**IU**

IUPUI

## SCHOOL OF INFORMATICS AND COMPUTING

DEPARTMENT OF HUMAN-CENTERED COMPUTING

Indiana University–Purdue University
Indianapolis

# N500
# Principles of Multimedia Technology

**Department of Human-Centered Computing**
**Indiana University School of Informatics and Computing, Indianapolis**
**Fall 2017**

*Section No.:* 21319  *Credit Hours:* 3
*Time:*           Monday 6:00–8:40 pm
*Location:*       IT 256, Informatics & Communications Technology Complex
                  535 West Michigan Street, Indianapolis, IN 46202 [map]
*First Class:*    August 21, 2017
*Website:*        https://canvas.iu.edu/…

*Instructor:*     Prof. Joseph Defazio, Ph.D. in Education, Associate Professor
*Office Hours:*   Monday/Tuesday/Wednesday, 3:00 – 5:00pm, or by Appointment
*Office:*         IT 465 - SOIC Building
                  535 W. Michigan St. Indianapolis, IN 46202 [map]
*Phone:*          (317) 278-4148 (Office)
*Email:*          Use Canvas Email (required)
*Website:*        https://soic.iupui.edu/people/joseph-defazio/

*Prerequisites:* None (Not an extension of any undergraduate or graduate course)

## COURSE DESCRIPTION

This course examines issues related to digital media communication in the context of e-commerce and the information industry especially its impact on the cultural, economic, social, and ethical dimensions of local markets and global communities. Topics also include: usability, intellectual property and a diversity of users for new media products.

## EXTENDED COURSE DESCRIPTION

We will adopt a reflective practice and creative process for this course. It will include topics of conversation related to computer literacy and interaction with hard and soft technologies that focus on theory into practice in the area of interactive and integrated media design.

**Course Objectives:**
- Demonstrate effective academic writing skills
- Demonstrate reflective thinking skills in design and development
- Engage in discussion on integral hard/soft technologies in MAS and HCI
- Analyze and present evaluative feedback on current multimedia technology issues
- Engage in discussion on controversial and important social issues in digital media communication and technology

**Core Competencies:**

The core competencies of this course include the following:

1. Research - analyze and present findings in various hard/soft multimedia technologies
2. Digital media Design and Development – demonstrate effective project management and digital design and development skills
3. Effective team-based communication and collaboration

**Required Reading:**

**The Reflective Practitioner**
Author: Donald A. Shon
- Paperback: 384 pages
- Publisher: Basic Books; 1 edition (September 23, 1984)
- Language: English
- ISBN-10: 0465068782

Available on Amazon.com at:

http://www.amazon.com/The-Reflective-Practitioner-Professionals-Action/dp/0465068782

**Additional Readings: (not required)**

**How Designers Think: The Design Process Demystified**
Author: Bryan Lawson
4th Edition
Publisher: Elsevier, 2005
ISBN–13: 978-0-7506-6077-8
ISBN–10: 0-7506-6077-5
**(note: This entire book is available at no cost in the Resource Section of Oncourse)**

**The logic of failure : recognizing and avoiding error in complex situations**
 [translated by Rita and Robert Kimber]
Author: Dörner, Dietrich.
Publisher:  Addison-Wesley Pub., 1997
Paperback: 240 pages
Language: English
ISBN-**10:** 0201479486

Available on Amazon.com at:
http://www.amazon.com/gp/search?index=books&linkCode=qs&keywords=0201479486

**Software Education Sources:**
Books 24x7 -   http://www.ulib.iupui.edu/node/9054

**Software used:**

Student choice as to which software(s) applications they will use in this course.

