

**LIS S672 Seminar on Literature for Youth: Informational Reading & Nonfiction
Focus
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2022**

Section No.: 25766
Credit Hours: 3
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Prerequisites: None
Instruction mode: This course is offered online only

COURSE DESCRIPTION

This three-credit graduate course is an advanced seminar focusing on informational reading and nonfiction materials for youth. This course will expand your thinking about the essential role of nonfiction in children's and young adult school and public library collections.

EXTENDED COURSE DESCRIPTION

Boring, lifeless nonfiction books are out! Engaging, visually rich informational reading is in! While youth may read informational books for pleasure, nonfiction works can also be used to explore ideas, gain insights, broaden perspectives, and build knowledge. In this course, you will learn to spice up the youth nonfiction section of a school or public library.

Informational reading and nonfiction works play a key role in both national recommendations and state standards. This emphasis is generating new demands for both school and public libraries as well as opportunities for collection development and collaboration. This course will explore a wide range of informational texts. In addition, it will examine issues related to selecting quality, complex texts, addressing the needs of reluctant readers, and engaging young people in stimulating reading experiences.

From graphic biographies and histories to plant and animal field guides, libraries are full of engaging nonfiction for children and young adults. By pairing popular fiction with nonfiction books, identifying clusters of related works, introducing graphic novel-style nonfiction to reluctant

readers, and tying engaging nonfiction works to online tools and eBook resources, librarians can attract new readers and promote essential 21st century skills.

In addition, this course explores ways that readers' advisory services can be used to connect nonfiction titles with readers through both direct and indirect means. Finally, nonfiction reading is fun! This course provides opportunities to read and analyze a wide range of nonfiction books for youth.

Recent changes in standards have placed emphasis on informational reading, making this a particularly timely topic for school and public librarians alike. Come join the fun!

Required Readings/Resources

The course content will be accessed through a series of web pages. In addition to reading and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

Required Software

Students should already have mastered technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. Go to UITS IT Training (<https://ittraining.iu.edu/explore-topics/show-all/index.html>) for lots of resources including Canvas tutorials.

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

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

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

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

Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), and asynchronous use of Canvas.

Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs. Each student will have the opportunity to examine a personal or professional area of interest within the informational reading and nonfiction literature focus.

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. More specific expectations are determined by the faculty in a student's field of study. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their specific degrees. 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) 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

Course Performance Tasks

Book Blog (20 Points)

The Book Blog allows you to read and share nonfiction or informational reading books of interest. You will be making at least seven blog entries and at least four replies. In addition, you will complete a reflection that's shared in the Canvas Discussion area.

Read & Discuss (10 Points)

The Read & Discuss activities give you a chance to read and discuss three recently published works of nonfiction. In addition, you'll be sharing a "big idea" related to nonfiction or information reading for youth at the end of the semester.

LitBits (70 Points)

LitBit activities (10 points each) provide flexible opportunities for you to explore and apply course content related to collection development and management. Choices allow students with diverse background and professional interests to apply theories through meaningful, practical assignments.

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. BB: Book Blog -- 20%
2. RD: Read & Discuss --10%
3. LB: LitBits -- 70%

Upon completion of this course, students will	RBT	PGPL	FIL	PLG	Performance task
Develop a set of criteria for evaluating the literary merit of various informational texts for young people	6	1, 2	1, 2, 4, 6	6	BB, LB1, LB2
Argue the usefulness [or lack of usefulness] of various informational texts for young people within formal and informal learning spaces	5	2, 3	5	3	RD
Formulate innovative approaches to promoting informational texts for young people within their learning communities	6	1, 3	2	2, 7	LB3, LB4, LB5, LB6, LB7
Evaluate the cultural responsiveness of informational texts for young people, including the ability to identify historical or scientific inaccuracies or generalizations that perpetuate stereotypes	5	1, 2, 3, 4	1	1	BB, RD, LB1-7

Course Schedule

Week 1

Informational Reading for Youth: Past and present

- Informational texts defined
- Structure and approaches to nonfiction writing (i.e., explanatory, narrative)
- History and trends in nonfiction for youth
- The importance of nonfiction for youth
- Readers' advisory for nonfiction: fashion to survival guides

Week 2

Collection Development and Pop Culture: Tattoos to reality TV

- Youth reading preferences, motivation, and reading research
- Nonfiction analysis
- Selection tools for nonfiction
- Book awards and the "best of the best"
- Issues in selection
- Nonfiction authors
- Nonfiction publishers

