LIS S532
Information Architecture for the Web
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Spring 2018

Section No.: 26732
Credit Hours: 3
Co-Instructor: Austin Stroud
MLS, IUPUI (Library Science)
MSEd, Indiana University (Instructional Systems Technology)
Use the Canvas mail to contact me for class matters so that we can keep track of our correspondence. You can always e-mail me for other needs at austrou@iu.edu.
Co-Instructor: Mahasin Martinson
MLS, IUPUI (Library Science)
Use the Canvas mail to contact me for class matters. You can always email me at mameen@iupui.edu.
Prerequisites: S401
Instruction mode: This course is offered online only.

Special thank you to Dr. William Helling for all of his work in building this course over the years.

COURSE DESCRIPTION
Focuses on website development. Students study information architecture as an approach for site organization and design, and learn about project management for complex web development tasks. In lab sessions, students work with advanced markup languages and scripting and develop sites, typically for real clients.

EXTENDED COURSE DESCRIPTION
This course emphasizes the development of certain basic skills that will allow you to create webpages and to combine these pages into functional websites. Information architecture is not the study of individual webpages -- it is rather the study of how your webpages make up usable and accessible websites. After several weeks of working on your technical skills, you will find yourself making workable websites that are viewable on all devices. This course requires that you develop a proficiency in both technical skills as well as conceptual skills. Students worry most about their abilities to master the technical skills to make a website. Be assured that, at the mid-point in this semester, you will have the basic skills to do so; the technical component is actually the easier part to master. The difficult part is putting several webpages together to make a good website -- and that is the basis of information architecture. We will spend a lot of time in the first half of the semester on technical aspects (HTML, CSS, etc.), but the technical requirements lessen as the semester goes on. The entire semester, however, we pursue our study of information architecture, and this study increases after you have learned the rudiments of making a website. The creation of a website for a client of your choice will be
the culmination of your semester's work.

NOTE: For those who are bringing xhtml skills to this class: Understanding xhtml markup is actually a good preparation for transitioning to HTML5. HTML5 is sometimes very tolerant toward markup irregularities, which is not always a good way to learn, especially in conjunction with mastering CSS; xhtml demands more discipline but also lacks some of the elements that HTML5 now makes possible, such as semantic markup as well as better ways to handle multimedia and graphical content on the web. Knowledge of xhtml will still be important for working with many Content Management Systems.

In brief, this course accommodates all levels of students, making sure that the true beginners acquire the basic skills while also providing a solid review for those who have previous experience. For the few who enter this course with already growing skills, you will still profit by the information architecture aspect of the course, and you will also be allowed to work to your level and improve. But the true beginners must believe me when I say that they often perform just as well and often better by the end of the semester than those with previous knowledge. Just do the weekly work and you all will progress.

Can you learn information architecture without knowing how to make a webpage? Only to a point. Acquiring the skills to make a web site (even if you never get too far advanced) makes you a better information architect. The future of information delivery is through a screen of some sort, whether it be a desktop monitor, a tablet, a smartphone, or any other device. You need to know how the users receive that information and what must be done to accommodate them.

You may never enter a career where you actually create websites, but if you plan to be an information professional of any type you will certainly assist in developing, judging, acquiring, accepting, promoting, and rejecting information delivered by a web-enabled device of some sort. Your skills in information architecture will be valuable.

Required Readings/Resources
You will use mini-tutorials on w3schools.com. The advantage to using these tutorials is that they are brief, they are modular, and most examples come with a "Try It" feature that makes it easy for you to test out what you are learning.

You will use other indicated web resources from time to time for reading or demonstration purposes.
- Lectures (.pptx) will be made available via Canvas--Files--Lectures.
- Handouts (.pdf) will be made available via Canvas--Files--Handouts.
- The descriptions for your weekly tasks will be made available via Canvas--Files--Tasks.

