



IUPUI

**SCHOOL OF INFORMATICS
AND COMPUTING**

DEPARTMENT OF HUMAN-CENTERED COMPUTING
Indiana University–Purdue University
Indianapolis

**NEWM-N485 – INFO-I400 Topic section:
*Strategic Storytelling***

**Department of Human-Centered Computing
Indiana University School of Informatics and Computing, Indianapolis
Fall 2019**

Section No.: *Credit Hours:* 3
Time: Wednesdays, 3:00 PM – 5:40 PM
Location: IT 357, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [\[map\]](#)
First Class: August 28, 2019
Website: [https://canvas.iu.edu/...](https://canvas.iu.edu/)

Instructor: Rick Ray
Office Hours: By Appointment
Office:
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Website:

Prerequisites: N202 for Media Arts and Science Students

COURSE DESCRIPTION

This three-credit hour course introduces students to an *innovative* business tool – the *strategic brand story*. Throughout the course we will explore/ discuss/ and actively put into practice the approach (process and methodology) required to develop an authentic, differentiating and effective *strategic brand story* for any brand, or organization.

EXTENDED COURSE DESCRIPTION

The knowledge, skills and mindset acquired in the course have broad application to a variety of professional fields and interdisciplinary industry verticals, including digital media design, communication, digital marketing, as well as organizational informatics.

NEWM-N485 is ideally targeted for seniors (and qualified juniors) in the School of Informatics and Computing, School of Liberal Arts juniors and seniors and business students. This course covers a practical, hands-on how-to exercise in the development of an innovative new strategic tool... the *strategic brand story*, along with the appropriate left-brain strategic expressions in support. Because the true success of any brand (or Company / Organization-as-brand... including start-ups!) is *not* just attributable to “product quality” or its “advertising” per se. A brand’s success is above all attributable to the *united efforts* of all an organization’s stakeholders- both internal and external – as well as to its own unique *organizational culture*.

And yet for the past almost 50+ years (from even *before* the era of cable television’s “The Mad Men”), literally nothing has changed in the way major brand marketers and their advertising agencies developed and executed their strategic plans. It has been “business as usual” for more than half a century.

The *strategic brand story* is an innovative strategic tool conceived to ensure that a brand’s multiple stakeholders are all “singing from the same hymn sheet” – a proven effective way to help guarantee that everyone involved in a brand’s business is indeed pulling in the same direction, together. A genuine *competitive advantage* for any brand or organization – whether consumer-oriented or B2B.

Strategic storytelling contributes to: a) a laser-like focus on the relevance of a brand’s differentiated **Positioning**; b) a “one voice” coherence among a brand’s varied **Marketing Communications** efforts, including the declination of a unified communication over digital media channels; c) a consensus related to the brand’s **Human Resource** recruitment, training and motivational activities; as well as d) an insightful description / refinement / sharing of the brand’s unique **Organizational Culture**. *Because long-term business success is related more to a brand’s unique right-brain culture than to a brand’s left-brain processes (which can be eventually replicated by alert competitors).*

The final key to success? The *strategic brand story* is conceived to be **shared** among all the brand’s stakeholders... not just among the managing elite up in their Ivory Tower.

Thus a win-win-win-win proposition for any brand with its own authentic *strategic brand story*. A story putting all the brand’s stakeholders – including even the end-user – on the same page. No brand can afford to abdicate its strategic essence to the vagaries of social media, nor let itself be defined by “big data.” In effect, an original *strategic brand story* can be defined as “the human face of brand strategy.”

One last caveat: there is *no* brand, *no* product-as-brand, *no* service-as-brand, *no* idea-as-brand, *no* company-as-brand, *no* institution-as-brand, *no* organization-as-brand that does not merit its own differentiating and ownable *strategic brand story*.

Become a hands-on pioneer in the development of this innovative strategic tool – building upon all the learnings from your three / four years of University academic studies / experience!

REQUIRED TEXT(S):

This course has one official “text book.” In addition, students will be expected to explore the topic of strategic brand storytelling by engaging in a range of assigned readings and discussions throughout the course... including relevant books and industry-related journals and publications (such as *Advertising Age*, *Human Resources Daily*, etc.)... as well as related blogs and other online sources to be indicated from time to time throughout the course.

