

S604 (27948) Global Digital Services

S400 (28269) Global Digital Services

Indiana University School of Informatics and Computing Indianapolis
Spring 2023

Credit Hours: 3

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Instruction mode: This course is offered online only

Pre-requisite/Co-requisite: LIS S531/I400 in spring semester or equivalent

COURSE DESCRIPTION

Study of specific topics in librarianship and preservation. May be repeated for credit when topic varies. Same course number used for different courses.

EXTENDED COURSE DESCRIPTION

This experience is comprised of two learning components. The first is a semester-long course taken by local students alongside others from Finland for a global classroom experience (GRD/UND), and those traveling abroad will take an additional 3 credits starting in spring but terminating during summer session 1.

LIS S604/S400 will offer students the opportunity to collaborate with students at Haaga-Helia University of Applied Sciences in Helsinki, Finland. This course will begin in the spring semester and continue at our cooperating institution during summer I. In the spring semester, students from the IUPUI campus will be partnered with students from the Haaga-Helia campus and follow the course together via Canvas and other tools. The online course in the spring will provide technological and conceptual knowledge in skills such as HTML, CSS, and information architecture that will be practiced and refined in collaborative course projects. For Indiana University students who wish to go abroad, part of spring semester will also be devoted to academic sessions in anticipation of the international travel. All projects will be finalized at the end of spring semester but with the option to further collaborate with their partners. In the first half of summer session 1, students will have the opportunity to reconvene in Helsinki to discuss and pursue their projects with their collaborators at Haaga-Helia University. In Finland (not limited to Helsinki) the students' activities will be supplemented by field trips and site visits relevant to the class as well as to Finnish culture in general via visits to historic sites, museums, industries, and cultural events.

Our partner institution is Haaga-Helia University of Applied Sciences in Helsinki, Finland (<https://www.haaga-helia.fi/en>). However, we will not need to use classroom facilities at the University, although that is an option. Most lectures will have been accomplished before arrival. On-site activities include meetings, class visits, and lectures.

Haaga-Helia is Finland's second largest business polytechnics, supervised and accredited by the Finnish government through the Ministry of Education and Culture. The school's main campus is in Pasila, Helsinki, with others in Helsinki (Haaga, Malmi), in Porvoo, and in Vierumäki. Haaga-Helia has over 10,000 students and some 400 full-time teachers.

Offering a study-abroad experience to Finland also provides a chance to expose students to a different tradition of digital artifact design. The Scandinavian design tradition is defined by a community-focused, democratic approach to building technology that is lesser seen or considered in the United States. This approach builds technology in collaborating with the users who will eventually be employing the technology, and thus gives those users significant input into the construction of the software. Students exposed to such traditions thus will be able to bring this approach to the design and deployment of technology back to Indianapolis and the United States, and will be more likely to employ such design strategies for their local community needs, helping to work with communities to give them voice and actionability.

For media and informatics students, this design tradition offers a unique view into the creative process. The game-development community in Finland and the surrounding regions is notably robust, in part because the varied small communities ensure that they come together yearly to discuss game design and development and share tactics. Helsinki has operated as a hub city for these discussions, and likely will stay so in the years to come. The design philosophy of game creators in these communities tend to be more playful and less violent than many in the United States. Exposure to these communities would benefit media students who can gain exposure to the design philosophies of these creators, and employing these philosophies in their later creations once returned.

Readings/Resources

There is no required textbook. Readings will be taken from:

- HTML Tutorial: <https://www.w3schools.com/html/default.asp>
- CSS Tutorial: <https://www.w3schools.com/css/>

Other readings/resources are indicated in the Modules.

ASSESSMENTS

Teaching and Learning Methods

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

Grade Allocation

Assessments	Number	Percentages	Work completed in...
Discussion/report	7	40%	spring semester
Personal journal	10	30%	summer I semester
Written reflection	1	10%	summer I semester
Presentation	1	10%	summer I semester
Participation	N/A	10%	summer I semester

