

LIS S656 Scholarly Communication

Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2021

Section No.: 36975
Credit Hours: 3
Instructor: Ted Polley
Email: dapolley@iupui.edu (use Canvas Inbox for course matters)
Prerequisites: S500, S503
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 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 \(iu.edu/explore-topics/show-all/index.html\)](http://iu.edu/explore-topics/show-all/index.html)
- For additional software training materials, go to [UITS IT Training: Skillsoft \(iu.edu/skillsoft/\)](http://iu.edu/skillsoft/)

Required Software

All students have access to Office (IUWare) or Office 365 (IUAnywhere) for Word, Excel, and PowerPoint. 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 and PowerPoint.

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

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) were adjusted to the following effective fall 2020:

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

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:

- Reading Quizzes (4)--20%
- Discussion Posts (6)--30%
- Position Paper (1)--25%
- Archiving DLIS Student Research Proposal (1) --15%
- Position Presentation (1)--10%

| Upon completion of this course, students will | RBT | PGPL | FIL | PGL | Assessment |
|---|------------|-------------|------------|------------|---|
| Provide a definition for scholarly communication | 4 | 1 | 1,2,3,5 | 1 | Weeks 1 and 14 assignments |
| Appraise the strengths and weaknesses of various publishing models | 4,5 | 1,3 | 2,3 | 2 | Weeks 3, 4, 5 and 9 assignments |
| Synthesize and coherently present findings from the scholarly literature | 4,5 | 3 | 4 | 6 | Position Paper, DLIS Student Research Archive Proposal, and Position Presentation |
| Explain the importance of open access in the research enterprise and the benefits for authors and readers | 4 | 1,2 | 2,3 | 1 | Weeks 6, 7, 8, and 10 assignments |
| Provide constructive feedback to peers in their discipline, a central element to scholarly communication | 4,5 | 1,4 | | 1 | Discussion posts and peer Commenting |
| Create practical, resume-worthy research products in service to the library profession | 4,5,6 | 2,3,4 | 4 | 6 | Position Paper, DLIS Student Research Archive Proposal, and Position Presentation |
| Display understanding of course concepts and lead discussions on the future of scholarly communication and publishing | 4,5 | 2 | 1,2,3,5 | 4 | Reading Quizzes/ Discussion Posts and Peer Commenting |

COURSE SCHEDULE

Module 1: Introduction

Topics:

- Course Overview
- Introductions

Reading:

- NASIG. (2017). NASIG Core Competencies for Scholarly Communication Librarians. <https://www.nasig.org/Competencies-Scholarly-Communication>
 - Finlay, C., Tsou, A., & Sugimoto, C. (2015). Scholarly Communication as a Core Competency: Prevalence, Activities, and Concepts of Scholarly Communication Librarianship as Shown Through Job Advertisements. *Journal of Librarianship and Scholarly Communication*, 3(1), eP1236. <http://dx.doi.org/10.7710/2162-3309.1236>
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Module 2: Defining Scholarly Communication

Topics:

- Definitions of scholarly communication
- Position Paper topics selected

Reading:

- Anderson, R. (2018). *Scholarly communication: what everyone needs to know*. Oxford University Press. – Chapter 1 “Definitions and history”
 - Borgman, C.L. (2010). *Scholarship in the digital age: Information, infrastructure, and the internet*. MIT Press – Chapter 4 “The continuity of scholarly communication”
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Module 3: Modes of Scholarly Production

Topics:

- Modes of production
- Differences by discipline

Reading:

- Borgman, C.L. (2010). *Scholarship in the digital age: Information, infrastructure, and the internet*. MIT Press – Chapter 7, “Building an Infrastructure for Information”
 - Borgman, C.L. (2010). *Scholarship in the digital age: Information, infrastructure, and the internet*. MIT Press – Chapter 8 “Disciplines, Documents, and Data”
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Module 4: Scholarly Publishing

Topics:

- Scholarly Publishing
- Roles of the editors, publishing staff, and other stakeholders

Reading:

- Anderson, R. (2018). Scholarly communication: what everyone needs to know. Oxford University Press. – Chapter “What is scholarly publishing and how does it work?”
 - Klein, M., Broadwell, P., Farb, S. E., & Grappone, T. (2018). Comparing published scientific journal articles to their pre-print versions. *International Journal on Digital Libraries*. <https://doi.org/10.1007/s00799-018-0234-1>
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Module 5: Peer Review

Topics:

- Role of peer review
- Peer review models

Reading:

- Souder, L. (2011). The ethics of scholarly peer review: A review of the literature. *Learned Publishing*, 24 (1), 55-72.
 - Gould, T. H. P. (2010). Scholar as e-publisher: The future of [anonymous] peer review within online publishing. *Journal of Scholarly Publishing*, 41 (4), 428-448. http://muse.jhu.edu/journals/journal_of_scholarly_publishing/v041/41.4.gould.pdf
 - Open Review: A Study of Contexts and Practices by Kathleen Fitzpatrick, available at: <http://mediacommons.futureofthebook.org/mcpres/open-review/>
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Module 6: Open Access

Topics:

- Open Access
- Economics of scholarly publishing

Reading:

