LIS S656: Scholarly Communication

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

Section No.: 27102
Credit Hours: 3
Instructor: Ted Polley
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Phone: 317-274-8552
Office: UL 1115A
Prerequisites: S500 and S501
Instruction mode: This course is offered online only

COURSE DESCRIPTION

This course examines the ways in which scholarly information is produced, disseminated, and evaluated. Print and digital modes of production, as well as formal and informal models will be discussed. Challenges and opportunities for providing access to information will be examined, focusing on open access, peer review, and various models for the dissemination of scholarly research. An emphasis will be made on the role of the information professional in scholarly communication.

Required Readings/Resources

There is no required text for this course. All the readings will be made available through the weekly Canvas modules.

Recommended Readings/Resources

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 (iu.edu/explore-topics/show-all/index.html)
- For additional software training materials, go to UITS IT Training: Skillsoft (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 preferred web browser: Edge (PC only), Safari (Mac only), Firefox, or Chrome.

Students will be required to use Microsoft Word, PowerPoint, and Zoom (https://uits.iu.edu/zoom) for this course.

If you have any trouble accessing software needed to complete coursework, please contact your instructor.

Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), 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
2. Communicate effectively with their peers, their clientele, and the public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

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. **Reading Responses** assess student expression of course concepts.
2. **Discussion Posts and Peer Commenting** assesses student ability to lead and engage in discussing the future of scholarly communication.
3. **Position Paper** assesses student analysis of scholarly literature and creation of research products in service of the library profession.
4. **Peer Review of Position Paper** assesses students ability to provide constructive feedback to peers in their discipline, a central element to scholarly communication.
5. **Position Presentation** assesses student ability to synthesize and coherently present findings from the scholarly literature in service of the library profession.

Grade Allocation

- Reading Responses (6 x 5 points): 30%
- Peer Commenting and Peer Commenting (5 x 5 points): 25%
- Position Paper (20 points): 20%
- Peer Review of Position Paper (10 points): 10%
- Position Presentation (15 points): 15%

Learning Outcomes

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a definition for scholarly communication</td>
<td>4</td>
<td>1</td>
<td>Weeks 1 and 14 assignments</td>
</tr>
<tr>
<td>Understand the strengths and weaknesses of various publishing models</td>
<td>4,5</td>
<td>1,3</td>
<td>Weeks 3, 4, 5 and 9 assignments</td>
</tr>
<tr>
<td>Analyze current empirical literature on scholarly communication</td>
<td>4,5</td>
<td>3</td>
<td>Position Paper and Position Presentation</td>
</tr>
<tr>
<td>Explain the role of the information professional as digital steward</td>
<td>4</td>
<td>1,2</td>
<td>Week 12 assignment</td>
</tr>
<tr>
<td>Participate in new and traditional forms of scholarly communication</td>
<td>4,5</td>
<td>1,4</td>
<td>Peer commenting and position paper peer review</td>
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</table>
Upon completion of this course, students will

<table>
<thead>
<tr>
<th>Create practical, resume-worthy research products in service to the library profession</th>
<th>RBT</th>
<th>PGPL</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>4,5,6</td>
<td>2,3,4</td>
<td>Position Paper and Position Presentation</td>
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<table>
<thead>
<tr>
<th>Lead discussions on the future of scholarly communication and publishing</th>
<th>RBT</th>
<th>PGPL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,5</td>
<td>2</td>
<td>Reading Responses/Discussion Posts and Peer Commenting</td>
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**COURSE DESIGN**

A productive exchange of ideas is central to scholarly communication. This exchange can take a variety of forms, but almost always includes feedback from peers. In the spirit of productive scholarly exchange, a significant portion of your grade will involve both responding to reading discussion questions and engaging with your peers in discussion forums. It is critical that we treat one another with the utmost respect in our shared comments. Constructive criticism is encouraged, as this is a vital skill in academic librarian work. Agreeing with a peer or essentially repeating what another has commented is not enough to earn the full participation points. Expected levels of participation will become clearer the first two weeks.

Regular, professional, active, and thoughtful participation is expected to receive the full participation points per week. If I feel that a particular discussion is not in line with course content or a debate is not kept civilly constructive, I will intervene as appropriate.

The syllabus indicates what is covered for a particular week and assignments due. You can submit work early if you are done, but work submitted early is considered ready to be graded, unless otherwise specified or arranged.

