

**LIS S571 Materials for Youth
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2022**

Section No.: 25300
Credit Hours: 3
Instructor: Linda L. Mills
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Prerequisites: S500, S501, S502
Instruction mode: This course is offered online only

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COURSE DESCRIPTION

From whimsical picture books to serious works for young adults, Materials for Youth explores the broad spectrum of books, magazines, and media available for children and young adults in today's world.

EXTENDED COURSE DESCRIPTION

This three-hour course focuses on the evaluation and use of materials for youth including books, magazines and media. It will expand your thinking about the role of materials in shaping today's youth. This course will be taught on-line with web-based readings and resources, and discussions; however, you must also have access to picture books and novels for youth. You will be reading award books (Newbery, Caldecott, Printz), analyzing and comparing illustrations in picture books, examining illustrators, reading a series of books from different genres (fantasy, realistic fiction, historical fiction), examining magazines, and completing projects (i.e. video, trailer, LibGuide). You will also be joining in discussion with your classmates on these areas after reading additional materials to support statements that you will be sharing.

Required Readings/Resources

Tunnell, Michael O. Jacobs, James S. Young, Terrell A, and Bryan, Gregory (2020). *Children's Literature, Briefly*. (Seventh Edition). Pearson. This book will give you the basics of each of the genres and topics we will be covering in class.

I will refer to the appropriate chapters in the syllabus that correlate to each topic covered. This text is very readable and is not a standard, dry textbook. There are other children literature textbooks available, but I think you will find this one very manageable.

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

There are also videos and readings that I have listed in Canvas for you to use and I will refer to in the syllabus. All in all you will have a vast variety of resources to peruse. The problem will be digesting and synthesizing the materials that you read. This course also expects YOU to discover materials and references that pertain to each week's topics and share those with your classmates

Recommended Readings/Resources

In addition to the required readings, you will want to find additional materials that are pertinent to discussion topics. Using resources such as review sources of books, articles from library publications along with articles or websites that pertain to each genre or topic we are discussing are important to the completion of this course. It is the student that can synthesis information and apply it to what you are reading that is the student that will succeed.

Students 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](http://iui.edu/explore-topics/show-all/index.html) (iui.edu/explore-topics/show-all/index.html)

For additional software training materials, go to [UITS IT Training: Skillsoft](http://iui.edu/skillsoft/) (iui.edu/skillsoft/)

Required Software

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

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

For more details, see: [About software at IU \(kb.iu.edu/d/aclo\)](http://kb.iu.edu/d/aclo)

Canvas works best in the most recent version of Edge, Chrome, Firefox, or Safari browsers. Canvas does not support Internet Explorer.

For the final projects you may want to use a variety of different products such as Powerpoint, iMovie, or other products that will produce posters, videos, or trailers. There is no set program to use. You will use your best judgment and your own expertise to create a booktalk on video and a book trailer. The final assignment will be using LibGuides which I will give you access to early in the semester. This program has a variety of tutorials online to help you use it better.

Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), reading guides, recorded presentations by the instructor and the use of Canvas for discussion will be used in this class.

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)

1. Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
2. Thinking critically, applying good judgment in professional and personal situations
3. Communicating effectively to others in the field and to the general public
4. Behaving in an ethical way both professionally and personally

Framework for Information Literacy (FIL)

The ACRL (Association of College and Research Libraries) Framework for Information Literacy is introduced throughout our curriculum..