Week 3

Common Core State Standards for School & Public Libraries

- Informational reading and the standards
- Information inquiry and the standards
- Implications for school and public libraries
- Collaboration and leadership

Week 4

Emergent and Novice Readers

- Informational picture books: alphabet to counting books
- Fact, fiction, and narrative nonfiction

- Read-aloud nonfiction

Week 5

Reluctant Readers

- How-to books: drawing, cookbooks, games, magic, and Lego mania
- Thinking books: brain teasers, riddles, secret codes, puzzles, illusions
- Levels of truth books: folklore, mythology, dragons, wizards, ghosts, aliens

Week 6

Graphic Nonfiction

- Graphic novel-style nonfiction: biographies, histories, sciences
- Visually rich books: illustrations, photos, infographics, charts, graphs
- Photobooks and scrapbooks

Week 7

Literary Nonfiction

- Literature (800s)
- Biography and genealogy (920s)
- Social topics (abuse, addiction, bullying, dating, death, divorce)

Week 8

Humanities Collection (100s, 200s, 300s, 400s, 700s)

- Arts, crafts, and hobbies
- Fitness and sports
- Music, dance, and theatre
- Holidays and festivals
- Philosophy, religious, and social studies
- Language

Week 9

History and Geography Collection (900s)

- Prehistoric people
- Explorers and pirates

- American history
- Western history
- Eastern history
- Geography and travel
- Focus on Primary Sources

Week 10

Science, Technology, Engineering, Math (STEM) Collection (500-600s)

- Air, earth, and space science (i.e., weather, disaster, astronomy, aerospace)
- Physical science (i.e., physics, chemistry, energy)
- Earth science and paleontology (i.e., geosciences, dinosaurs)
- Life science (i.e., botany, biology, human biology, animal science, environmental)
- Medical science (i.e., healthcare, medicine, optics, biofields)
- Technology (i.e., computers, robotics, cybersecurity, nanotechnology, family life)
- Engineering (i.e., automotive, construction, electrical, industrial, civil, invention)
- Mathematics (i.e., financial, statistics, probability, business)

Week 11

Pairings and Clusters

- Fiction-Nonfiction Pairings: magic treehouse to sports adventures
- Primary Source Pairings
- Concept Clusters
- Literature Circles
- Pathfinders

Week 12

Series and Reference

- Series nonfiction: Field guides to states reports
- Reference: atlas, almanacs, and college guides

Week 13

Nontraditional Approaches and Formats

- Adult nonfiction for teens
- Teen versions of adult books
- Nontraditional nonfiction formats: popups to kits
- Information inquiry, youth research, and informational reading

Week 14

Connecting with Youth

- Marketing nonfiction: beyond ghosts, aliens, and magic books
- Book clubs: biographies to bigfoot
- Public library programming: cooking contests to dinosaur digs

Week 15

Technology Connections

- Transmedia: connecting books, multimedia, websites, and social media
- Audiobooks: informational reading to language learning
- Informational video: documentaries to how-tos
- Digital documents: historical speeches to science reports
- Databases: periodicals (i.e., Cobblestone, Muse)

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. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if submitted late without making prior arrangements.

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

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

Your Questions, Concerns, and Comments

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

If 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).

Grades will be assigned based on the [IUPUI grading scale](#).

- A+ 97–100% Professional level work, showing highest level of achievement
- A 93–96.99% Extraordinarily high achievement, quality of work; shows command of the subject matter
- A– 90–92.99% Excellent and thorough knowledge of the subject matter
- B+ 87–89.99% Above average understanding of material and quality of work
- B 83–86.99% Mastery and fulfillment of all course requirements; good, acceptable work
- B– 80–82.99% Satisfactory quality of work
- C+ 77–79.99% Modestly acceptable performance and quality of work
- C 73–76.99% Minimally acceptable performance and quality of work
- C– 70–72.99% Unacceptable work (Core course must be repeated for credit)
- D+ 67–69.99% Unacceptable work (Course must be repeated for credit)
- D 63–66.99% Unacceptable work
- D– 60–62.99% Unacceptable work
- F Below 60 Unacceptable work

No credits are granted for a grade below C.

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](#)

(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 \(studentcode.iu.edu/\)](#)

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

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.