LIS S506: Introduction to Research

Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall Session 2019

Section No.: 26066
Credit Hours: 3
Instructor: John D. Martin III
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Prerequisites: S500, S501 or consent of instructor
Instruction mode: This course is offered online only

COURSE DESCRIPTION

This course will serve as an introduction to evaluating, designing, and conducting empirical research in Library and Information Science. We will cover the following areas through the assigned readings and online discussions:

1. Research ethics
2. Epistemology
3. Connecting theory to method
4. Choosing data analysis and collection methods
5. Scoping and designing a study
6. Dealing with data
7. An overview of empirical research methods that are commonly used in LIS.

The learning outcomes for this course are as follows:

1. Evaluate research literature critically
2. Assess the value of research by applying appropriate principles and methods
3. Determine appropriate research methods to answer particular research questions
4. Analyze data using qualitative and quantitative research methods
5. Design a research project
6. Communicate research results effectively

Required Readings/Resources

Wildemuth, B. M. (2016). *Applications of Social Research Methods to Questions in Information and Library Science* (2nd ed.). Santa Barbara, California: ABC-CLIO.

https://ebookcentral-proquest-com.proxy.ulib.uits.iu.edu/lib/iupui-ebooks/reader.action?ppg=1&docID=4743711&tm=1536774489668

> We will read most of the above text. It is available via the IUPUI proxy (linked above), but if you wish to purchase it, it will serve as a useful resource for you in the future as well.

Popper, K. (2002). *The Logic of Scientific Discovery*. New York: Routledge.

> Any edition/printing/version of *The Logic of Scientific Discovery* is fine. We will read most of it throughout the semester. Chapters will be made available in Canvas.

Reinhart, A. (2015). *Statistics Done Wrong: The Woefully Complete Guide*. San Francisco: No Starch Press. https://www.statisticsdonewrong.com/

> We will read a good chunk of this book (which is available online as an OER, but which you might want to consider buying because it is a great book to have lying around when you have a stats question and also because No Starch Press is great). We will use this to support understanding how statistical analysis works (and doesn't).

Any additional readings, videos, or audio files will be available online in Canvas or from university databases: IUPUI Main Library database A-Z list (http://iupui.campusguides.com/az.php).

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

Recommended Readings/Resources

Students in this course should already have mastered basic technology skills. For students lacking entry-level technology 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 (http://ittraining.iu.edu/explore-topics/show-all/index.html).
- For additional software training materials, go to UITS IT Training: Skillsoft (http://ittraining.iu.edu/skillsoft/).

Required Software

There is no special required software for this course.

However, students should be familiar with using some sort of word processing or typesetting software for producing written output.

I highly encourage the use of a reference manager. I recommend Paperpile (http://paperpile.com), but it requires a subscription ($2.99/month). It has integrations for Google Docs, which makes it very easy to use for inserting and generating citations. There are many other options, though, that do not require subscription: Zotero (http://www.zotero.org) and Mendeley (http://www.mendeley.com) are among them.

In addition, an idea-mapping/writing planning platform may help students in planning writing projects. I recommend Gingko (http://gingkoapp.com).

Teaching and Learning Methods

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

OVERVIEW OF MODULES / SCHEDULE

The readings listed below are 1) tentative and 2) incomplete. Other reading will be assigned through Canvas. *YOU MUST* follow the readings list on Canvas in order to be prepared for the online discussions.

0: Research Basics and Ethics

Discussion: Overview of the place of research and evidence in LIS; Overview of research ethics with a specific focus on the ethics of collecting data on the Internet.

Reading: Wildemuth (2016), chapter 1 (Part I); Journal articles available on Canvas

Assignment: Beginning of semester questionnaire

Assignment: CITI human subjects training

Assignment: Choose research topic

1: Epistemology

Discussion: How does epistemology affect the things we research and the ways we research them?

Reading: Popper, Chapters 1-4

Assignment: Select literature and write an annotated bibliography

2: Questions, Theory and Method

Discussion: How do we ask and frame research questions?; How is theory connected to method and vice versa?

Reading: Wildemuth (2016), chapters 2-6 (Part II)

Assignment: Methods review

3: Logic of Analysis

Discussion: How does epistemology related to analytical choices that we make in designing research studies?

Reading: Wildemuth (2016), chapters 31-39 (Part V); Reinhart (2015)

Assignment: Choose and discuss an analysis method

4: Collecting data

Discussion: How do analytical choices relate to data collection methods, and the choices that we make in collecting data?