S604 Learning Outcomes

Course Learning Outcome	RBT	PGPL	FIL	PLG	Assessment
1. Take part in at least one community of creators beyond the Indianapolis region	4	4	3	1	<ul style="list-style-type: none"> • Discussion 1 • Written reflection
2. Create design solutions strengthened by different approaches and insight gained by the sharing of international context	6	1	1	7	<ul style="list-style-type: none"> • Discussion 4 • Discussion 5
3. Create and collaborate on an interactive artifact with individuals outside of IU	6	2	1	7	<ul style="list-style-type: none"> • Discussion 3 • Discussion 6
4. Assess a broadened view of where their skill set can be applied	5	2	3	1	<ul style="list-style-type: none"> • Discussion 2 • Personal journal #1-5
5. Develop one new media/interaction design technique	6	1	1	7	<ul style="list-style-type: none"> • Personal journal #6
6. Develop one new technical skill (such as a new modeling software, or new web development technologies)	6	1	1	7	<ul style="list-style-type: none"> • Personal journal #7
7. Appraise abilities to adapt their values and behavior based on international input	5	3	2	2	<ul style="list-style-type: none"> • Presentation • Personal journal #8-10
8. Participate meaningfully in a global environment with cross-cultural collaboration	5	4	2	2	<ul style="list-style-type: none"> • Participation • Discussion 7
9. Analyze how their skill set has changed based on this collaboration	4	1	1	1	<ul style="list-style-type: none"> • Written reflection

- **RBT:** Revised Bloom's Taxonomy: 1. Remembering; 2. Understanding; 3. Applying; 4. Analyzing; 5. Evaluating; 6. Creating
- **PGPL:** Principles of Graduate and Professional Learning:
<https://graduate.iupui.edu/doc/faculty-staff/principles-grad-prof-learning.docx>

- **FIL:** Framework for Information Literacy: <https://www.ala.org/acrl/standards/ilframework>
- **PLO:** MLIS Program Learning Outcomes: <https://soic.iupui.edu/lis/master-library-science/learning-outcomes/>

S400 Learning Outcomes

Course Learning Outcome	PLO	RBT	Level	SWC	PLUS	Assessment
1. Connect to one or more communities of creators outside of the United States	E1	3	I	5.6	P3.2. Innovator: Creates/designs	<ul style="list-style-type: none"> • Discussion 1 • Written reflection
2. Create design solutions that integrate foreign values and design methods	E2	6	M	5.1	P3.2. Innovator: Creates/designs	<ul style="list-style-type: none"> • Discussion 4 • Discussion 5
3. Create and collaborate on an interactive artifact with individuals outside of IU	F6	6	M	5.1	P3.2. Innovator: Creates/designs	<ul style="list-style-type: none"> • Discussion 3 • Discussion 6
4. Identify and describe new topical areas where technological skillsets can be applied	F4	2	M	5.2	P2.1 Problem Solver: Think critically P2.3 Problem Solver: Analyzes, synthesizes, and evaluates	<ul style="list-style-type: none"> • Discussion 2 • Personal journal #1-5
5. Gain exposure to, and practice of, one new media/interaction design technique	D6	3	M	5.1	P3.2. Innovator: Creates/designs	<ul style="list-style-type: none"> • Personal journal #6
6. Gain exposure to, and practice of, one new technical skill (such as a new modeling software, or new web development technologies)	D6	3	I	5.5	P3.2. Innovator: Creates/designs	<ul style="list-style-type: none"> • Personal journal #7

7. Demonstrate abilities to adapt their values and behavior based on international input	E3	3	M	5.5	P4.2 Community Contributor: Respectfully Engages Own and Other Cultures	<ul style="list-style-type: none"> • Presentation • Personal journal #8-10
8. Participate meaningfully in a global environment via cross-cultural group collaboration	F6	5	R	5.6	P2.2 Problem Solver: Collaborates	<ul style="list-style-type: none"> • Participation • Discussion 7
9. Explain how both skill set and views on how that skill set may be employed has changed based on this collaboration	A1	2	R	5.6	P2.1. Problem Solver: Analyzes, Synthesizes, and Evaluates	<ul style="list-style-type: none"> • Written reflection

- **Program-level Learning Outcomes (PLOs):** Please visit [Learning Outcomes for the B.S. in Informatics](https://soic.iupui.edu/undergraduate/degrees/informatics/learning-outcomes/) (<https://soic.iupui.edu/undergraduate/degrees/informatics/learning-outcomes/>) to view the complete list of the program-level learning outcomes for B.S. in Informatics.
- **Revised Bloom’s taxonomy (RBT):** 1. Remembering; 2. Understanding; 3. Applying; 4. Analyzing; 5. Evaluating; 6. Creating.
- **Level of knowledge (Level):** I – Introduce; R – Reinforce; M – Master
- **SWC (Statewide Competencies)**

COURSE OVERVIEW

The course structure is composed of three parts:

- pre-departure
- on-site
- upon return

Pre-Departure

We have no set Modules for this course but rather span Modules that exist in S531/I400. S604/S400 students who are not enrolled in S531/I400 will be rostered into the course in order to participate in discussions and to collaborate. The discussion posts also count as reports; there is no separate report due during the spring semester.