**Logistics**

The weekly module will contain everything needed to complete the coursework for the week, including the readings, assignment instructions, and relevant due dates.

There is a course FAQ discussion thread pinned to the top of the discussion threads. This is a great place to post your questions that might benefit the rest of the class. I will regularly monitor this thread and respond to questions. Questions for me directly can be sent via email through Canvas, or to dapolley@iupui.edu. I will also hold regular virtual office hours via Canvas chat on Friday’s from 12:00 PM EST to 2:00 PM EST – unless otherwise indicated.

**How to Submit Assignments**
The discussion postings and peer comments will be posted to their designated Canvas discussion threads.

The reading responses, position paper, and peer review of position paper will be submitted via the Canvas assignments tab as a Word document.

The position presentations will be submitted via the Canvas assignments tab. You will submit both the recording of the presentation and your slides.

Both the course overview, below, and the Canvas modules provide due dates for all assignments. All assignments are due at 11:59PM EST on the date indicated.

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.

COURSE OVERVIEW

Week 1: August 26th – September 1st

Topics:
- Course Overview
- Introductions

Reading:
- Syllabus

Discussion Post and Peer comments: Due by Sunday, September 1st 11:59 PM EST

Week 2: September 2nd – 8th (Monday is a holiday)

Topics:
- Definitions of scholarly communication
- Position Paper topics selected

Reading:
- Borgman, Chapter 1 “Scholarship at a crossroads”
• Borgman, Chapter 4 “The continuity of scholarly communication”

Discussion Posting and Peer Comments: Due Sunday, September 8th 11:59PM EST

Week 3: September 9th – 15th

Topics:
• Modes of production
• Differences by discipline

Reading:
• Borgman, Chapter 7, “Building an Infrastructure for Information”
• Borgman, Chapter 8 “Disciplines, Documents, and Data”

Reading Response: Due by Sunday, September 15th 11:59 PM EST

Week 4: September 16th – 22nd

Topics:
• Scholarly Publishing
• Roles of the editors, publishing staff, and other stakeholders

Reading:

Reading Response: Due by Sunday, September 22nd 11:59 PM EST

Week 5: September 23rd – 29th

Topics:
• Role of peer review
• Peer review models

Reading:

Discussion Posting and Peer Comments: Due by Sunday, September 29th 11:59 PM EST

Week 6: September 30th – October 6th

Topics:
• Relationships between stakeholders
• Economics of scholarly publishing
• Open Access

Reading:
• Suber, P. (2012) Open Access. Cambridge, MA: MIT Press. – Chapter 1

Reading Response: Due by Sunday, October 6th 11:59 PM EST

Week 7: October 7th – 13th

Topics:
• New Forms of Publishing Outlets
• Institutional Repositories
• Open Monographs
• Library Publishing

Reading:

Position Paper: Due Sunday, October 13th 11:59 PM EST

Week 8: October 14th – 20th

Topics:
• Bibliometrics and Altmetrics

Reading:

Reading Response: Due by Sunday, October 20th 11:59 PM EST

Week 9: October 21st – 27th (Fall Break 21st and 22nd)

Topics:
• Copyright, Authors’ Rights, Libraries, and Scholarly Communication

Watch: Creative Commons: https://creativecommons.org/about/videos/wanna-work-together/

Explore ONE of the following Library’s Copyright websites:
• University of Minnesota: https://www.lib.umn.edu/copyright/basics
• Columbia University: https://copyright.columbia.edu/basics.html
• The Ohio State University: https://library.osu.edu/projects-initiatives/copyright-resources-center/copyright-basics/
• Vanderbilt: http://www.library.vanderbilt.edu/copyright/

Reading:

Fall Break: No Assignment Due

Week 10: October 28th – November 3rd

Topics:
• Open Educational Resources (OERs)
• Research as teaching tool

Reading:

While reading this article keep in mind that many of the articles faculty want to put on E-reserve are their own publications that they’ve signed the rights away to and are now asking the university/library to purchase the right back to share the content with students.
  o 2012 Analysis of first ruling on this case: http://chronicle.com/article/Long-Awaited-Ruling-in/131859/
  o 2016 Update on ruling in this case: http://blogs.library.duke.edu/scholcomm/2016/04/01/fgo-latest-gsureruling-odd-victory-libraries/
**Week 11: November 4th – 10th**