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 (ittraining.iu.edu/explore-topics/show-all/index.html)
- For additional software training materials, go to UITS IT Training: Skillsoft (ittraining.iu.edu/skillsoft/)
HTML5

- W3 HTML5 definition: w3.org/TR/2012/CR-html5-20121217/
- W3 HTML5.1 recommendation: w3.org/html/wg/drafts/html/master/
- W3Schools html5: w3schools.com/html/default.asp
- HTML tag reference: w3schools.com/tags/default.asp

CSS

- W3C CSS3 Working Draft: w3.org/TR/2001/WD-css3-roadmap-20010523/
- W3Schools: w3schools.com/css/
- W3Schools: CSS properties reference: w3schools.com/tags/default.asp
- Mozilla Developer Network: mozilla.org/en-US/docs/Web/CSS/Reference

Validators

- HTML: W3C HTML/XHTML validator: w3.org/
- HTML: Validator.nu: validator.nu/
- CSS: W3C CSS Validation Service: w3.org/css-validator/
- Accessibility: WAVE: webaim.org/
- Accessibility: HiSoftware Cynthia Says: cynthiasays.com/

Page Layout, Design, and Usability

- Web pages that suck: webpagethatsuck.com/
- A List Apart: alistapart.com
- The Alertbox: Current Issues in Web Usability: useit.com/alertbox/
- Usability.gov: www.usability.gov/

Web Site Accessibility

- W3C Web Accessibility Initiative: w3.org/WAI/
- WebAIM: wave.webaim.org/

Information Architecture

- Information Architecture Institute: ia institute.org/

Required Software

Browser

You are already using some browser, of course, but you will need to see if it is the most recent version. If it is not, update it.
For PC users, you need to have the most recent version of Internet Explorer and the most recent version of either Firefox or Chrome. Windows 10 users will have Microsoft Edge, but its market penetration will not have much effect yet, and Internet Explorer 10 & 11 will be still quite widespread.

For Mac users, you need to have the most recent version of Safari and the most recent version of either Firefox or Chrome.

**SFTP client (e.g., WinSCP)**

An FTP client allows you to post your files to a web server (the "S" is for such secure servers as Mercury (aka Pages), the server that IUPUI students will use). Many free SFTP clients are available, and are often already installed on public computer lab computers. Recommended are WinSCP (winscp.net/eng/download.php) or Filezilla (filezilla-project.org). Or any other free one you can find for your PC or Mac as long as it can connect to secure web servers.

**VPN client (e.g., Pulse Secure)**

IUPUI students who want to connect to their Mercury/Pages webserver accounts from outside the IU network will require VPN. For information on IU’s VPN service, including how to install and configure a VPN client for your computer or device, see [About the IU VPN](kb.iu.edu/d/ajrq). IU’s VPN also requires Two-Step Login (Duo): for more information on Two-Step Login, see [What is Two-Step Login (Duo) and how does it work?](kb.iu.edu/d/beum). If you have questions about the Mercury/Pages service, or about using a VPN or Two-Step Login, please contact your local Support Center. For information on how to contact your local Support Center, please see [How do I contact each campus Support Center for IT help?](kb.iu.edu/d/abxl). An informational notice at [Status.IU](status.iu.edu) is also being posted with up to date information.

**Teaching and Learning Methods**

Active learning (AL), project-based learning (PBL), recorded presentations by instructor with slides and audiovisual aids, and asynchronous use of Canvas.

**ASSESSMENTS**

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

**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. **Discussions** assess IA acquisition.
2. **Markup: Webpage or website uploads** assess technical comprehension and IA competence.
3. **Papers** evaluate IA skills applied real issues.
4. **Final website construction** affords the opportunity to apply all concepts covered in the course.

**Grade Allocation**

- Discussions (8) 24%
- Markup for webpage/website (11) 34%
- Papers (4) 22%
- Final website (1) 20%

**Learning Outcomes**

D: Discussion -- M: Markup -- P: Papers -- F: Final website

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<th>RBT</th>
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<tbody>
<tr>
<td>1. produce standard-based HTML/HTML5 to create valid markup</td>
<td>6</td>
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<td>Tasks 1, 4, 5, 6, 8, 9, 11, 14, 15 M1 M2 M3 M4 M5 M6 M7 M8 M9 M10 M11</td>
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<td>2. compile Cascading Style Sheets (CSS) to give form and responsiveness to websites</td>
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<td>Tasks 5, 6, 8, 9, 11, 14, 15 M4 M5 M6 M7 M8 M10 M11</td>
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<td>3. create effective layouts, designs, labels, and navigation for websites</td>
<td>6</td>
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<td>Tasks 6, 7, 12, 13, 14, 15 D6 D7 D8 P3 P4 M11</td>
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<td>4. compose markup that meets web accessibility requirements</td>
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<td>Tasks 8, 14, 15 M6 M10 M11</td>
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<td>5. organize consistent content and metadata for websites</td>
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<td>6. appraise the IA steps for website planning</td>
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**COURSE SCHEDULE**