S604/S400 students accumulate 12 contact hours during the spring semester. Knowledge of S531 content is assumed.

In addition, we also cover some logistics before departure; these sessions are not graded and are not included in academic contact hours.

Logistics

Dates	Logistic Activity
Feb 8-Feb 19	Review collaboration project expectations
Feb 20-Mar 26	Introduce students to the travel destination and travel logistics
Mar 27-Apr 17	Examine health and safety procedures
Apr 18-May 6	Final preparations for arrival coordination

Schedule Summary: S531/I400, S604/S400

Dates	Modules	S531/I400 Assignments	S604/S400 Assignments
Jan 10-16	Module 0: orientation	Discussion 0: Orientation	
Jan 17-23	Module 1: IUPUI-Haaga-Helia introductions	Discussion 1: Introductions via Canvas	Discussion/report 1
Jan 24-30	Module 2: Creating and validating HTML markup	Assignment 1: Uploading and validating	
Jan 31-Feb 6	Module 3: Creating structure and hierarchy	Discussion 2: Valid and accessible markup	Discussion/report 2
Feb 7-13	Module 4: Styling HTML markup with CSS	Assignment 2: Creating valid and accessible HTML/CSS	
Feb 14-20	Module 5: Page layout options	Discussion 3: CSS Box model, Responsive Web Design	Discussion/report 3
Feb 21-27	Haaga-Helia break week		
Feb 28-Mar 6	Module 6: Topic Collaboration, Layout introduction	Assignment 3: Creating layout with CSS	
Mar 7-13	Module 7: Topic Collaboration, GRID layout	Discussion 4: Assigning roles for contributing to the group websites	Discussion/report 4
Mar 14-20	IUPUI spring break week		
Mar 21-27	Haaga-Helia break week		
Mar 28-Apr 3	Module 8: Finalization of plans	Assignment 4: Group reports on member roles	
Apr 4-10	Module 9: Website implementation	Discussion 5: Group members collaborate to begin website construction	Discussion/report 5
Apr 11-17	Module 10: Website implementation	Assignment 5: Progress reports	
Apr 18-24	Module 11: Website	Discussion 6: Usability and	Discussion/report 6

	implementation	user testing	
Apr 25-May 1	Module 12: Website implementation	Assignment 6: Progress reports	
May 2-6	Module 13: Final Project delivery	Discussion 7 and Assignment 7 (final website): Website will be online and critiqued by group members and instructors	Discussion/report 7
Total academic contact hours: 12			

On site

On-site work is not a new beginning point but rather a continuation of on the collaboration that students had begun during the spring semester. IUPUI students will meet in person their collaborators and discuss their projects. Students will then conduct co-presentations of the finished work.

Because the spring semester will be spent in virtual collaboration, little time will be needed for academic orientation. In addition, the collaborative work should be already well established. More time can thus be spent on networking possibilities and relevant site visits, including industry and cultural institutions. Students who do not choose the study-abroad option will be invited to participate virtually.

Date	Activity	Associated Learning Outcome	Details	Contact hours
May 16 (Mon)	Orientation		Students expected to be in Helsinki for start of class, orientation meeting; tour city center and harbor area	3
17	Arabia center Personal journal #1	4	Visit to Iittala and Arabia Design Center, Arabian neighborhood	3
18	Design Museum Personal journal #2	4	Visit to the Design Museum, devoted to the exhibition of Finnish and foreign design (including industrial, fashion, and graphic design areas.)	4
19	Meet with HH collaborators Personal journal #3	8	Visit and presentation on Haaga-Helia campus with student collaborators.	3
20	Meet with HH students Personal journal #4	1	Visit Haaga-Helia campus, meet with students in in Digital Service Design class; attend student presentations	4
21	Porvoo	4	Visit to Porvoo, one of the six medieval towns in Finland. Porvoo is considered historically and	6

