LIS-S 524  ADULT READERS ADVISORY

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Ranganathan’s 5 Laws:
1. Books are for use.
2. Every reader his [or her] book.
4. Save the time of the user.
5. The library is a growing organism.

Course Description:
This course is designed to teach students how to meet the popular reading needs of adult public library users. Genre fiction, literary fiction, and non-fiction titles along with readers’ advisory resources and tools are explored. Readers’ advisory services including the interview, book lists, and book discussion groups are examined. Relevant research, trends and issues related to readers’ advisory are discussed.

Objectives:
Upon completion of this course, students will be able to:
• Identify, discuss, recommend, and write about a variety of genre fiction and non-fiction title and related emergent issues.
• Provide readers’ advisory services including interviewing, recommending, writing annotation and creating content/subject focused book lists.
• Use and evaluate readers’ advisory tools and resources.
• Lead book discussion groups.

MLS Program Goals:
• Approach Professional Issues with Understanding
• Represent and Organize Information Resources
• Analyze and evaluate information systems and services in a variety of settings
• Use Research Effectively
• Implement and evaluate information and communication technologies for efficiency, usability, and value to users
• Deploy Information Technologies in Effective and Innovative Ways

Text:
Blog Address: http://readersadvisoryblog.blogspot.com/
**Week 1, January 9, 2017**

*Introductions, Review of Syllabus, Blogs, and Reader Profiles*

*History of Readers’ Advisory:*

- Chapter 1 - Textbook

**Week 2, January 16, 2017**

*Appeal:*

- NoveList Editorial & St. Louis Public Library Staff (n.d.) The Appeal of Books. From the NoveList Database. [Files - Canvas]

*Writing About Reading:*

- See Appendix A for suggested annotation content.

*The Interview:*


**Due:**

1. Name and URL of blog emailed to the instructor through Canvas.
2. The five genres you will be reading and annotating for this class. Annotations will be due in the week they are assigned, and will be turned in on your blog. You do not have to know what books you are reading yet, just what genres.
3. Personal reading profile posted to your blog.
Week 3, January 23, 2017

Adrenaline Genres: Suspense & Thrillers:
- Chapters 4 & 5 - Textbook

RA Tools:
- Chelton, M.K. (2012) Readers Advisory tools for adult readers: A five-year retrospective selected bibliography, with a few earlier exceptions. [Files - Canvas]

Review:
- NoveList - Available through some Indiana Public Libraries
- See Appendix B for Read-a-like websites

Due:
1. Suspense and thriller annotations posted to blog for this week’s selectors.
2. Your first prompt response. I will post a prompt here on the blog very shortly. Remember you also will need to reply to two of your classmates responses as well. Please refer back to the assignment description in week one if you have any questions about these.
3. Please also remember that by the end of Week Four I will need to have your Secret Shopper Assignment! That one takes some planning so be looking ahead!

Week 4, January 20, 2017

Reader's Advisory Transaction:

Due:
1. Secret Shopper Assignment.

Week 5, February 6, 2017

Adrenaline Genres: Adventure & Romantic Suspense:
- Chapters 2 & 3 – Textbook

Writing reviews for pay or pleasure:
- PowerPoint [Files - Canvas]

Review:

Due:
1. A “Kirkus-style” review of a book you loved or really didn’t like so much.
2. Adventure and romantic suspense annotations posted to blog for this week’s selectors.
3. Prompt response on your blog.

**Week 6, February 13, 2017**

*Emotions Genres: Gentle Reads, Horror, & Romance:*

- Chapters 6, 7, & 8 – Textbook

*Integrated Advisory:*


*Book Talks:*


**Due:**

1. Gentle reads, horror, and romance annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

**Week 7, February 20, 2017**

*Intellect Genres: Mysteries & Science Fiction:*

- Chapters 11 & 13 – Textbook
- Hollands, N. (2010). Understanding the genres. In Fellowship in a Ring, Denver: Libraries Unlimited, pp. 31-54. [Files - Canvas]

*Book Controversies:*


**Due:**

1. Mystery and science fiction annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

**Week 8, February 27, 2017**

*Emotions Genre: Women’s Lives and Relationships:*

- Chapter 9 – Textbook

*Quality vs. Demand:*


Due:
1. Special Topics Paper.
2. Women’s Lives and Relationships annotations posted to for this week’s selectors.
3. Please also remember that by the end of Week Nine you will have had to participate or observe in a book club! That one takes some planning so be looking ahead!