**Teaching and Learning Methods**

Teaching and Learning Methods employed in this course are defined as:

Participatory learning and Learn-by-Doing

**Learning Outcomes:**

| Upon completion of this course, the student will | RBT* | PGPL | Assessment |
|---|---|---|---|
| 1. Class Participation (individual). The participation grade is based on the evaluation of the students' ability to engage in discussion on important topics presented in class. | Understanding | CT and EC | Understanding, Explanation, Reflective communication |
| 2. Quizzes based on weekly readings (book chapters, papers, reports, online resources) | Remembering | K&S and CT | Quizzes |
| 3. Midterm Team and Final Solo Presentations. This grade is based on the peer and instructor evaluation. | Creating, Evaluating, Analyzing | K&S, CT, and EC | Creating Digital Media Productions |
| 4. Final Project Formal Paper | Creating, Evaluating, Analyzing | K&S, CT, and EC | List, Outline Plan, Questionnaire, Report, Summary |
| 5. Writing Style – with focus on the APA 6 style of writing | Creating, Evaluating, Analyzing | K&S, CT, and EC | Report/Paper |

*RBT: Revised Bloom's Taxonomy

**Principles of Graduate and Professional Learning (PGPL)**

Learning outcomes are assessed in the following areas:

1. Knowledge and skills mastery (K&S)
2. Critical thinking and good judgment (CT)
3. Effective communication (EC)
4. Ethical behavior (EB)

## 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 one excused or unexcused absence. Each additional absence, unless excused, results in a 5% reduction in your final course grade. More than three 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.

**Quizzes:** There are 10 quizzes based on weekly readings throughout the semester. Each quiz will contain 4+ questions for a total of 25 points for correct responses.
If you miss the quiz on the day and time it is offered you will lose these points. The quizzes consist of mostly multiple-choice questions. Each quiz is worth 25 points. The quizzes will cover topics from each assigned reading.

**Team Digital Media Project:** A team-based digital media production is required. The focus is to allow students to engage in either intrinsic or desired hardware/software skills.

**Final Digital Media Project:** Each student is required to complete a 'stellar' digital media project that would be considered one of the best examples for his/her portfolio.

**Final Digital Media Formal Paper:** Each student is required to author a formal paper in the APA 6 style of writing. This paper is the equivalent to a research paper that will contain specific elements related to the final digital media project.

**Class Participation (individual).** The participation grade is based on the evaluation of the performance of the following activities:

- **Weekly readings** (book chapters, papers, reports, online resources) are indicated in the weekly schedule (last section) of this syllabus and are made available either as web links from the Weekly Schedule or as resources in Canvas.

  a) Each week, each student is expected to come prepared to discuss the entire reading assignment(s) to support the discussion points raised and to engage in purposeful discussion.

  b) Students should demonstrate weekly reading preparation, proactive participation in class discussion, quality of questions posed during project presentations.

- **Midterm Team Presentation.** This grade is based on the evaluation of the performance of the following activity:
  a) Individual contribution and participation to the team presentation of the midterm project. Evaluation criteria: organization/structure of the presentation, timing, richness/saliency, clarity, cohesiveness, delivery.
  b) Quality of the team presentation as a whole. Evaluation criteria: organization/structure of the presentation, timing, richness/saliency, clarity, cohesiveness, delivery.

- **Final Solo Presentation.** This grade is based on the evaluation of the performance of the following activity:
  a) Individual contribution and participation to the team presentation of the final project. Evaluation criteria: organization/structure of the presentation timing, richness/saliency, clarity, cohesiveness, delivery.
  b) Quality of the team presentation as a whole. Evaluation criteria: organization/structure of the presentation, timing, richness/saliency, clarity, cohesiveness, delivery.