	Personal journal #5		culturally significant -- one of the National landscapes of Finland.	
22	Time off		Suggested visits to areas of sub-interests (e.g., LIS students to one of Helsinki's libraries, MAS students to game-design studio, etc.)	
23	Helsinki main library Assess first week's work Personal journal #6	4	The main library is a combination of design + service in the new sense of what a public library should do; Group discussion and assessment of collaborative work.	2
24	Suomenlinna Personal journal #7	4	Visit to the historical island of Suomenlinna in Helsinki harbor	4
25	Seurassari Personal journal #8	4	Visit to the open-air museum of Seurasaari for the traditional Finnish way of life is (cottages, farmsteads and manors of the past several centuries)	4
26	Hämeenlinna Personal journal #9	4	Visit to Häme castle and nearby attractions (e.g., Iittala for design)	5
27	National Museum of Finland Personal journal #10	4	Visit the National Museum of Finland for an overview of Finnish history	3
28	Turku	4	Visit to Turku, the oldest city in Finland and original capital.	7
29 (Sun)	Time off		Suggested visits TBD	
Total contact hours:				48
Total academic contact hours:				22+

Upon return

Students wishing to extend international travel may be excused from these meetings with prior written consent of instructors and with plans to complete all expected data archiving.

Week of	Activity	Associated Learning Outcome	Details	Contact hours
Jun 12-18	Session 1	8	Debrief, share memories, reflect on the study-abroad experience	3
Jun 19-25	Session 2, Written reflection	9	Assemble all digital assets and consider how they might build on their international experiences in their future studies.	3
Total academic contact hours:				6

Graduate Grading Scale: S531

Grade	Description
A 100 % to 96.0%	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 90.0%	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 87.0%	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all Modules as defined in the course syllabus.
B 86.9 % to 84.0%	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- 83.9 % to 80.0%	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- 79.9 % to 70.0%	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
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).

Undergraduate Grading Scale: I400

Grade	Minimum %	Description
A+	97.0	Professional level work, showing highest level of achievement
A	93.0	Extraordinarily high achievement, quality of work; shows command of the subject matter
A-	90.0	Excellent and thorough knowledge of the subject matter

Grade	Minimum %	Description
B+	87.0	Above average understanding of material and quality of work
B	83.0	Mastery and fulfillment of all course requirements; good, acceptable work
B-	80.0	Satisfactory quality of work
C+	77.0	Modestly acceptable performance and quality of work
C	73.0	Minimally acceptable performance and quality of work
C-	70.0	Unacceptable work (Core course must be repeated for credit)
D+	67.0	Unacceptable work (Course must be repeated for credit)
D	63.0	Unacceptable work
D-	60.0	Unacceptable work
F	0.0	Unacceptable work

No credits toward major, minor, or certificate requirements are granted for a grade below C. No credits toward general education or elective requirements are granted for a grade below C-.

Recommended Resources

Student should already have mastered basic technology skills. For students lacking entry skills, existing online resources can be valuable. IU/UI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:

- For self-instructional modules focusing on a wide range of basic technology skills, go to [UITS IT Training \(iu.edu/explore-topics/show-all/index.html\)](http://iu.edu/explore-topics/show-all/index.html)
- For additional software training materials, go to [UITS IT Training: Skillsoft \(iu.edu/skillsoft/\)](http://iu.edu/skillsoft/)

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? \(kb.iu.edu/d/agze\)](http://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 \(kb.iu.edu/d/bbbr\)](http://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 \(kb.iu.edu/d/bexq\)](http://kb.iu.edu/d/bexq)

For more details, see [How to get university-licensed software at IU? \(kb.iu.edu/d/aclo\)](http://kb.iu.edu/d/aclo)

Text Editor

Text editors are types of applications focused on helping you write clear markup and programming code. There are a variety of free text editors available for both Mac and Windows computers

- Brackets (Mac/Windows)
- Atom (Mac/Windows)
- Notepad++ (Windows)

Use what you prefer, but you must have at least one text editor installed. The textbook uses Brackets.

You will choose the tool you want to use to create web pages, but here is some advice: If you have never made web pages before and are hesitant to learn new software at the same time you are also taking this class, avoid Dreamweaver and Visual Studio. If you already bring in some skills at webpage markup and wish to take advantage of the features that Dreamweaver and Visual Studio enjoy, this may be a good opportunity for you to acquire skills in one of these programs because you will use them in the future if you continue in this field. However, this is not a Dreamweaver/Visual Studio course, and lessons are not provided using these editors.

Browser

You are already using some browser, of course, but you will need to see if it is the most recent version. If it is not, update it.

- For PC users, you need to have the most recent version of Edge and the most recent version of either Firefox or Chrome.
- For Mac users, you need to have the most recent version of Safari and the most recent version of either Firefox or Chrome.