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as a Conversation
6. Searching as Strategic Exploration

To learn more, go to [Framework for Information Literacy for Higher Education \(www.ala.org/acrl/standards/ilframework\)](http://www.ala.org/acrl/standards/ilframework)

MLIS Program Learning Goals (PLGs)

1. Connect core values and professional ethics to practice
2. Facilitate engagement in the information ecosystem
3. Curate collections for designated communities
4. Lead and manage libraries, archives and other information organizations
5. Organize and represent information
6. Conduct systematic research to inform decisions
7. Innovate professional practice with information services and technology

Assessment Details

Each student should not only read the assigned material but also arrive at a competent understanding of it prior to each discussion and/or project. Students should also be able to find additional materials on their own to contribute and share with classmates that will enhance their learning. These measures will be used to assess student-learning outcomes:

1. **Discussions** are scheduled each week on different genres to be covered in this course. These discussions will be where the student shares the concepts learned along with contributing additional information that is pertinent to the discussion. **10 at 6 points each: 60%.**
2. **Projects** will assess materials covered in this class along with creative and innovative ways to present information to patrons. **3 at 10 points each: 30%**
3. **A Social Booklist** will help students track their reading and afford them the opportunity to keep a running record of other materials discussed in class that they will want to pursue and use in the future. **1 at 10 points: 10%**

Upon completion of this course, students will	RBT	PGPL	FIL	PLG	Assignments
Differentiate relevant and important user characteristics and information needs of children and young adults.	4	3	3	6	Assignments 11
Evaluate relevant and important professional materials such as research articles and selection and review sources	6	1	4,6	6	Assignments 5, 11
Explain relevant and important trends and issues in children's literature (e.g. intellectual freedom, multiculturalism, censorship, graphic novels, etc.)	6	1	1	6	Assignments 2, 3, 4
Design videos, book trailers, infographics, and LibGuides to appeal to children and young adults.	6	1	2,6	7	Assignments, 12, 13, 14
Distinguish relevant and important genres, media, producers, and titles for children and young adults.	4	2	1.3	1	Assignments 6, 7, 8, 9, 10
Develop the use of a social booklist to assist in reader's advisory.	6	2	2,3	3	Assignment 15

Course Schedule and Design

I have designed the assignments in order for me to evaluate your performance and ensure that you are keeping up with each genre or topic we are studying. All of the assignments will be in the discussion tab so you can see and comment on your classmate's submissions and projects. This class is designed for you to interact with your classmates in discussions about the materials and books read each week. It is the student that learns from this interaction that will benefit in this class. Instructions will be provided for every assignment via each module in Canvas.

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

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

Assignments will be described in detail in a separate document and in each module so this syllabus will not be overly long.

Logistics

I will post a separate assignment document under Announcements along with a class calendar showing all due dates. Below you will find a condensed version of the assignments and reading for each week/module of the semester.

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

If you cite any work other than the textbook, use a parenthetical reference, too, but also list the work at the end of the response. APA style is requested.

How to Submit Assignments

Assignments will be "handed in" two different ways. Please submit your initial discussion in the appropriate discussion tab and also reply to your classmates within the discussion tab for whatever assignment you are working on (e. g. Caldecott, Newbery, etc.) Since it is also a large class, please submit your initial post for each assignment under the Assignment tab so I can read it quickly and be able to grade it.

Please note the due date indicated. Not all due dates fall into a predictable pattern although the submission deadline is always 11:59pm EST on those dates.

Module 1 is the same as Week 1.

Before Week 1

Please introduce yourself to the class and me in the appropriate discussion thread.

Explore course materials.

Week 1—What is Reading? What is a good book?

Tunnell, Chapter 1 (Read! Read! Read!), Chapter 2 (What is a Good Book), Chapter 3 (What is a Well-Written Book), Appendix C: Book Selection Aids

Read Introduction to class and watch video.

Week 1 assignment:

- Introduce yourself in discussion tab, set up a Social Booklist (GoodReads for example), and

- start reading a Newbery book (one the last five years winners)
-

Week 2—Newbery Books/Printz Books

Tunnell, Chapter 16 (Controversial Books), Appendix D: Children’s Book Awards

Read Selection and Censorship on Canvas and watch the corresponding video.

Week 2 assignment:

- Social Booklist started,
 - Newbery Assignment due (6 points),
 - first comment posted about Social Booklist,
 - read a Printz Award book (one of the last five years winners)
-

Week 3—Illustrations and the Caldecott

Tunnell, Chapter 4 (How to recognize a well-written book), Chapter 8 (Picture Books)

Read Illustrations on Canvas and watch the corresponding video. Read Picture Books in Files and watch the corresponding video.

