NEWM-N 346
3D Motion Capture & Animation

Media Arts and Science Program
Fall 2023

Section No.: TBD
Credit Hours: 3
Time: TBD
Location: IT 255, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class: Fall 2023
Website: TBD

Instructor: Zebulun M. Wood, MS in Technology, Lecturer
Office Hours: Wednesdays and Thursdays, 1–5, or by Appointment
Office: IT 463, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
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Website: http://www.indianauploaded.org (personal affiliate)

TA: TBD
Office Hours: TBD
Office: TBD
Email: TBD
Phone: TBD

Prerequisites: NEWM-N 243

COURSE DESCRIPTION
This course covers the theory and practice of 3D motion capture, camera-based tracking pipelines, digital avatar integration, and preparation for virtual productions, including project development, reference, and acting. Topics include facial and body motion capture, live-game integration, film and virtual reality integration, and virtual production.

Highly Recommended Text(s):
The VES Handbook of Visual Effects
Edited Jeffery Okun and Susan Zwerman
Publisher: Routledge; 3rd edition (2021)

The Animator’s Survival Kit
STUDENT LEARNING OUTCOMES

Upon completion of this course, students will

<table>
<thead>
<tr>
<th>RBT</th>
<th>IUPUI+</th>
<th>PLO’s</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the application of film, motion capture, and virtual reality to virtual productions.</td>
<td>4</td>
<td>2.2, 3.2, 2.3, 2.4</td>
<td>4, 1, 5</td>
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<tr>
<td>2. Gather and critique quality reference material for 3D animation.</td>
<td>5</td>
<td>2.3, 1.4, 3.2</td>
<td>2</td>
</tr>
<tr>
<td>3. Employ advanced camera tracking and motion capture tracking technology in filmmaking.</td>
<td>3, 6</td>
<td>3.1</td>
<td>5, 4, 1</td>
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<tr>
<td>4. Combine physical and digital media in real-time game environments.</td>
<td>3, 6</td>
<td>3.2, 2.1, 1.1</td>
<td>4,1, 5</td>
</tr>
<tr>
<td>5. Critique rigging and animation and recommend solutions to make them more effective.</td>
<td>5</td>
<td>1.1, 3.1, 2.1, 2.3</td>
<td>2</td>
</tr>
<tr>
<td>6. Develop production and portfolio quality simulations that deliver advanced aesthetics and demonstrate mastery of 3D production workflow.</td>
<td>6</td>
<td>3.2, 3.4, 2.4</td>
<td>6, 7, 10</td>
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<tr>
<td>7. Create and deliver cinematic, gaming, and VFX quality animations and simulations to meet the needs of their respective industries.</td>
<td>6</td>
<td>3.2, 3.4, 2.4</td>
<td>6, 7, 10</td>
</tr>
<tr>
<td>8. Research, propose, and predict applications of 3D character animation, motion capture, and digital performance beyond entertainment.</td>
<td>5</td>
<td>2.3, 3.4, 4.4</td>
<td>8, 9, 10</td>
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<table>
<thead>
<tr>
<th>Media Arts and Science B.S. Program-level Learning Outcomes (PLOs)</th>
<th>†Profiles of Learning for Undergraduate Success (IUPUI+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand digital media and its effective use as a form of communication.</td>
<td>P1.1 Communicator – Evaluates Information</td>
</tr>
</tbody>
</table>
| 2. Communicate ideas effectively in written, oral, and visual form to a range of audiences. | P1.4 Communicator – Conveys Ideas Effectively  
P1.2 Communicator – Listen Actively*  
P3.2 Innovator – Creates/ Designs** |
| 3. Work effectively as a member of a team to achieve a common goal. | P2.2 Problem Solver – Collaborates  
P1.3 Communicator – Builds Relationships* |
| 4. Analyze a problem, identify, and evaluate alternatives, and plan an appropriate solution. | P2.1 Problem Solver – Thinks Critically  
P3.1 Innovator – Investigates* |
| 5. Evaluate media from multiple perspectives using the theories, concepts, and language of digital media with an appreciation for the history, theory, and traditions of digital media. | P2.3 Problem Solver – Analyzes, Synthesizes, and Evaluates |
| 6. Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties. | P2.4 Problem Solver – Perseveres  
P3.2 Innovator – Creates/ Designs* |
| 7. Develop professional quality digital media productions by promptly applying knowledge and skills including best practices and standards. | P3.2 Innovator – Creates/ Designs  
P3.3 Innovator – Confronts Challenges* |
| 8. Explain the impact of digital media on individuals, organizations, and society. | P4.4 Community Contributor – Anticipates Consequences  
P4.1 Community Contributor – Builds Community* |
| 9. Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective. | P4.3 Community Contributor – Behaves Ethically  
P4.2 Community Contributor – Respectfully Engages Own and Other Cultures* |
Course Outcomes:
Students will develop concepts from completed storyboards in an animation/simulation production from beginning to end of several animated shots over the semester. In parallel, the student will also create their own character rig, that has equal functionality to industry standard rigs.

