reflection Activity (Optional) Module 2 Discussion - Usefulness (5)</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/12</td>
<td>Module 3 Quiz - Social Science Research (6) Module 3 Assignment: Crafting Research Questions (10)</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/19</td>
<td>Module 4 Quiz - Research Ethics (4)</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/26</td>
<td>Module 5 Assignment: Search Strategy Assignment (15)</td>
</tr>
<tr>
<td>Week 6</td>
<td>10/3</td>
<td>Module 6 Assignment: Rough Draft Literature Review (10)</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/10</td>
<td>Module 7 Discussion Publication Venue &amp; Impact Factor (5)</td>
</tr>
<tr>
<td>Week 8</td>
<td>10-17</td>
<td>Module 8 Quiz - Qualitative &amp; Quantitative Research Methods (10)</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/24</td>
<td>Module 9 Discussion - Data Collection Instrument Critique (5)</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/31</td>
<td>Module 10 Assignment: Quantitative Article Analysis (25)</td>
</tr>
<tr>
<td>Week 11</td>
<td>11/7</td>
<td>Module 11 Assignment: Rough Draft Methods and Expected Findings (20)</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/14</td>
<td>Module 12 Assignment: Qualitative Article Analysis (25)</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/21</td>
<td>Module 13 Discussion - Triangulation (5)</td>
</tr>
</tbody>
</table>

Thanksgiving Break Week 11/22 - 28 Monday - Sunday
<table>
<thead>
<tr>
<th>Week / Module</th>
<th>Due Date</th>
<th>Assignments / Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>12/5</td>
<td>Module 14 Quiz - Data Visualization Quiz (4)</td>
</tr>
</tbody>
</table>
| Week 15       | 12/12    | Module 14 Final Assignment (50)  
                      |           | Module 14 Presentation & Feedback Responses (20) |

**COURSE OVERVIEW**

**Module 0 | Introduction to the course**

**Module 1 | Research in LIS**

Read ONE of the Following


• Xan Arch, & Isaac Gilman. (2019). First principles: designing services for first-generation students. *College & Research Libraries, 80*(7), 996–1013. [https://doi.org/10.5860/crl.80.7.996](https://doi.org/10.5860/crl.80.7.996)

**Module 2 | Librarians and Information Professionals & Research**

**Read:**

- Research Agendas: You can go your own way.

**Explore:**
Module 3 | Social Science Research

Read:

- Flick, Chapters 1 and 2: Why Social Research? And Worldviews in Social Research

Module 4 | Research Ethics

Read:

- Flick, Chapter 3. Ethical Issues in Social Research

Module 5 | Research Questions

Read:


Module 6 | Literature Review

Read:

- Flick. Chapter 5. Reading and Reviewing the Literature
- How to Write a Literature Review

Module 7 | Theory

Read:
Module 8 | Comparison Qualitative & Quantitative Methods

Read:

- Qualitative Quantitative Comparison

Module 9 | Quantitative Data Collection

- Flick. Chapter 9. Collecting Quantitative and Qualitative Data, pp., 131-139 and 148-161.

Module 10 | Quantitative Data Analysis

Read:

- Flick. Chapter 10. Analyzing Quantitative and Qualitative Data, pp. 170-177.

Module 11 | Qualitative Data Collection

Read:

- Flick. Chapter 9. Collecting Quantitative and Qualitative Data, pp., 140-147.

Module 12 | Qualitative Data Analysis
Read:


**Module 13 | Triangulation**

Read:

- Flick. Chapter 12. Triangulation and Mixed Methods

**Module 14 | Data Visualization**

Read:

- How to present research data: [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4453119/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4453119/)

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<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 on all Modules 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>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<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>
</tr>
<tr>
<td>79.9 % to 70.0%</td>
<td></td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
<tr>
<td>69.9 % &gt;</td>
<td></td>
</tr>
</tbody>
</table>

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).

**EXPECTATIONS, GUIDELINES, AND POLICIES**

**Attendance**

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.

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.

**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](registrar.iupui.edu/incomp.html)

**Deliverables**

You are responsible for completing each deliverable (e.g., Module) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%,
if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

**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.

**MLS PROGRAM OUTCOMES**

The Master of Library and Information Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.I.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/](soic.iupui.edu/lis/master-library-science/learning-outcomes/)

**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 meet the ALA standards.

See: ALA Core Competences of Librarianship [www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecompetences/finalcorecompstat09.pdf](www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/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/](studentcode.iu.edu/)
All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorials and Tests (www.indiana.edu/~academy/firstPrinciples/)

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.
   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.

**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 (iupui.edu/withdrawal-policy.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) (iupui.edu/) 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)

10. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at IUPUI Course Policies (registrar.iupui.edu/course_policies.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 Administrative Policy: No Class Attendance without Official Enrollment (iupui.edu/official-enrollment-class-attendance.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 IUPUI Policy on Religious Holidays (registrar.iupui.edu/religious.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 (iu.edu/)

15. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit Division of Student Affairs (studentaffairs.iupui.edu/advocate)

### IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: Course Policies (registrar.iupui.edu/course_policies.html)

See the **Important Supplement for IUPUI Syllabi** (.pdf). A link to this document is also automatically included in each Canvas course as “Syllabus Supplement.” This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
• IUPUI Policy on Academic Integrity
• IUPUI Policy on Sexual Misconduct
• Education and Title VI
• Military Related Personnel Statement
• Two-Step Login (Duo)

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.