Week 3 assignment:

- Printz assignment **due**,
 - **reply** for Newbery assignment due
-

Week 4—Child Development

Tunnell, Chapter 5 (Children’s Books-History)

Read Child Development and watch video.

Week 4 assignment:

- Caldecott Award **due** (6 points),
- **reply** for Printz Award due

Week 5—What is Traditional Literature?

Tunnell, Chapter 10 (Folk Literature)

Read Traditional Literature and watch video.

Week 5 assignment: Illustrator assignment (pick from a list that I provide) **due** (6 points), **reply** for Caldecott

Week 6—What is Fantasy Literature?

Tunnell, Chapter 7 (Organizing by Genre), Chapter 11 (Modern Fantasy)

Read Fantasy Literature and watch video.

Week 6 Assignment:

- Fantasy for children assignment (list will be given) **due**,
 - **reply** for Illustrator.
-

Week 7—What is Realistic Fiction?

Tunnell, Chapter 12 (Contemporary Realistic Fiction)

Read Realistic Fiction for Children and Young Adult and watch video.

Week 7 Assignment:

- Fantasy for Young Adult (list will be given) **due** (6 points),
 - **reply** for Fantasy for Children due
-

Week 8—What is Historical Fiction?

Tunnell, Chapter 13 (Historical Fiction)

Read Historical Fiction and watch the video.

Week 8 Assignment:

- Realistic Fiction for Children (list will be given) **due** (6 points),
 - 2nd comment on Social Booklist **due**,
 - **reply** for Fantasy for Young Adult
-

Week 9—What are Nonfiction and Informational Books?

Tunnell,), Chapter 14 (Biography) , Chapter 15 (Informational Books), Chapter 17 (Teaching with Books)

Read Nonfiction and Informational Books and watch the video. Also there is another reading in the module this week about nonfiction books to read.

Week 9 Assignment:

- Realistic Fiction for Young Adult (list will be given) **due** (6 points),
 - reply for Realistic Fiction for Children **due**
-

Week 10—What are Magazines?

Tunnell, Appendix B: Magazines for Children

Read magazines and watch the video.

Week 10 Assignment: Historical fiction (list will be given) **due** (6 points), **Reply** for Realistic Fiction for Young Adult **due**

Week 11—What is Poetry?

Tunnell, Chapter 9 (Poetry)

Read Poetry and watch video.

Week 11 Assignment:

- Magazine assignment **due** (6 points),
 - **Reply** for Historical Fiction due
-

Week 12—What is Media? What is Multicultural?

Tunnell, Chapter 17 (Motivation), Chapter 6 (Multicultural)

Read Media in Files and watch the video.

Week 12 Assignment:

- Project 1 (read alike examples or nonfiction booklist) **due** (10 points),
 - **reply** for Magazine due
-

Week 13—What is Diversity?

Read Diversity and watch video.

Week 13 Assignment:

- **Reply** for Project 1 due
-

Week 14

Week 14 Assignment:

Read about booktalks and book trailers

- Project 2 (Booktalk and book trailer) **due** (10 points)
-

Week 15

Week 15 Assignment:

- Project 3 (LibGuide) **due**,

- **reply for Project 2 due**, and
- Social Booklist (10 points) submitted.
- **Final comment for Social Booklist.**

EXPECTATIONS, GUIDELINES, AND POLICIES

Deliverables

You are responsible for completing each deliverable (e.g. projects, discussion) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus and in the Assignment tab 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. Remember, **communication** is the key in this class. **Email or text me when you anticipate problems.**

For citation purposes, all MLIS students use the 7th edition of the *Publication Manual of the American Psychological Association*. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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 the answer will be of general interest to others—but I will not reveal your identity. .

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.