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<tr>
<td>Lesson</td>
<td>Contents</td>
<td>Assessment</td>
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|        | • Dimension --> www.w3schools.com/css/css_dimension.asp  
|        | • Display --> www.w3schools.com/css/css_display_visibility.asp  
|        | • CSS-box-model.pdf --> Canvas--Files--Handouts |            |
| Task-9 | IA issues discussion  
|        | • IA-viewability.pptx --> Canvas--Files--Lectures  
|        | • Media Types/Queries --> http://www.w3schools.com/css/css3_mediaqueries.asp  
|        | • CSS3-media-queries.pdf --> Canvas--Files--Handouts  
|        | • Position --> www.w3schools.com/css/css_positioning.asp  
|        | • Float --> www.w3schools.com/css/css_float.asp  
|        | • Align --> www.w3schools.com/css/css_align.asp | D8  
| Task-9 | Responsive website creation  
|        | • Navigation Bar --> www.w3schools.com/css/css_navbar.asp  
|        | • Pseudo-element --> www.w3schools.com/css/css_pseudo_elements.asp  
|        | • Attribute Selectors --> www.w3schools.com/css/css_attribute_selectors.asp | M7  
| Task-10 | Strategy report  
|        | • REVIEW: IA-PHASE-2-strategy.pptx --> Canvas--Files--Lectures | P1  
| Task-11 | Website analysis  
|        | • IA-usability.pptx  
|        | • IA-case-study1.pptx --> Canvas--Files--Lectures | P2  
| Task-11 | HTML5 audio, video, canvas  
|        | • Audio --> www.w3schools.com/html/html5_audio.asp  
|        | • Video --> www.w3schools.com/html/html5_video.asp  
|        | • Canvas --> www.w3schools.com/html/html5_canvas.asp  
|        | • HTML5-audio.pdf --> Canvas--Files--Handouts  
|        | • HTML5-video.pdf --> Canvas--Files--Handouts | M8  
| Task-12 | Blueprint report  
|        | • REVIEW: IA-PHASE-3-design.pptx --> Canvas--Files--Lectures | P3  
| Task-12 | Iframe creation  
|        | • SVG --> www.w3schools.com/html/html5_svg.asp  
|        | • Iframes --> www.w3schools.com/html/html_iframe.asp | M9  
| Task-13 | Wireframe report  
|        | • REVIEW: IA-PHASE-3-design.pptx --> Canvas--Files--Lectures  
|        | • JavaScript Introduction --> www.w3schools.com/js/js_intro.asp  
|        | • JavaScript Output --> www.w3schools.com/js/js_where.toasp  
|        | • JavaScript Statements --> www.w3schools.com/js/js_statements.asp  
|        | • JavaScript Comments --> www.w3schools.com/js/js_comments.asp  
|        | • JavaScript Variables --> www.w3schools.com/js/js_variables.asp  
|        | • JavaScript Data Types --> www.w3schools.com/js/js_datatypes.asp | P4  
<p>| Task-14 | Home page creation | M10 |</p>
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|        | • **DOM Intro** --> www.w3schools.com/js/js_htmldom.asp  
• **DOM HTML** --> www.w3schools.com/js/js_htmldom_html.asp  
• **DOM CSS** --> www.w3schools.com/js/js_htmldom_css.asp  
• **DOM Events** --> www.w3schools.com/js/js_htmldom_events.asp  
• **DOM Nodes** --> www.w3schools.com/js/js_htmldom_elements.asp  
• **DOM-scripting-intro.pdf** --> Canvas--Files--Handouts  
• **DOM-event-handlers.pdf** --> Canvas--Files--Handouts  
• **DOM-scripting-anatomy.pdf** --> Canvas--Files--Handouts | M11        |

### GRADING SCALE

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A (100% to 96%)</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- (95.9% to 90%)</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+ (89.9% to 87%)</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 (86.9% to 84%)</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- (83.9% to 80%)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C- (79.9 % to 70%)</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>D through F (69.9 % &gt;)</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
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</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., task, final project) 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 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](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/](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.

   a. A student must not use external assistance on any “in-class” or “take-home” exam, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.

   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

   d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

      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.

4. 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.

5. 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.

6. 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 (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 (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), 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 (protect.iu.edu/emergency)

9. **IUPUI course policies**: Several campus policies governing IUPUI courses may be found at IUPUI
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 (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 (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 (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 (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). This link is also automatically inserted at the top of the Canvas Syllabus page. 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.