

**LIS S623
Genealogy and Local History Resources
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Summer 2022**

Section No.: 10832
Credit Hours: 3
Instructor: Kisha Tandy
Email: krtandy@iu.edu
Prerequisites: LIS S500 and LIS S501
Instruction mode: This course is offered online only

COURSE DESCRIPTION

Focuses on developing collections and providing reference services in genealogy and local history.

EXTENDED COURSE DESCRIPTION

This course is designed to focus on genealogy and local history resources, including print, non-print, visual, electronic, archival, newsprint and digital media and issues related to maintaining genealogy and local history collections.

Required Readings/Resources

- Readings and course resources are distributed via Canvas.

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/)**

Required Software

All students have access to Office (IUWare) or Office 365 (IUAnywhere) for Word, Excel, PowerPoint, and Access. You also need the most recent version of your browser: Edge (PC only), Safari (Mac only), Firefox, or Chrome.

Teaching and Learning Methods

Active learning (AL) and project-based learning (PBL).

ASSESSMENTS

Revised Bloom's Taxonomy (RBT)

The revised Bloom's taxonomy (RBT) presents a way to classify different types of learning experiences across two levels: 1) The revised Bloom's taxonomy cognitive process (RBTCP) dimension and 2) the revised Bloom's taxonomy knowledge (RBTk) dimension. The RBTCP dimension represents a continuum of increasing cognitive complexity—from remember to create—across six levels:

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)

The principles below form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. There are four PGPLs:

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)

The Master of Library and Information Science (MLIS) program prepares students to become reflective practitioners who connect people and communities with information. The program goals (PGS):

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

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 are** scheduled by the instructor on course materials.
2. **Genealogy/Local historian** interview affords the opportunity to gain understanding of research techniques and resources used in the field.
3. **Annotated bibliography** will serve as the foundation for developing a local history and genealogy collection.
4. **Project** proposal, presentation and feedback affords students that opportunity to assist and educate users (students) and assess comprehension and skill acquisition.
5. **Final paper** affords the opportunity for students to apply concepts covered in the course.

Grade Allocation

• Discussions (6)	30%
• Project (2)	20%
• Genealogist/Local History Interview (1)	10%
• Annotated Bibliography (1)	20%
• Final Paper (1)	20%

Learning Outcomes

D: Discussion P: Project A: Annotated Bibliography F: Final paper

Upon completion of this course, students will	RBT	PGPL	Assessment
1. Distinguish basic genealogy research techniques	4	1	D2 P1 F
1. Determine local history research resources	5	1	D1 D3 P1 A1
1. Build a small local history or genealogy collection	6	3	P1 F
1. Conduct in-depth research	5	3	P1 F

Course Schedule

Module 1 Introduction to Local History

Anderson, M. A. (2011). From Tiny Museums to the Library of Congress Discovering Local History Resources in the Digital Age. *Internet@Schools*, 18(5), 24–26. PDF in canvas files.

Atkinson, M. (2018). Putnam County Preservation Week: A Collaboration with a Public Library, State University, and Local History Museum. *Tennessee Libraries*, 68(3), 1. PDF in canvas files.

Baranowski, R. (2006). American Legion Posts: A Source of Local History for Public Libraries. *Public Libraries*, 45(4), 42–46.

Cosson, F. (2017). The small politics of everyday life: local history society archives and the production of public histories. *Archives & Records*, 38(1), 45–60.

Marino, M. (2012). Urban Space as a Primary Source: Local History and Historical Thinking in New York City. *Social Studies*, 103(3), 107–116.

Marquis, K., & Waggener, L. C. (2011). Historical Collections Is Adding One Right for Your Public Library? *Public Libraries*, 50(2), 42–48.

<http://publiclibrariesonline.org/2013/04/historical-collections-is-adding-one-right-for-your-public-library/>

Marquis, K., & Waggener, L. (2015). WHAT TO COLLECT? Building a local history reference collection at your library. *American Libraries*, 46(7/8), 26–29.

Milbrodt, N. (2018). Democratizing Local History Collecting. *Public Libraries*, 57(5), 18–21. PDF in Canvas Files.

Guidelines for Establishing Local History Collections

<http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesestablishing.cfm>

Local History: Depends on What You're Looking For...