- Class meeting organization:  6:00pm – 7:00pm – Lecture/Discussion
  7:00pm – 7:10pm  - Break
  7:10pm – 8:10pm – Student Presentations
  8:10pm – 8:20pm -  Summary/Wrap up
  8:20pm – 8:40pm – Quiz

**A = 760 – 840**     Excellent or very good achievement and quality of work

**B = 670 - 759**     Good performance and quality of work

| | | |
|---|---|---|
| Attendance | 140 | points |
| Class Participation | 100 | points |
| Student Presentations | 50 | points |
| Midterm Team Project Presentation | 100 | points |
| Final Solo Project Presentation | 100 | points |
| Quizzes            10 @ 25 points each | 250 | points |
| Project Design Formal Paper | 100 | points |

**Total Possible Points:  840**

No credits toward major, minor, or certificate requirements are granted for a grade below B–.

*N500 – Principles of Multimedia Technology*
*Weekly Schedule – (Subject to change; Revisions posted in Canvas)*

| Date | Class Topic/Activity | Assignment | Due Date |
|---|---|---|---|
| August 21 | ▪ Class introduction and course management<br>▪ Class discussion<br>▪ Weekly Schedule<br>▪ Deliverables | ▪ Read: Experiential Learning: The Future of Learning<br><br>▪ Presentation Assignment<br><br>▪ Quiz 1 | 8/28<br><br><br>8/28<br><br><br>8/28 |
| August 28 | ▪ Review<br>▪ Quiz 1<br>▪ Lecture 1 - Experiential Learning Theory<br>▪ Student Presentations<br>▪ Assign Teams | ▪ Read: Experiential Learning Theory: From Theory to Practice<br><br>▪ Team Project Description Deliverable<br><br>▪ Quiz 2 | <br><br><br>9/11<br><br><br>9/11 |
| **September 4** | Labor Day – Holiday – No Class | | |
| September 11 | ▪ Review<br>▪ Quiz 2<br>▪ Lecture 2 - Experiential Learning Theory: From Theory to Practice<br>▪ Student Team Presentations | ▪ Read: Enhancing the Reflective Capabilities of Professional Design Practitioners<br><br>▪ Quiz 3 | <br><br><br>9/18 |
| September 18 | ▪ Review<br>▪ Quiz 3<br>▪ Lecture 3 - Enhancing the Reflective Capabilities of Professional Design Practitioners<br><br>▪ Team Updates | ▪ Read: The Rhetorical Work of Multimedia Production Practices: It's More than Just Technical Skill<br><br>▪ Quiz 4 | <br><br><br>9/25 |
| | | | |

| September 25 | <ul><li>Review</li><li>Quiz 4</li><li>Lecture 4 - The Rhetorical Work of Multimedia Production Practices: It's More than Just Technical Skill</li><li>Team Updates</li></ul> | <ul><li>Read: The Reflective Practitioner</li><li>Quiz 5</li></ul> | 10/2 |
|---|---|---|---|
| October 2 | <ul><li>Review</li><li>Quiz 5</li><li>Lecture 4 – The Reflective Practitioner</li></ul> | <ul><li>Read: The Reflective Practitioner: Reaching for Excellence in Practice</li><li>Quiz 6</li></ul> | 10/9 |
| October 9 | <ul><li>Review</li><li>Quiz 6</li><li>Lecture 5 - Enhancing the Reflective Capabilities of Professional Design Practitioners</li></ul> | <ul><li>Read: Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom</li><li>Formal Team Presentations</li></ul> | 10/23 |
| October 16 | **Fall Break – No Class** | | |
| October 23 | <ul><li>Formal - Team Presentations</li><li>Solo Project Discussion</li></ul> | > Read: A Survey of Multimedia and Web Development Techniques and Methodology Usage<br><br>> Read: A Framework for Identifying Software Project Risks<br><br><ul><li>Quiz 7</li></ul> | 10/30 |
| October 30 | <ul><li>Review</li><li>Quiz 7</li><li>Lecture 6 - A Survey of Multimedia and Web Development Techniques and Methodology Usage</li></ul> | Read: The Current State of Audio Technology<br>Read: MPEG Video Technology<br>Read: Adding Value to Education Multimedia: The Role of Graphic | |