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, arrange an online chat, or phone call 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, and projects on time, which is your attendance. If you believe you will not be able to complete a task for a certain reason **on time** (because things do happen in our lives), contact me ahead of time via Canvas mail or text. I also realize that circumstances arise at the last minute. **Please remember to email me and explain the circumstances or text me.** It is the student that does not communicate with me that I get concerned about so please do not be that student. I worry about each of you during this class and the circumstances that are happening in our world right now.

Incompletes

Incompletes are not automatically granted. You may arrange a grade of “I” or incomplete for a course with an instructor for special circumstances. Students need to have completed the majority of course work (75%+) at an acceptable level of achievement. You and the instructor must agree upon the terms for completing the course. Students who have multiple incompletes (2 or more) will be blocked from registering for additional LIS courses until there is only one (or zero) outstanding incomplete, or the student presents the department chair with a plan of action for completing all incompletes in a timely way.

Deadlines for the work for an incomplete to be finished are at the instructor’s discretion. The deadline can be no longer than 1 year from the end of the semester, but can be earlier if the instructor specifies that. Left unchanged, an Incomplete automatically becomes an F after one year. See: Student Central: Incompletes (studentcentral.iupui.edu/grades-progress/incompletes.html)

GRADING SCALE

Grade	Description
A (100% to 96%)	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%)	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%)	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course

Grade	Description
	expectations on all tasks as defined in the course syllabus.
B (86.9% to 84%)	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%)	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- (79.9 % to 70%)	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 % >)	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).

MLIS 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 meet the program outcomes.

See [M.L.I.S. Program goals](http://soic.iupui.edu/lis/master-library-science/learning-outcomes/): (soic.iupui.edu/lis/master-library-science/learning-outcomes/)

ALA CORE COMPETENCIES

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to meet the ALA standards.

See: [ALA Core Competences of Librarianship](http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

(www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the

course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to [The Code of Student Rights \(studentcode.iu.edu/\)](http://studentcode.iu.edu/)

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests \(plagiarism.iu.edu\)](http://plagiarism.iu.edu/).

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*).

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" 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.
 - 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:
 - directly quoting another person's actual words, whether oral or written;
 - using another person's ideas, opinions, or theories;
 - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - borrowing facts, statistics, or illustrative material; or
 - offering materials assembled or collected by others in the form of projects or collections without acknowledgment
 - c. **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.
 - d. **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.
 - e. **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 \(studentcentral.iupui.edu/register/administrative-withdrawal.html\)](http://studentcentral.iupui.edu/register/administrative-withdrawal.html)

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.
5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the [CAPS website \(iupui.edu/health-wellness/counseling-psychology/\)](http://iupui.edu/health-wellness/counseling-psychology/)
6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In

addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

7. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services](https://diversity.iupui.edu/offices/aes/index.html) (AES) (diversity.iupui.edu/offices/aes/index.html), or 317-274-3241.
8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU](https://protect.iu.edu/emergency-planning/emergency-contact/iupui.html) (protect.iu.edu/emergency-planning/emergency-contact/iupui.html).
10. **University policies:** Numerous policies governing IU faculty and students may be found at [University Policies](https://policies.iu.edu/categories/academic-faculty-students.html) (policies.iu.edu/categories/academic-faculty-students.html).
11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Register: Get ready to take classes](https://studentcentral.iupui.edu/register/index.html) (studentcentral.iupui.edu/register/index.html).
12. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [You have the right to observe religious holidays](https://studentcentral.iupui.edu/calendars/holidays/index.html) (studentcentral.iupui.edu/calendars/holidays/index.html).
13. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
14. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence](https://stopsexualviolence.iu.edu/) (stopsexualviolence.iu.edu/)
15. **Student advocate:** The Office of Student Advocacy and Support 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 [Office of Student Advocacy and Support](https://studentaffairs.iupui.edu/advocacy-resources/index.html) (studentaffairs.iupui.edu/advocacy-resources/index.html).

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.