<https://whiteplainslibrary.org/2017/03/local-history-blog-depends-on-what-youre-looking-for/>

RUSA Guidelines for Establishing Local History Collections
<http://www.ala.org/rusa/resources/guidelines/guidelinesestablishing>

Review:
American Association for State Local History
<http://about.aaslh.org/home/>

“Building a Local History Reference Collection at your library”
ALAnews
<http://www.ala.org/news/press-releases/2015/08/building-local-history-reference-collection-your-library>

Digital Public Library
<https://dp.la/>

EDSITEment!
The Best of Humanities on the Web
<https://edsitement.neh.gov/>

Hurricane Digital Memory Bank
<http://hurricanearchive.org/>

Indiana Bicentennial Commission
Legacy Projects
<http://www.in.gov/ibc/3124.htm>

Indiana Memory
<https://digital.library.in.gov/>

Library of Congress
Creating a Primary Source Archive: All History Is Local
<http://www.loc.gov/teachers/classroommaterials/lessons/local/>

The Indianapolis Public Library Digital Collections (there are neighborhood and high school collections)
<https://www.digitalindy.org/>

The Indiana Album
<https://indianaalbum.com/>

Introduction

Due May 13: Introduction/ Introduction to Local History discussion

Please introduce yourself (there are additional details in the discussion)

What would you like to get out of this class?

What is your experience in researching or conducting local and oral history?

Please describe one local history event in your community. Why is it important? Please feel free to provide as much detail as you like and include links.

Due May 17: Final Project Proposal (Collection/Research Topic)

Final Project Proposal

Students must develop a small local history or genealogy collection based on a historical building, family, event, or person. Each project must include a genealogy component. You will write a research paper. If you select a structure, please find, and include information about one person connected to that structure. You must provide information about why this structure is important to the local history of the area. If you select an event, please share information about a person that was actively involved in that event. For example, what can you find and share about one of the originators of the event?

The proposal should include the following:

- A working title for your final project
- A thesis statement and three brief paragraphs (this does not need to be long) explaining the scope of your project, how it is relevant to the course, and how you will approach your topic.
- Discuss the technological components you would like to include in your project. Possible examples include but are not limited to video/documentary, audio, documents, or websites.

Module 2 Genealogy and Family History

Barnwell, A. (2015). Telling social stories: family history in the library. *Australian Library Journal*, 64(2), 105-112.

PDF provided in Canvas Files

Cortada, James. W. 2011. "Genealogy as a Hobby." In: *Everyday Information: The Evolution of Information Seeking in America*. MIT Press: 157-184.

<http://eblackcu.net/James-W-Cortada-Genealogy-As-a-Hobby.pdf>

Hilburn, J. (2021). Discovering the Past Through Newspapers: Newspapers.com and NewspaperArchive.com. *Online Searcher*, 45(2), 14–19. PDF in Canvas Files.

Fisher, J., & Pankl, R. R. (2012). A Focus on the Family. *Library Journal*, 137(15), 94. PDF in Canvas Files.

Kaplan, P. (2007). How Public Librarians Can Provide Basic Genealogy Instruction. *Illinois Libraries*, 86(4), 16–20. PDF in Canvas Files.

Lenstra, N. (2012). Digital Roots: Community Approaches to Local and Family History. *ILA Reporter*, 30(3), 10-13. PDF in Canvas Files

Philibert-Ortega, Gena. (2014). "Genealogy Checklist: 13 Types of Records to Include in Your Research." <https://blog.genealogybank.com/genealogy-checklist-13-types-of-records-to-include-in-your-research.html>

Note- Gena Philibert-Ortega has a few websites that are listed below:

<https://www.genagenealogy.com/>

<https://familytreewebinars.com/genaphilibertortega>

<http://philibertfamily.blogspot.com/>

Patrick-Burns, Jamie A. "History and Genealogy: A Study of the Relationship between Genealogical Research and Interest in History." *Journal for the Society of North Carolina Archivists*, vol. 13, Jan. 2016, pp. 2–42 PDF in Canvas Files. **Please note the bibliography.**

Stolz, B. (2020). Preserving Family History for the Next Generation. *Kentucky Libraries*, 84(3), 5–7. PDF in Canvas Files.

Verma, H. (2016). ROOTED IN RESEARCH. (cover story). *Library Journal*, 141(8), 26. PDF in Canvas Files.

Guidelines for Developing Beginning Genealogical Collections and Services

<http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesdeveloping.cfm>

Video presentation

Beginning Research Techniques

<https://www.familysearch.org/ask/learningViewer/6>

Review:

ALA Genealogy Tools

<http://www.ala.org/tools/atoz/genealogy>

AfriGeneas

AfriGeneas - African Ancestored Genealogy - OnGenealogy

Allen County Public Library Genealogy Center Fort Wayne

<http://www.genealogycenter.org/>

American Ancestors

<https://www.americanancestors.org/index.aspx>

Ancestry.com

This database is made available through the Indianapolis Public Library. You can access it online with a library card. IUPUI students can obtain a library card.

<https://register.indypl.org/#/cardSignup>

Ancestry Library Edition

Genealogy

This database is available only at Library locations. Access to genealogy, family trees, and family history records via documents that record the lineage of over 4 billion individuals. Includes census, military, immigration, and vital records.