SFTP client

An SFTP client allows you to post your files to a web server. Several free SFTP clients are available:

- [WinSCP](http://winscp.net/) (winscp.net/) -- PC
- [Filezilla](http://filezilla-project.org) (filezilla-project.org) -- PC and Mac
- [CyberDuck](http://cyberduck.io/sftp/) (cyberduck.io/sftp/) -- PC and Mac

VPN client: Pulse Secure

IUPUI students who want to connect to their webserver accounts from outside the IU network will require VPN. For information on IU's VPN service, including how to install and configure a VPN client for your computer or device, see [About the IU VPN](https://kb.iu.edu/d/airq) (<https://kb.iu.edu/d/airq>). IU's VPN also requires Two-Step Login (Duo): for more information on Two-Step Login, see [About Two-Step Login \(Duo\) at IU](https://kb.iu.edu/d/beum) (<https://kb.iu.edu/d/beum>). If you have questions about using

a VPN or Two-Step Login, please contact your local Support Center. For information on how to contact your local Support Center, please see [Contact your campus IT Support Center](https://kb.iu.edu/d/abxl) (<https://kb.iu.edu/d/abxl>). An informational notice at [Status IU](https://status.iu.edu) (<https://status.iu.edu>) is also posted with up-to-date information on connection issues.

Access to a web server

IUPUI students will use **in-info-web4.informatics.iupui.edu** accounts furnished by SoIC IT. You will receive account information when class begins.

EXPECTATIONS, GUIDELINES, AND POLICIES

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)

Deliverables

You are responsible for completing each deliverable (e.g., Module) 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 it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Your Questions, Concerns, and Comments

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

If you have problems accessing Canvas, please contact the University Information Technology Services (UITs) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

MLIS PROGRAM OUTCOMES

The Master of Library Science (M.L.I.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.I.S. program, graduates are prepared to meet the program outcomes.

See [M.L.I.S. Program goals: \(soic.iupui.edu/lis/master-library-science/learning-outcomes/\)](http://soic.iupui.edu/lis/master-library-science/learning-outcomes/)

ALA MLS COMPETENCIES

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to meet the ALA standards.

See: [ALA Core Competences of Librarianship \(www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf\)](http://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 \(studentcode.iu.edu/\)](http://studentcode.iu.edu/)

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

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

Academic Misconduct

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
 - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
 - d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
 - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
 - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
 - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic

exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
 - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
 - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - directly quoting another person's actual words, whether oral or written;
 - using another person's ideas, opinions, or theories;
 - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - borrowing facts, statistics, or illustrative material; or
 - offering materials assembled or collected by others in the form of projects or collections without acknowledgment
 - c. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
 - d. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
 - e. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be

administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy \(studentcentral.iupui.edu/register/administrative-withdrawal.html\)](http://studentcentral.iupui.edu/register/administrative-withdrawal.html)

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.
5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the [CAPS website \(iupui.edu/health-wellness/counseling-psychology/\)](http://iupui.edu/health-wellness/counseling-psychology/)
6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student

completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

7. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services \(AES\)](https://diversity.iupui.edu/offices/aes/index.html) (diversity.iupui.edu/offices/aes/index.html), or 317-274-3241.
8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU](https://protect.iu.edu/emergency-planning/emergency-contact/iupui.html) (protect.iu.edu/emergency-planning/emergency-contact/iupui.html).
10. **University policies:** Numerous policies governing IU faculty and students may be found at [University Policies](https://policies.iu.edu/categories/academic-faculty-students.html) (policies.iu.edu/categories/academic-faculty-students.html).
11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Register: Get ready to take classes](https://studentcentral.iupui.edu/register/index.html) (studentcentral.iupui.edu/register/index.html).
12. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [You have the right to observe religious holidays](https://studentcentral.iupui.edu/calendars/holidays/index.html) (studentcentral.iupui.edu/calendars/holidays/index.html).
13. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
14. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence](https://stopsexualviolence.iu.edu/) (stopsexualviolence.iu.edu/)
15. **Student advocate:** The Office of Student Advocacy and Support assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit [Office of Student Advocacy and Support](https://studentaffairs.iupui.edu/advocacy-resources/index.html) (studentaffairs.iupui.edu/advocacy-resources/index.html).

MISSION STATEMENT

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

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

With each of these core activities characterized by

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

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

STATEMENT OF VALUES

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