Week 9, March 6, 2017

Book Discussions:
• ALA. Starting a Book Club. http://www.ilovelibraries.org/booklovers/bookclub/bookclub

Due:
1. Observe or participate in a book club and share your experience on your blog.

Week 10, March 13, 2017 - NO CLASS -

Enjoy Your Spring Break!

Week 11, March 20, 2017

Landscape Genres: Fantasy, Historical Fiction, Westerns:
• Chapters 14, 15, & 16 - Textbook

eBooks and Audiobooks:

Due:
1. Fantasy, Historical Fiction, and Westerns annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

Week 12, March 27, 2017

Non-fiction, Book Awards, Book Lists:
• Chapters 1 & 2 [Files - Canvas]
• Nonfiction Reading Plan [Files - Canvas]

Review:
• ALA’s Notable Books - http://www.ala.org/ala/mgrps/divs/rusa/awards/notablebooks/index.cfm
Due:
1. Non-fiction annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

Week 13, April 3, 2017

New Adult & Young Adult Novels:

Due:
1. New Adult and young adult annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

Week 14, April 10, 2017

Urban Fiction, African American, and GLBTQ:
- Stonewall Book Awards List: http://www.ala.org/glbtrt/award/honored

Due:
1. Urban Fiction, African American, and GLBTQ annotations posted to for this week’s selectors.
2. Prompt response on your blog.
Week 15, April 17, 2017

Marketing of Readers’ Advisory Services:


Due:
1. Prompt response on your blog.
2. Make sure you’re working on your final project!

Week 16, April 24, 2017

Culture of Reading:


Due:
1. Prompt response on your blog.
2. Final project

Assignments:

1. Create a Blog – 5%

Most of our communication in this class will be via blog. I feel this is a more organic way to communicate than Canvas forums, plus you can keep it after you graduate. If you have never created a blog before and need help let me know. For the sake of consistency, everyone is to use Blogger to create their personal blogs, it’s easy to use and free. Having everyone on the same platform will make commenting on each other's blogs and keeping track of posts much easier.

Once you give me your blog URL, I will post it in the blog roll on the classroom blog, http://readersadvisoryblog.blogspot.com/, that way you can see all of your classmates’ blogs and easily comment on them, follow them, however you want to keep track – it’s up to you. It has proven a great way to start or add to your social network of librarians. Feel free to use your current blog if you have one (as long as it is Blogger) – just please label any assignments clearly.

Your blog doesn't have to be super pretty or complicated. It has to be functioning and easy for your classmates to navigate. The main purpose of your blog is to post weekly assignments, reflections, reviews, etc. You will also be responsible for commenting on your classmates blogs (which will count towards your participation). Be as creative or plain as you want! The sky is the limit!

Due: January 22, 2017

2. Personal Reading Profile – 5%

Create a personal reading profile. See class blog for example.

Due: January 22, 2017

3. Secret Shopper Assignment – 10%
Using a public library where you are not known or a librarian who does not know you, ask for a good book to read. Discuss what happens: What questions were you asked? What tools if any did the librarian use to help you? Did the librarian successfully find a “good book” for you to read? If yes, how so? If no, why not? Post to Blogs and email a copy to me via Canvas.

Due: February 5, 2017

4. **Kirkus Style Review – 5%**

Write a Kirkus-style review of a book you love or did not like so much.

Due: February 12, 2017

5. **Special Topics Paper – 15%**

Each student will be responsible for posting a special topic paper to their blog. Topics have to be approved by the instructor. Topics can relate to any aspect of readers advisory: specific genres, trends, tools, debates, history, etc. Post to Blogs and email a copy to me via Canvas.

Due: March 5, 2017

6. **Book Club Experience – 5%**

Observe or participate in a book club and share your experience on your blog.

Due: March 12, 2017

7. **Book Annotations – 15%**

Read and annotate 5 books, each from a different genre, as indicated in the Text. Annotations should be about 1 or 2 pages long at most.

Due: Annotations are to be posted to your blogs within one week of our class discussion of that particular genre.

8. **Prompt Responses – 10%**

Post a response on your blog within a week of reading the prompt on the class blog. Each prompt response should equal a page or two in Microsoft Word.

Due: Prompt responses are to be posted to your blogs within one week of the prompt being posted on the class blog.

9. **Final – 20%**

You must choose between one of the following:

**Lab A: The Readers’ Advisor is In:**

Provide readers advisory services to at least 5 different people.

Do not use participants real names; create a reader profile describing their reading habits and preferences; list a few of the questions you asked them, indicate which tools/bibliographic aids you used to find other books; what you recommended; what they read; how well you met their reading interests.