Core Competencies:
The core competencies of this course include the following:

1. Students will have the ability to perform advanced rigging, motion-capture animation, gesture, emotional, and facial techniques with a digital character.
2. Students will use 12 principles of animation throughout the course.
3. Students will learn 3D procedures that work across all 3D software platforms.
4. Students will create production and portfolio quality simulations that deliver advanced aesthetics and demonstrate mastery of 3D production workflows. High quality work will be expected.
5. Students will have the ability to deliver cinematic, gaming, and VFX quality animations and simulations, focusing in virtual production methodologies.
6. Students will have the ability to execute advanced real-time workflows combining digital avatars, live motion capture, virtual reality, and film making hardware and software.

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:
A basic requirement of this course is that you will participate in all class meetings, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken in every class. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

Only the following are acceptable excuses for absences: death in the immediate family (e.g., mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one’s self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.
Missing class reduces your grade through the following grade reduction policy: You are allowed two excused or unexcused absences. Each additional absence, unless excused, results in a 5% reduction in your final course grade. More than six absences result in an F in the course. Missing class may also reduce your grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.

Incomplete:
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Deliverables:
You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. 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.

Grading Information:
- Projects, papers, Class Participation determine grades weekly
- Professionalism is graded over the entirety of the course and includes participation (attitude, in-class critiques and questions, on-time deliverable(s), presentation quality)
- Grades will be returned along with critique no later than 2 weeks after assignment turn in.

WEEKLY SCHEDULE

Date for each class meeting:
- Specific pre-class readings
- Specific subject matter/topics covered
- Goals and objectives of each class period

Tentative Weekly Outline (based on class progress)

Note: Character rigging and animation critique, motion capture cleanup, lecture/demos, and assignments will run in parallel all semester, topics on schedule
will all be addressed but may vary widely due each student/team’s timeline based on final project goals outlined in first half of the semester.

**Week 1**
Introduction to class: syllabus  
View prior class projects  
Projects Overview – team-based or individual projects  

**LECTURE/DEMO** – Motion Capture Pipeline – Rigs, Reference, Animation  
**LAB** – Working with Motion Capture, Cleaning up data  
**ASSIGNMENT** – Clean (3) previously recorded motion-capture files

**Week 2**
**CRITIQUE**  
Review assignment submissions, critique on animation realism and the 12 principles of animation.  

**LECTURE/DEMO** – Motion Capture 101, Recording and Retargeting  
**LAB** – Take turns recording motion capture actor  
**ASSIGNMENT** – Retarget lab motion capture files and display results

**Week 3**
**CRITIQUE**  
Review assignment submissions, critique on animation realism and the 12 principles of animation.  

**LECTURE/DEMO** – Strategies for streamlined retargeting projects, small vs large projects (i.e., with many digital characters in one project).  
**LAB**  
**ASSIGNMENT** – Retarget lab motion capture files and display results, implement multi-avatar or multi-actor library

**Week 4**
**CRITIQUE**  
Review assignment submissions, critique on animation realism and the 12 principles of animation.  

**LECTURE/DEMO** – Review live streaming strategies for virtual avatars on social media, and software and hardware stack within SoIC and how it compares to industry trends.  
**ASSIGNMENT** – Create and capture your own virtual avatar performance on social media (e.g., Twitch stream, Instagram)

**Week 5**
**CRITIQUE**  
Review assignment submissions, critique on animation realism, appeal, audience alignment and 12 principles of animation.  

**LECTURE/DEMO** –  
**LAB**  
**ASSIGNMENT** – Record live performances into Unreal
**Week 6**
CRITIQUE
LECTURE/DEMO – Troubleshoot issues students and their teams are facing
LAB Record live performances into Unreal
ASSIGNMENT –

**Week 7**
CRITIQUE
LECTURE/DEMO – Troubleshoot issues students and their teams are facing
LAB Record live performances into Unreal
ASSIGNMENT –

**Week 8**
CRITIQUE
LECTURE/DEMO – Review first set of performances from last three weeks, introduce virtual production planning
LAB Research methods, tools, and trends in virtual production as they pertain to the team final proposal. Create the software and hardware stack by implementing avatar and environment tracking from the real world.
ASSIGNMENT –

**Week 9**
CRITIQUE Critique proposals and team timelines
LECTURE/DEMO – Introduce virtual productions tracking using GreenScreen
LAB Refine methods and tools in virtual production as they pertain to the team final proposal. Create the software and hardware stack by implementing avatar and environment tracking from the real world.
ASSIGNMENT –