**Topics:**
- Intersection between Scholarly Communication and Information Literacy

**Reading:**

**Week 12: November 11th – 17th**

**Topics:**
- Technical infrastructure
- Data as scholarly communication
- Role of librarian as curator
- Open data

**Reading:**
- Berners-Lee, Tim. The year open data went worldwide. TED video. Available at: [http://www.ted.com/talks/tim_berners_lee_the_year_open_data_went_worldwide.html](http://www.ted.com/talks/tim_berners_lee_the_year_open_data_went_worldwide.html)
- Borgman, Chapter 6, "Data: Input and Output of Scholarship"
- Coates, Heather. Lecture Video. Librarian roles in data curation. Available at: [http://hdl.handle.net/1805/3212](http://hdl.handle.net/1805/3212)

**Familiarize yourself with one of the following library-run data management sites:**
- Data Curation Profiles: [http://www4.lib.purdue.edu/dcp/](http://www4.lib.purdue.edu/dcp/)
• MIT  http://libraries.mit.edu/data-management/
• California Digital Library  http://www.cdlib.org/services/uc3/consult.html

Reading Response: Due by Tuesday, Sunday 17th 11:59 PM EST

Week 13: November 18th – 24th

Topics:
• Digital Humanities

Reading:
• Svensson, P. Envisioning the digital humanities. (2012) Digital Humanities Quarterly. 6(1). Available at: http://www.digitalhumanities.org/dhq/vol/6/1/000112/000112.html - This article does a nice job of describing how digital humanities is evolving as a discipline/an activity within scholarly communities. Many of the topics covered connect nicely with information we’ve already covered, promotion and tenure being one area.
• Maron, Nancy L. and Sarah Pickle. Sustaining the Digital Humanities Host Institution Support beyond the Start-Up Phase. Ithaka S+R, 2014. Available at: http://www.sr.ithaka.org/sites/default/files/SR_Supporting_Digital_Humanities_20140618f.pdf - Read p. 15-57. This article is a good example of reports you might read as a professional librarian. Speaks to the practical aspects of DH in universities including significant library support.

Guest lecture videos:
• Kelly, J. Digital humanities: past, present, and future. Available at: http://youtu.be/InxlkD5dNWY
• Aiden, E. L. and Michel, J. What we learned from 5 million books. (2011) TED video. Available at: http://www.ted.com/talks/what_we_learned_from_5_million_books.html

Example Digital Humanities Projects:
• UCLA Digital Humanities Projects  http://www.cdh.ucla.edu/projects/
• Yale University Digital Humanities  http://digitalhumanities.yale.edu/projects.html
• Berkeley Digital Humanities  http://digitalhumanities.berkeley.edu/projects
• Chronicling Hoosier  http://centerfordigschol.github.io/chroniclinghoosier/
• Find your own to talk about!

Anonymous Peer Review of classmate’s Position Paper Due Friday, Sunday 24th 11:59 PM EST.
November 25th – December 1st

Thanksgiving Break – No work due.

Week 14: December 2nd – 8th

Topics:
- Contextualizing scholarly communication

Video:

Reading Response: Due by Sunday, November 27th 11:59 PM EST

Week 15: December 9th – 15th

No Reading

Final presentations: Due Sunday, December 15th 11:59 PM EST

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>100 % to 96.0%</td>
</tr>
<tr>
<td>A-</td>
<td>95.9 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>86.9 % to 84.0%</td>
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</tbody>
</table>
### Grade Description

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>B-</td>
<td>83.9 % to 80.0% Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>79.9 % to 70.0% 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</td>
<td>69.9 % &gt; Student has failed the course. An incomplete is not an available option.</td>
</tr>
</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, and peer commenting.

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 and projects on time.

### 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 [http://registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html).

### Deliverables

**Reading Responses**

Each response is worth 5 points, in total reading responses account for 30% of final grade. I will provide questions for you to answer and sometimes this will include asking you to share your
thoughts. I want to hear what you think! These reading reactions should be 200-400 words each:

- Make connections to previous weeks’ readings in this class, readings in other classes, and experiences you’ve had.
- It should be clear to me that you have read all the readings/watched all the videos for the week.
- Copying and pasting a large chunk of text from the reading and writing a one-sentence comment upon that quote, will not suffice.