Please check your local libraries as you may have access to Ancestry.

Central Indiana DNA Education Opportunities

CENTRAL INDIANA DNA EDUCATION OPPORTUNITIES (cidig.org)

Family Search

FamilySearch • Free Family Trees and Genealogy Archives

You can create a free account.

fold3

Military History

<https://www.fold3.com/>

Indiana Historical Society Family History

<http://www.indianahistory.org/our-services/family-history#.VzKiRzbD-cw>

Indiana State Library Genealogy

<http://www.in.gov/library/genealogy.htm>

Local History and Genealogy Research Guides (Please note the Indiana Resource Guide)

Library of Congress

Introduction - Local History and Genealogy Research Guides - Research Guides at Library of Congress

Personal Archiving

Library of Congress

<http://digitalpreservation.gov/personalarchiving/>

Who Do You Think You Are?

<http://www.tlc.com/tv-shows/who-do-you-think-you-are/videos/>

Please watch one full episode

The Statue of Liberty- Ellis Island Foundation
<https://www.libertyellisfoundation.org/>

Due May 20: Genealogy discussion- please create a set of steps that you would use to aid a patron who is just beginning the genealogy research process.

Please select an individual from the Indianapolis City Directory and use the steps that you would use to help a patron to start the tell the person's story.

Indianapolis City Directory Collection
<http://www.ulib.iupui.edu/collections/icd>

Due May 24: Genealogist/Local historian interview- please interview a librarian or archivist working in genealogy or local history. Please note the following: What is the process for helping patrons? Do you use the reference interview (what is your process for accessing the patron/researchers' needs)? What general reference tools and recommendations do you provide to patrons? Has COVID affected the response time and process? What role (if any) does genealogy research play in your position if interviewing a local historian?

You can interview a genealogist or local historian not working in a library or repository. For this type of interview, please note the individual's role, research techniques and how the information is presented.

Module 3 Research Sources and Public History

Bey, S. (2013). Excavating the Cityscape Through Urban Tales and Local Archives. *Art Education*, 66(4), 14–20. PDF in Canvas Files.

Grele, R. J. (1981). Whose Public? Whose History? What Is the Goal of a Public Historian? *The Public Historian*, 3(1), 40–48.

Hoyle, V. (2017). Editorial: archives and public history. *Archives & Records*, 38(1), 1–4.

Maki, H. (2017). Walking History: Library-led sightseeing tours bring local stories to life. *American Libraries*, 48(9/10), 18–19.

Weible, Robert. (2008). “Defining Public History: Is It Possible? Is It Necessary?”
<https://www.historians.org/publications-and-directories/perspectives-on-history/march-2008/defining-public-history-is-it-possible-is-it-necessary>

Wosh, P. J. (2018). Reflections on Public History and Archives Education. *Journal of Archival Organization*, 15(3/4), 95–99. PDF in Canvas Files.

Review:

Ball State University
Digital Media Repository
The Other Side of Middletown
<http://libx.bsu.edu/cdm/landingpage/collection/othermiddle>

Brigham Young University
Department of History
Careers in History: A General Overview of Public History
<http://byuhistory.blogspot.com/2013/01/careers-in-history-general-overview-of.html>

Center for History & New Media
<http://chnm.gmu.edu/>

Chronicling America
<http://chroniclingamerica.loc.gov/>

Hoosier State Chronicles Blog
<http://blog.newspapers.library.in.gov/>

Library of Congress
American Memory
<https://memory.loc.gov/ammem/index.html>

Library of Congress
Veterans History Project
<https://www.loc.gov/vets/>

Library of Congress
Other Internet Sources on Local History and Genealogy
<https://www.loc.gov/rr/genealogy/other.html>

National Park Service
<https://www.nps.gov/index.htm>

National Council on Public History
<http://ncph.org/cms/>

Mappin Indy
<http://maps.indy.gov/>

The Cleveland Memory Project- please pay special attention to Web Exhibits page
<http://www.clevelandmemory.org/>

Due May 27: Discussion- What research sources are you using to develop your local history or genealogy collection? Please reference previously reviewed sources.

Due May 31: Discussion- What is public history? How do you use genealogy to present public history?