Reading: Wildemuth (2016), chapters 17-30 (Part IV)

Assignment: Choose and discuss a data collection method

5: Research Design and Sampling

Discussion: How do epistemology, analytical targets, and data collection methods choices all come together to help us address research questions?

Reading: Wildemuth (2016), chapters 7-16 (Part III)

Assignment: Draft research design and draft instruments/protocols

6: Course wrap-up

Discussion: What did we learn?

Reading: Wildemuth (2016), chapter 40 (Part VI)

Assignment: End of semester Questionnaire

Assignment: Research proposal (term paper)

ASSESSMENTS

Learning Outcomes

Upon completion of this course, students will	RBT	PGPL	Assessment
1. Evaluate research literature critically	1,4,5	3,4	Choose research topic, Select literature
2. Assess the value of research by applying appropriate principles and methods	4,5	3,4	Methods review
3. Determine appropriate research methods to answer particular research questions	1,4,5	3,4	Choose analysis method, Choose data collection method
4. Analyze data using qualitative and quantitative research methods	2,3,4	3	Choose analysis method, Choose data collection method, Draft instruments / protocols
5. Design a research project	3,6	1	Draft research design, Final research proposal
6. Communicate research results effectively	2,3	2	Draft research design, Final research proposal

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

Assessment 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. ***Research proposal*** assesses student synthesis of readings and methodological knowledge.
2. ***Participation*** assesses student engagement with the course, materials, and ideas.
    1. ***Discussions*** assesses the ability of students to engage with others in the course and share knowledge and understanding.
    2. ***Quizzes*** help students to retain knowledge through systematic recall of information.
    3. ***Peer review*** assesses the ability of students to engage directly with the work of their peers and give feedback in constructive and helpful ways.
    4. ***Questionnaires*** assess progress toward students' goals for the class and aid in addressing any concerns.

COURSE DESIGN

This course revolves around online discussion of ideas and principles drawn from the assigned readings. These discussions are important and intended to help you collectively work through things that are complex or difficult to understand. You are expected to read and respond to other students' posts throughout the semester. There will be occasional "quizzes" that accompany different modules (10 in total). These are meant to help you remember key points from readings.

There is one major assignment broken into parts: a research proposal. Since this is a course about research methods, you will be expected to design a study as a major part of the requirements. The minor parts of this assignment build up to the final term paper, which is a fully fleshed-out proposal for a study. Instructions will be provided for every assignment via Modules in Canvas.

The syllabus indicates roughly what we will cover for a particular Module period and what will be due. The readings listed below will be supplemented by other articles in the Canvas reading assignments. You can submit any work early if you are done, of course, but it will likely not be assessed by the instructor until the due date. Additionally, you will be expected to review each other's work through Canvas. These review assignments will be made automatically by Canvas.

All assignments are due at the date and time specified in Canvas.

Brief descriptions of assignments

- **Research proposal** - You will write a research proposal over the course of the semester.
  - Choose a research topic - You must choose an area of research interest (population, phenomenon, and context/setting).
  - Select literature - You will select 10 articles about *empirical studies* related to your chosen topic of interest. No literature reviews or position papers.
  - Methods review - You will review the ways that other researchers have studied your topic using the literature you have chosen.
  - Choose and discuss analysis method - You will choose the approach that you would like to take to studying your topic, starting with what sort of analysis you would like to conduct.
  - Choose and discuss data collection method - You will choose the approach that you will take to collecting data about your topic, based on the choices you have made about analysis.
  - Draft research design - You will outline and draft the major components of your research proposal.
  - Draft instruments/protocols - You will draft the research protocols, questionnaires, interview guides, and other instruments you might need to begin data collection.
  - Final research proposal (term paper) - You will put all of the above together into a finished research proposal.
- **Participation** - These are aspects of the course that contribute to social learning and engagement.
  - Discussions - You must take part in the asynchronous discussions related to the assigned reading for each module.
    - There will also be one scheduled synchronous chats facilitated by your instructor using the live chat. You are not required to participate in these, but they may help with answering questions you may have. Think of them like office hours.
  - Quizzes - You will respond to a quiz related to the content of each module. These will not be graded, except for participation. They exist to help you remember things.
  - CITI human subjects IRB Training - You will complete the online training modules that will allow you to interact with the IU Institutional Review Board submission system.

- Peer review - For each part of the research proposal project, you will be expected to review other students' work and give comments to help each other develop your ideas.
- Questionnaires - Three times throughout the semester, I will post a questionnaire meant to check in and see how you are doing, what your goals for the class are, and how you are moving toward those goals.