**Discussion Post and Peer Commenting**

For the Discussion Posts and Peer Commenting, you will respond to a discussion prompt that I provide and comment on the responses of three of your peers. This accounts for 25% of your final grade. The discussion posts will be 200-400 words. A significant part of the scholarly communication process involves providing constructive feedback to your peers.

- This portion of your grade will reflect how actively, consistently, productively, and civilly you responded to 3 of your peers’ discussion posts.
- These comments do not necessarily have to be lengthy, 50 words can express thoughtful insights. **However, simply posting “I like what you say here...” and quoting the peer, is not sufficient.**

It is my hope that this portion of the course will replace the interaction we would have experienced in an in-person setting. I have intentionally kept the Mini Assignments and Reading Reactions brief in terms of required length so that you will be able to read and review/add comments to other classmates’ submissions. To reiterate, if I feel that a particular discussion line is not in line with course content or debate is not kept civilly constructive, I will intervene as appropriate. Ongoing inappropriate commenting will be reflected negatively in one’s participation grade.

**Position Paper**

The position Paper is worth 20 points and 20% of your final grade.

Your position paper will be 1000 words introducing your topic, sharing the stance you’ve taken on the topic. With this in mind make sure you select a topic in which you believe. Present the information in a way that supports that particular point of view.

Conduct a review of the current literature on your selected topic and integrate at least 5 scholarly sources into your position paper. Make sure that the evidence you provide supports the position you take.
The audience for this position paper is library and campus administrators. I want you to practice writing for both a librarian and non-librarian audience. With this in mind, do not make assumptions about what your readers may already know. Clearly define concepts and terms. Strive for writing that is concise, coherent, and free from unnecessary jargon.

Some example positions:
- Open access increases citation rate
- Open text books save students money
- Open monographs benefit researchers and authors in the humanities
- OERs revolutionize university education
- Libraries are effective as publishers or publishing partners
- Peer review is crucial in scholarly communication
- Blogs by academics are important in scholarly communication

Submit your paper to me through Canvas assignments tab.

**DUE DATE: Sunday, October 13th 11:59 PM EST**

**Anonymous Peer Review of Classmate’s Position Paper**

The anonymous peer review of classmate’s position paper is worth 10 points and is 10% of your final grade.

Your position paper is going to go through closed, blind peer review, a process often used in scholarly communication. I will take out all identifying information and give your work to one of your class peers to anonymously review. You will receive a grade from me prior to the peer review. The review by your classmate will not impact your grade on the position paper.

I will distribute a set of guidelines for you to use when conducting the review of your classmate’s work.

**DUE DATE: Sunday, November 24th 11:59 PM EST**

**Position Presentation**

The position presentation is worth 15 points and 15% of your grade.

You will provide a 5-minute presentation on your position paper. In this presentation, you will state your position, share the evidence you found that supports this position, and make a recommendation to library and campus administrators based on your findings. This presentation should essentially be a distillation of your Position Paper. Make sure to include at least 3 of the sources cited in your paper.
To record these presentations, you will use Zoom (https://uits.iu.edu/zoom), which is available to all IU students. You will create a brief PowerPoint presentation as the foundation for your presentation. Make sure to include a slide of your cited sources. If you are unfamiliar with how to share your screen and record with Zoom, I recommend reviewing these two resources:

- Zoom – Local Recording https://support.zoom.us/hc/en-us/articles/201362473-Local-Recording

You will submit both the .mp4 file of your recorded presentation and the PowerPoint file of your slides to Canvas.

**DUE DATE: Sunday, December 15th 11:59 PM EST**

**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/)

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism, instructors apply a range of methods.

**Academic Misconduct**

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   1. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   2. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   3. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
4. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

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

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

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

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

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

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

   2. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

3. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

4. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

5. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic
misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. **Administrative withdrawal**: A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy](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](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) (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 Course Policies (registrar.iupui.edu/course_policies.html)

10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See Administrative Policy: No Class Attendance without Official Enrollment (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 (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). A link to this document is also automatically included in each Canvas course as “Syllabus Supplement.” This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
- IUPUI Policy on Academic Integrity
- IUPUI Policy on Sexual Misconduct
- Education and Title VI
- Military Related Personnel Statement
- Two-Step Login (Duo)

MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional
development of its students, faculty, and staff and to continuous improvement of its programs and services.