**Week 10**
CRITIQUE Critique proposals and team timelines
LECTURE/DEMO – Introduce virtual production tracking using large-format display background
LAB Finalize methods and tools in virtual production as they pertain to the team’s final proposal. Create the software and hardware stack by implementing avatar and environment tracking from real world.
ASSIGNMENT –

**Week 11**
CRITIQUE Critique Team Progress
LECTURE/DEMO – Continue recording and shooting of virtual production and virtual avatar performances
LAB ASSIGNMENT – Continue production of assets in preparation for VP shoot date(s)
Week 12
CRITIQUE
LECTURE/DEMO – Critique Team Progress
LAB Continue recording and shooting of virtual production and virtual avatar performances
ASSIGNMENT – Continue production of assets in preparation for VP shoot date(s)

Week 13
CRITIQUE
LECTURE/DEMO – Critique Team Progress
LAB Continue recording and shooting of virtual production and virtual avatar performances
ASSIGNMENT – Continue production of assets in preparation for VP shoot date(s)

Week 14
CRITIQUE
LECTURE/DEMO – Critique Team Progress
LAB Continue recording and shooting of virtual production and virtual avatar performances
ASSIGNMENT – Continue production of assets in preparation for VP shoot date(s)

Week 15
CRITIQUE
LECTURE/DEMO – Refine final submissions
LAB
ASSIGNMENT –

Week 16
Showcase and Reflect on Final Submission

Grading Information:
Weekly Assignments
All assignments are to be delivered in a folder titled with your name, class, and week, if the assignment is Maya based; Maya project folders will be evaluated through Canvas within the week.
Each weekly assignment is worth 50 points.
Weekly assignments will consist of creating certain body parts to help students develop an appreciation of how the body works and moves. Students will learn how to see proportion, anatomy, cinematography, and kinesiology and develop a strong sense of their foundations.
**Milestone Topics** – This is your presentation on any given topic related to motion capture, digital avatars, virtual planning, or virtual production. You must show your tests, research, and successful implementation of applied research in an effective presentation. Worth 100 pts

**Final Project Milestone** is a final assessment of your ability to understand and implement the practices learned each week and is worth 300 points.

- 150 points towards matching the deliverables outlined in the proposal
- 150 points toward cohesiveness and overall believability of the shot

**Professionalism & Critique (30% of weekly assignment pts)**
Industry demands professionalism, the pursuit of the highest quality, which students must aspire to abide by and acquire. Discussion, critique, and assisting your peers to improve mirrors the requirements of daily activities in industry through Canvas based discussion and peer critique of weekly assignments. As responsible adults, the following are areas that will increase or lower your grade over the 16 weeks of class.
- Contributing and requesting critiques in and out of class yields professional results much faster than just working independently.

**Tentative Assignments**

<table>
<thead>
<tr>
<th>Assignment #1</th>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1</td>
<td>Week #2</td>
<td>Clean Motion Capture</td>
<td>50</td>
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<tr>
<td>Assignment #2</td>
<td>Week #3</td>
<td>Record and Retarget Motion Capture</td>
<td>50</td>
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<td>Assignment #3</td>
<td>Week #4</td>
<td>Create and Capture Real-time Performances</td>
<td>50</td>
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<td>Assignment 4</td>
<td>Week #5</td>
<td>Create and Capture Real-time Performances</td>
<td>50</td>
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<tr>
<td>Assignment #5</td>
<td>Week #6</td>
<td>Create, Capture, Clean Real-time Performances</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #6</td>
<td>Week #7</td>
<td>Create, Capture, Clean and Render Real-time Performances</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #7</td>
<td>Week #8</td>
<td>Create, Capture, Clean and Render Real-time Performances</td>
<td>200</td>
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<tr>
<td>Assignment #8</td>
<td>Week #9</td>
<td>Presentation of Final Proposal</td>
<td>50</td>
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<tr>
<td>Assignment #9</td>
<td>Week #10</td>
<td>Progress reports</td>
<td>50</td>
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<tr>
<td>Assignment #10</td>
<td>Week #11</td>
<td>Progress reports</td>
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<td>Assignment #11</td>
<td>Week #12</td>
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<td>Assignment #12</td>
<td>Week #13</td>
<td>Progress reports</td>
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<td>Assignment #14</td>
<td>Week #14</td>
<td>Progress reports</td>
<td>50</td>
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<tr>
<td>Assignment #14</td>
<td>Week #15</td>
<td>Progress reports</td>
<td>50</td>
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<tr>
<td><strong>FINAL</strong></td>
<td>Week #16</td>
<td>Final Submission and Reflections</td>
<td>300</td>
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**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.

**Grading Standards**

**A – Outstanding, high quality work**

- A fully completed project that demonstrates mastery of skills.
- Projects that display creative and sometimes innovative work.
- The students created many sketches and investigated several options before choosing one.
- Combinations of color schemes, space, and image layout were used effectively and chosen carefully for final project.