Module 4 Historic Preservation

Historic Preservation

Anderson, M. (2012). Students and Local History: Making the Connection. *Internet@Schools*, 19(2), 20-22. PDF in Canvas files

Heady, M. (2011). A Sense of Place. *Arkansas Libraries*, 68(3), 19. PDF in Canvas Files

Livingston, Christopher B. (2018). Imagined Spaces, Preserved Places: A Case Study of Historic Preservation through Applied Learning Environments and Service-Learning. *The American Archivist*, 81 (1): 216–230. PDF in Canvas Files

Summer, R., & Nelson, G. D. (2020). Making stories significant: Possibilities and challenges at the intersection of digital methods and historic preservation. *Area*, 52(2), 282–290. PDF in Canvas Files

Review:

Baltimore Heritage
5-Minute Histories

<https://baltimoreheritage.org/five-minute-histories-explore-baltimore-virtually/>

Historic Bloomington Walking Tours
[Historic Bloomington Walking Tours | City of Bloomington, Indiana](#)

Historic Urban Neighborhoods of Indianapolis - or HUNI
<https://www.huniindy.org/>

Indiana Department of Natural Resources
Historic Preservation and Archeology
<http://www.in.gov/dnr/historic/>

Indiana Landmarks
<http://www.indianalandmarks.org/Pages/default.aspx>

Indiana Landmarks Central Canal & IUPUI Image Collection
<https://ulib.iupuidigital.org/digital/collection/ILCCII>

National Park Service
Brown v Board of Education National Historic Site
<http://www.nps.gov/brvb/index.htm>

National Park Service
Little Rock Central High School National Historic Site
<http://www.nps.gov/chsc/index.htm>

National Park Service
Martin Luther King, Jr. Historic Site
<http://www.nps.gov/malu/index.htm>

National Park Service
Teaching with Historic Places
<https://www.nps.gov/subjects/teachingwithhistoricplaces/index.htm>

National Park Service
What is Historic Preservation?
<https://www.nps.gov/subjects/historicpreservation/what-is-historic-preservation.htm>

National Trust for Historic Preservation
[@SavingPlaces | National Trust for Historic Preservation](#)
<http://www.preservationnation.org/>

Through 2 Eyes
[Sampson Levingston | Through2Eyes | Indiana](#)

Due June 3: Annotated Bibliography

Students will need to complete an annotated bibliography of at least **twenty-five** sources both primary and secondary. **You must interview at least one librarian, archivist, or historic preservationist as part of the research process and cite in your bibliography. This can be your earlier interview or another resource.** This individual can be someone that helped with research or guided you otherwise.

These resources do not necessarily have to come from peer-reviewed scholarly sources and can include examples of projects that inspire your work. Please consider a wide variety of resources and tools that you could provide to amateur historians and beginners. The point of this assignment is to gather useful sources that can aid future researchers (your library patrons). Please include books and sources that may become part of your collection.

Due June 7: Discussion-Historic Preservation- what place matters to you?

Module 5 Genealogy and Public History for general audiences

Due June 10: Discussion: History Tour

Students need to organize a local history tour that includes five stops. You must include the genealogy for at least one person included on the tour. The sites can include places that no longer have a physical structure. Please consider how the local community acknowledges the sites that you have included.

Due June 14: Project presentations

Students may either create a PowerPoint presentation, a podcast, virtual tour, or students may choose to upload a video of them presenting their projects (think Ted Talks or the Baltimore Heritage videos noted in week four). Please be creative and consider potential users. Please feel free to suggest another presentation format.

Module 6 Pulling it Together

Due June 17: Student Feedback

The student feedback should be a critical review of one submission.

Due June 21: Final Assignment/Paper Due

Students are required to submit an eight-to-twelve-page, double-spaced research paper explicitly detailing:

- the local history research topic
- reasons for selecting this topic
- research process
- how you developed your small local history collection based on this topic
- collection audience
- **the history presented in your collection (What did you learn about the individual, place or event?)**
- Your annotated bibliography will not be counted towards this assignment.
- You can include images, maps, and other illustrations in the paper.

EXPECTATIONS, GUIDELINES, AND POLICIES

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.

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.).

Your Questions, Concerns, and Comments

1. I will post each week's announcements by Tuesday evenings.
2. I will return assignments as soon as possible but at least within a week of the due date.
3. I usually return emails within 24 hours. If you do not hear from me within that time, please send another message. Please use my personal email (kishatandy9402@comcast.net) or text (317.697.3594) if you need an immediate response.

Please do not hesitate to contact 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 uits.iupui.edu or 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 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 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 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 \(AES\) \(diversity.iupui.edu/offices/aes/index.html\)](http://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 \(protect.iu.edu/emergency-planning/emergency-contact/iupui.html\)](http://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 \(policies.iu.edu/categories/academic-faculty-students.html\)](http://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 \(studentcentral.iupui.edu/register/index.html\)](http://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 \(studentcentral.iupui.edu/calendars/holidays/index.html\)](http://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 \(stopsexualviolence.iu.edu/\)](http://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 \(studentaffairs.iupui.edu/advocacy-resources/index.html\)](http://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.