- Bosch, S., Albee, B., & Romaine, S. (2021). The new abnormal: Looking past the pandemic to the new periodicals landscape. *Library Journal*, 146(4), 20-26.
 - Courant, P., & Jones, E.A. (2015). Scholarly publishing as an economic public good. In M. Bonn & M. Furlough (Eds.), *Getting the word out: Academic libraries as scholarly publishers* (pp. 17-42). Chicago, IL: Association of College and Research Libraries.
 - Suber, P. (2012) *Open Access*. Cambridge, MA: MIT Press. – Chapter 1
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Module 7: New Modes of Scholarly Dissemination

Topics:

- Institutional Repositories
- Library Publishing

Reading:

- Piwowar, H., Priem, J., Larivière, V., Alperin, J. P., Matthias, L., Norlander, B., Farley, A., West, J., & Haustein, S. (2018). The state of OA: a large-scale analysis of the prevalence and impact of Open Access articles. *PeerJ*, 6, e4375. <https://doi.org/10.7717/peerj.4375>
 - Crow, R. (2002). The case for institutional repositories: A SPARC position paper. [ARL Bimonthly Report 223]. Association for Research Libraries. <https://sparcopen.org/wp-content/uploads/2016/01/instrepo.pdf>
 - Schlosser, M. (2018). Building Capacity for Academy-Owned Publishing through the Library Publishing Coalition. *Library Trends*, 67(2), 359-375.
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Module 8: Research Metrics

Topics:

- Measuring Research Impact
- Bibliometrics and Altmetrics

Reading:

- Anderson, R. (2018). Scholarly communication: what everyone needs to know. Oxford University Press. – Chapter 10 “Metrics and altmetrics”
 - Chorus, Caspar and Ludo Waltman (2016). A Large-Scale Analysis of Impact Factor Biased Journal Self-Citations. PLoS ONE. <https://doi.org/10.1371/journal.pone.0161021>
 - Eysenbach, Gunther. (2011) Can tweets predict citations? metrics of social impact based on Twitter and correlation with traditional metrics of scientific impact. *Journal of Medical Internet Research*, 13(4). Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3278109>
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Module 9: Copyright

Topics:

- Copyright
- Fair Use
- Creative Commons

Reading:

- Heller, J.S., Hellyer, P., Keele, B.J. (2012). *The Librarian's Copyright Companion* (2nd ed.) William S. Hein & Co., Inc. – Chapter 1 “General Principles”
- Heller, J.S., Hellyer, P., Keele, B.J. (2012). *The Librarian's Copyright Companion* (2nd ed.) William S. Hein & Co., Inc. – Chapter 4 “Fair Use”
- Gordon-Murnane, L. (Jan/Feb 2010) “Creative Commons: Copyright Tools for the 21st Century.” *Online*, 34 (1), 18-21.

Watch:

- Creative Commons: <https://creativecommons.org/about/videos/wanna-work-together/>
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Week 10: Open Educational Resources

Topics:

- Open Educational Resources (OERs)
- Research as teaching tool

Reading:

- Kanwar, A. & Uvalić-Trumbić, S. (2015). A Basic Guide to Open Educational Resources. Commonwealth of Learning. – Chapter 1 “Frequently asked questions”
 - Salem, J. A. (2017). Open Pathways to Student Success: Academic Library Partnerships for Open Educational Resource and Affordable Course Content Creation and Adoption. *The Journal of Academic Librarianship*, 43(1), 34–38.
<https://doi.org/10.1016/j.acalib.2016.10.003>
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Module 11: Scholarly Communication and IL

Topics:

- Intersection between Scholarly Communication and Information Literacy

Reading:

- Association of College and Research Libraries. Working Group on Intersections of Scholarly Communication and Information Literacy. *Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment*. Chicago, IL: Association of College and Research Libraries, 2013. Published online at <http://acrl.ala.org/intersections>
- Association of College and Research Libraries. *Framework for Information Literacy for Higher Education*. Chicago, IL: Association of College and Research Libraries, 2016. Online at: <http://www.ala.org/acrl/standards/ilframework>

Module 12: Role of Research Data

Topics:

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

Reading:

- Borgman, C.L. (2010). Scholarship in the digital age: Information, infrastructure, and the internet. MIT Press – Chapter 6, "Data: Input and Output of Scholarship"
- MIT <http://libraries.mit.edu/data-management/>

Module 13: Digital Humanities

Topics:

- Digital Humanities

Reading:

- Digital humanities. (2021). In Wikipedia.
https://en.wikipedia.org/w/index.php?title=Digital_humanities&oldid=1027252956
- 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_201406_18f.pdf -- **Only read p. 21-45.**

Watch:

- Kelly, J. Digital humanities: past, present, and future. Available at:
<http://youtu.be/lnxIkD5dNWY>
- 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

Module 14: Contextualizing Scholarly Communication

Topics:

- Contextualizing scholarly communication

Watch:

- Defining scholarly communication, Center for Digital Research and Scholarship, Columbia University Libraries/Information Services. CC-BY. Available at: <http://youtu.be/8aybpzHLZuo>
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Week 15: Final Presentations

No Reading

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 supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Your Questions, Concerns, and Comments

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).

If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 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. |

| Grade | Description |
|------------------------|--|
| 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](http://studentcode.iu.edu/) (studentcode.iu.edu/)

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests](http://plagiarism.iu.edu/) (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*). To detect plagiarism instructors apply a range of methods.

Academic Misconduct

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
 - a. A student must not use external assistance on any “in-class” or “take-home” 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.