**B – Good to very good work**

- The student completed the components of the project but neglected to experiment with additional or more challenging technical approaches.
- The work demonstrates good abilities in the respective new media applications but lacks depth and level of skill.
The project could be lacking in areas of design, planning, or technical approach.

C – Average work
- The work demonstrates average skills in depth, design, and application.
- No more than what was required of the course was completed.
- The work is possibly incomplete in parts or used the wrong file extension on turned-in projects.

D – Below average work
- The work is largely incomplete and displays a lack of effort.
- Very little time was invested in using the software, which resulted in poor quality work.
- The files handed in had errors or could not be downloaded.

F – Failure to complete the objectives of the course
I – Incomplete
Students are expected to complete their work in the allotted time of this session. However, because of unforeseen hardship, students may not be able to complete the project in the time established for its completion. To receive a grade of Incomplete because of unforeseen hardship, you must have 75% of the course work completed at a passing level.

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 > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd 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, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin

Academic Misconduct:
1. Cheating: Cheating is 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:
   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.

4. 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.
5. **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.

6. **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.

**CAMPUS POLICIES**

1. **Administrative withdrawal (undergraduate only):** Students must participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, the student must 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 occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund. [https://studentcentral.iupui.edu/register/administrative-withdrawal.html](https://studentcentral.iupui.edu/register/administrative-withdrawal.html)

2. **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 [http://life.iupui.edu/caps/](http://life.iupui.edu/caps/).

3. **Course policies:** Several campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)

4. **Disabilities policy:** All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations register with Adaptive Educational Services (AES) and complete the appropriate forms from AES before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). For more information visit [http://aes.iupui.edu](http://aes.iupui.edu). For ADA resources visit [http://ada.iu.edu/students/IUPUI/](http://ada.iu.edu/students/IUPUI/). For ADA policies visit [https://policies.iu.edu/policies/ua-02-americans-disability-act/](https://policies.iu.edu/policies/ua-02-americans-disability-act/).

5. **Education and Title VI:** 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). Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance. Programs and activities that receive ED funds must operate in a nondiscriminatory manner, including admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing and
employment, if it affects those who are intended to benefit from the Federal funds. http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html

6. **Emergency preparedness:** Know what to do in an emergency to be protected and to protect others. For more information, visit the emergency management website at http://protect.iu.edu/emergency.

7. **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. http://registrar.iupui.edu/official-enrollment-class-attendance.html Children may not attend class with their parents, guardians, or childcare providers.

8. **Religious holidays:** IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. 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 http://registrar.iupui.edu/religious.html.

9. **Sexual misconduct:** One of the instructor’s responsibilities is to create a safe learning environment. IU does not tolerate sexual harassment or violence, which are prohibited under Title IX and the sexual misconduct policy. https://policies.iu.edu/policies/ua-03-sexual-misconduct/index.html The university can help students subjected to sexual misconduct. To seek help, obtain information and resources, or speak to someone confidentially, visit http://stopsexualviolence.iu.edu/. Federal regulations and University policy require the instructor to convey promptly any information about potential sexual misconduct to IUPUI’s Deputy Title IX Coordinator or IU’s Title IX Coordinator to ensure appropriate measures are taken and resources are offered. To protect a student’s privacy all involved will only share information with those who need to know to ensure the university can respond and assist.

10. **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 http://studentaffairs.iupui.edu/advocate.

**SCHOOL POLICIES AND GUIDELINES**

1. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, web surfing, and posting to social media are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, 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.

2. **Communication:** For classroom-based courses, the instructor or teaching assistant
should respond to emails by the end of the next class or, for online courses, within two
Indiana University working days, which excludes weekends and holidays. The
instructor should provide weekly office hours or accept appointments for face-to-face,
telephone, or teleconferenced meetings, and announce periods of extended absence in
advance.

3. **Course evaluations:** Course evaluations provide vital information for improving the
quality of courses and programs. Students are urged to complete one course and
instructor evaluation for each section in which they are enrolled at the School of
Informatics and Computing with the following exceptions: (a) The student has
withdrawn from the course; (b) fewer than five students are enrolled in the section (in
which case maintaining anonymity is difficult); and (c) the section is a laboratory that
must be taken with a course having a different section number. Course evaluations are
completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/). Course evaluations are typically
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. In
small sections, demographic information should be left blank, if it could be used to
identify the student.

4. **Email:** Indiana University uses the student’s IU email account as an official means of
communication, and students should check it daily. Although the student may have IU
email forwarded to an outside email account, the student should email faculty and staff
from the student’s IU email account.

5. **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.

**MISSION STATEMENT**

The Mission of IUPUI is to provide for its constituent’s 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.