Logistics

Use the Modules page to quickly get to the full instructions for assignments, reading lists and discussions.

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.

VERY IMPORTANT: Use the guidelines in the APA style guide for parenthetical citations in written assignments. Please include any cited works in a reference list at the end of the document. Discussions can be less formal. It is not necessary to include a reference list for posts in the discussions if you are referring to something on the reading list.

If you are not familiar with APA style, I recommend reviewing the Purdue Online Writing Lab (OWL) Guide to APA Style (https://owl.purdue.edu/owl/research_and_citation/apa_style/).

How to Submit Assignments

Assignments will be "handed in" using the Canvas Assignment component. Please note the due date indicated. Not all due dates fall into a predictable pattern although the submission deadline is usually 11:59pm EST on those dates.

All assignments will be submitted through Canvas. Please either copy+paste your assignment text into the submission box for the given assignment or upload a PDF. You can also upload a plaintext file. I have restricted the upload of DOCX files because they are difficult to deal with in-browser and I prefer to grade without having to download content.

Please name your files using this convention:

LastName-Assignment_title.pdf

I WILL TAKE OFF FIVE (5) POINTS IF YOU DO NOT FOLLOW THIS NAMING CONVENTION.

Dinosaurs

Once you have read this syllabus in full, please send a Canvas message to your instructor containing a picture of a dinosaur. For reference, here is a picture of a dinosaur:

GRADE ALLOCATION

Grades for the semester are allocated out of 1000 total available points. Assignments and other credit-bearing aspects of the course are listed below followed by a table of the ways that grades will be allocated.

Assignment	Instances	Points per instance	Subotal
Research proposal			**500**
Choose a research topic	1	25	25
Select literature and annotated bib.	1	25	25
Methods review	1	50	50
Choose analysis method	1	50	50
Choose data collection method	1	50	50
Draft research design	1	50	50
Draft instruments/protocols	1	50	50
Final research proposal (term paper)	1	200	200
Participation			**500**
Discussions	15	20	300
Quizzes	5	10	50
Peer review	7	10	70
Beginning questionnaire	1	20	20
Final questionnaire	1	20	20
CITI IRB training	1	40	40
Total			**1000**
Extra credit: Live Chats/Office Hours	*6*	*10*	*60*

Grading Scale

Grade	Description
A 100 % to 96.0% 960-1000 pts	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A- 95.9 % to 90.0% 900-959 pts	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+ 89.9 % to 87.0% 870-899 pts	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.
B 86.9 % to 84.0% 840-869 pts	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- 83.9 % to 80.0% 800-839 pts	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- 79.9 % to 70.0% 700-799 pts	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F 69.9 % > 0-699 pts	Student has failed the course. An incomplete is not an available option.

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. There will be one optional synchronous online chat scheduled for each module of the course as well.

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 and communicate on a regular basis (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 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:

Approach professional issues with understanding

Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication

Anticipate emerging trends and respond proactively

Assist and educate users

Analyze and identify the information needs of diverse communities of users

Educate users and potential users to locate, use, and evaluate information resources and tools

Analyze and evaluate information systems and services in a variety of settings

Develop and manage collections of information resources

Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users

Manage, evaluate, and preserve physical and virtual collections of information resources

Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

Manage and lead libraries and other information organizations

Perform basic managerial functions, including planning, budgeting, and performance evaluation

Communicate effectively to a variety of audiences

Apply theories of organizational behavior and structure

Represent and organize information resources

Understand and apply principles of representation and organization

Use research effectively

Design, conduct, interpret, and take action based upon research and evaluation

Deploy information technologies in effective and innovative ways

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.

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 (http://studentcode.iu.edu/).

All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorials and Tests (http://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 (http://registrar.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. **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 (http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/).

5. **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.

6. **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) (http://aes.iupui.edu/, 317-274-3241).

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

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

9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at IUPUI Course Policies (http://registrar.iupui.edu/course_policies.html).

10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See Administrative Policy: No Class Attendance without Official Enrollment (http://registrar.iupui.edu/official-enrollment-class-attendance.html).

11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit IUPUI Policy on Religious Holidays (http://registrar.iupui.edu/religious.html).

12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit Stop Sexual Violence (http://stopsexualviolence.iu.edu/).
14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit Division of Student Affairs (http://studentaffairs.iupui.edu/advocate).

IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: **Course Policies** (http://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.