| | | | |
|---|---|---|---|
| | ▪ Lecture 6- A Framework for Identifying Software Project Risks<br><br>▪ Student Solo Project Introductory Presentations | Design<br>Read: Simulations, Games and Learning | |
| November 6 | ▪ Review<br>▪ Lecture 7 – Principles of Multimedia Technologies<br>▪ Student Solo Project Updates | ▪ Read: Design-oriented Human-Computer Interaction<br><br>▪ Quiz 8<br><br>▪ Student Solo Presentations (Q&A) | 11/13<br><br>11/13 |
| November 13 | ▪ Review<br>▪ Quiz 8<br>▪ Lecture 8 - Design-oriented Human—Computer Interaction<br>▪ Student Solo Presentations (Q&A) | ▪ Review: APA Guide – 2015<br><br>▪ Quiz 9 | 11/20 |
| November 20 | ▪ Review<br>▪ Quiz 9<br>▪ Lecture 9 – APA6 Writing Style<br>▪ Student Masters Thesis/Project and Questions in MAS Graduate Education - Discussion | | |
| November 27 | ▪ Topic to be announced | ▪ Quiz 10 | |
| December 4 | ▪ Lab Day – Attendance Optional<br><br>▪ Quiz 10 (Online) | | |
| December 11 | ▪ Final Presentations<br>▪ Project Design Formal Paper Due | | |

**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 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:

      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.

**OTHER POLICIES**

1. **Administrative withdrawal:** 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.

2. **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. 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 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.

3. **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.

4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit http://life.iupui.edu/caps/.

5. **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/. 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.

6. **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 AES-issued 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.

7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at http://protect.iu.edu/emergency.

9. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html

10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. http://registrar.iupui.edu/official-enrollment-class-attendance.html Children may *not* attend class with their parents, guardians, or childcare providers.

11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit http://registrar.iupui.edu/religious.html.

12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit http://stopsexualviolence.iu.edu/.

14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit http://studentaffairs.iupui.edu/advocate.

## 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.

## Important Supplement for IUPUI Syllabi

IUPUI Policy on Disability Accommodations Students needing accommodations because of disability will need to register with Adaptive Educational Services and complete the appropriate forms issued by AES before accommodations will be given.  The AES office is located in Taylor Hall, UC 100.  You can also reach the office by calling 274-3241.

 IUPUI Policy on 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 in writing to the course instructor by the end of the second week of the semester and should use the Request for Course Accommodation Due to Religious Observance Form. More information on the IUPUI Policy on Religious Holidays is available here: http://registrar.iupui.edu/religious.html.

IUPUI Policy on Academic Integrity: The IU Code of Student Rights, Responsibilities, and Conduct states that students must uphold and maintain academic and professional honesty and integrity; the code defines academic misconduct as any activity that tends to undermine the academic integrity of the institution. Students engaging in academic misconduct may therefore receive penalties from their course instructor and disciplinary

action from the university. Policies against academic misconduct apply to all course-, department-, school-, and university-related activities. Academic misconduct may involve human, hard-copy, or electronic resources and includes but is not limited to the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. For definitions of these activities, visit http://studentcode.iu.edu/responsibilities/academicmisconduct.html. For information on how faculty and students are expected to handle cases involving academic misconduct, visit http://registrar.iupui.edu/misconduct.html. Additional information about the rights and responsibilities of IU students is available at http://studentcode.iu.edu/.

IUPUI Policy on Sexual Misconduct As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, please visit http://stopsexualviolence.iu.edu/help/index.html (Links to an external site.) for contact information.

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed.

Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

The IUPUI syllabus supplement was created by the IUPUI Office of Academic Affairs and the Center for Teaching and Learning. 8.04.2016

I encourage you to visit stopsexualviolence.iu.edu (Links to an external site.) to learn more about available resources on campus and in the community.

Education and Title VI 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 non-discriminatory manner. These may include, but are not limited to: 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