Submit paper via Canvas email to me. Please use consistent formatting in whatever style you prefer.

**Lab B: Reading List as Community Service:**

Create an annotated book list on a topic of interest to adult readers. Work with a public librarian to negotiate a topic relevant to the library’s community.

Write about the various aspects of the experience, e.g., the library, the community, factors considered, tools used, the product (display, flyer with list); how selected were made; and the final list.

Submit paper via Canvas email to me. Please use consistent formatting in whatever style you prefer.

Due: April 30, 2017

10. **Class Participation – 10%**
I will expect you to comment on each others’ blogs. Reading about what other people are reading helps A LOT in readers’ advisory. I know this probably goes unsaid but just in case, there is one ground rule – this is a safe place. No teasing each other – if someone says the only book they have ever loved is a sparkly vampire romance they are to be treated with respect, just as a patron would. The definition of a good book, for the purpose of RA, is always one that is enjoyed by the reader. Every week that there is a prompt or annotation posted on yours or your classmate’s blogs, I expect you to comment on at least three different blog postings. It doesn't have to be a long comment, but it should be thoughtful, helpful, and add to the discussion.

**Due Dates:**

There is some flexibility with regards to due dates if you contact me in a timely fashion, however there will be an extra assignment for late work. Please annotate the books you’ve selected within a week of discussing the related genres in class.

**Grading Scale:**

- **A(4.0)** 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-(3.7)** Excellent Achievement. Student Performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior matter.
- **B+(3.3)** Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
- **B(3.0)** Good Work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
- **B-(2.7)** Marginal work. Student performance demonstrates incomplete understanding of course materials.
- **C+(2.3)** Unsatisfactory work and inadequate understanding of course materials.

**Academic Dishonesty:**

Please review here (http://www.dsa.indiana.edu/Code) the university’s statement on academic dishonesty. Statement related to cheating and plagiarism is highlighted in the following. Please be aware that failure to comply with University policies may result in disciplinary actions ranging from warnings to expulsion.

A student must not submit work that reproduces ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person’s idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

**Students with Disabilities:**

Qualified students with disabilities may want to register with Adaptive Educational Services (AES) for accommodations. They will need to complete appropriate forms with the AES office in Cavanaugh Hall 001E, 425 University Blvd, Indianapolis, IN 46202-5140. The office can also be reached by calling 317-274-3241 or 317-278-2050 TTD/TTY, by fax 317-274-2051, or by email (aes@iupui.edu). More information can be available at (http://www.iupui.edu/~sldweb/aes/).

**Rights & Responsibilities:**
The entire IUPUI - Code of Student Rights, Responsibilities, and Conduct is part of the syllabus. You can find the Code here: 
http://life.iupui.edu/rights/docs/CodeofConduct.pdf

Appendix A:
Suggested (by Saricks) format for in-class book annotation
Author:
Title:
Genre:
Publication Date:
Number of Pages:
Geographical Setting:
Time Period:
Series (If applicable):
Plot Summary:
Subject Headings:
Appeal:
3 terms that best describe this book:
Similar Authors and Works (why are they similar?):
3 Relevant Non-Fiction Works and Authors
3 Relevant Fiction Works and Authors

Appendix B:
Sources of Information for Read A-Likes
1. NoveList – certain public libraries (including IndyPL)
2. KDL What’s Next Database – for series info; http://ww2.kdl.org/libcat/WhatsNextNEW.asp
3. Literature Map http://www.literature-map.com/
4. Fantastic Fiction - http://www.fantasticfiction.co.uk/
6. Stop you are Killing Me –for Mysteries only; http://www.stopyoure killingme.com/
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:

1. 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.

2. Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

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.

3. 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.
4. 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.

5. Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

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.

6. 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.

7. 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.

8. 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.

Related to Principles of Graduate and Professional Learning

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
- Communicate effectively with their peers, their clientele, and the general public
- Think critically and creatively to improve practice in their field
- Meet all ethical standards established for the discipline

GRADING SCALE

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<tr>
<th>Grade</th>
<th>Description</th>
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<td>Grade</td>
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<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 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>
</tr>
<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>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: [http://registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html)

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 http://registrar.iupui.edu/withdrawal-policy.html

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 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 > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd 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. http://www.ulib.iupui.edu/libinfo/turnitin

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.

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

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: http://registrar.iupui.edu/course_policies.html

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.

Campus policy:

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. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit http://aes.iupui.edu 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.