Title: “The Dream Society”
 Author(s): Jensen, Rolf
 Edition: Edition
 Publisher: McGraw-Hill
 Book site: www.mheducation.com (?)
 ISBN: ISBN 0-07-137968-1

Available at Amazon.com: <http://link>

Additional Readings: (as required)

TBD... relevant additional readings to be assigned throughout the semester.

Software used:

None

Teaching and Learning Methods

Lectures / Discussion / Semester-long Group Project Monitoring...

LEARNING OUTCOMES

Upon completion of this course, the student will:	RBT*	IUPUI+	PLO	Assessment (assignments used)
1. Demonstrate an understanding of why the innovative tool of <i>strategic storytelling</i> represents a significant advance in the profession of brand strategy, digital media design and creation, and marketing communications development, as well as	2,4	P2.1; P4.4; P3.1	.1,5,8	All assigned document draft submissions, Quizzes 1 and 3...

organizational culture change / dissemination;				
2. Demonstrate an understanding of the larger organizational and cultural context within which <i>strategic brand storytelling</i> operates;	2,4,5	P2.1; P3.3; P2.3.	5,8	All assigned document draft submissions Quizzes 1 and 3.....
3. Demonstrate practical understanding of the <i>strategic brand storytelling</i> approach, including the process and methodology;	2,3	P3.1; P1.1	5,8	Idem.....
4. Produce an original, authentic, credible and memorable <i>strategic brand story</i> for a “real world” brand / organization;	6	P3.2; P3.4; P2.3; P4.2	7	Idem.....
5. Demonstrate the ability to work well with others as a member of a team.	3	P2.2; P2.4	3	All assigned document draft submissions.....

*RBT: Revised Bloom’s Taxonomy: 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Creating

<i>Media Arts and Science B.S. Program-level Learning Outcomes</i>	<i>†Profiles of Learning for Undergraduate Success (PLUS)</i>
1. Understand digital media and its effective use as a form of communication.	P1.1 Communicator – Evaluates Information
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*
10. Plan for continuing professional development with an appreciation of the need for lifelong learning.	P3.4 Innovator – Makes Decisions

Profiles of Learning for Undergraduate Success: IUPUI+

<https://academicaffairs.iupui.edu/Strategic-Initiatives/IUPUI-Plus.html>

Profiles of Learning for Undergraduate Success (PLUS)

P1. Communicator	P2. Problem Solver	P3. Innovator	P4. Community Contributor
1. Evaluates Information 2. Listens Actively 3. Builds Relationships 4. Convey Ideas Effectively	1. Thinks Critically 2. Collaborates 3. Analyzes, Synthesizes, and Evaluates 4. Perseveres	1. Investigates 2. Creates/Designs 3. Confronts Challenges 4. Makes Decisions	1. Builds Community 2. Respectfully Engages Own and Other Cultures 3. Behaves Ethically 4. Anticipates Consequences

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 OnCourse. 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.

COURSE EVALUATION CRITERIA:

Achieving an excellent grade in this course should not be difficult – all you need to do is a bit more than is expected of you. And do it well. With evident enthusiasm. And original thinking *will* be rewarded.

Here are the course grading parameters:

- Class attendance / participation... **15%**
- Quizzes / written assignments... **15%**
- Group Project... **60%**
- Peer evaluations... **10%**

No final exam.

Simple and straightforward. Nothing complicated. More *qualitative* than *quantitative*. If you have any questions or doubts, please do not hesitate to ask.

Class attendance / participation (15%): No, it is not enough to simply show up for class- as important as that may indeed be. Yes, too many unauthorized “no shows” can lead directly to course failure. However, merely showing up (i.e. simply filling an otherwise empty seat) is not going to take you far. You are expected to speak up, to contribute to class discussion, to ask questions, to not let the Lecturer off the hook if he were to try bluffing you (but how will you know if you haven’t kept up with your assigned readings?). Speak up – voluntarily... but don’t worry, the Lecturer will ask random questions of you, as well. *In other words, an easy, almost free, 15%. Take advantage.*

Quizzes / written assignments (15%): These will be neither numerous nor onerous, but will include *at least* one early project work-in-progress draft submission... just enough to keep everyone on their toes and to provide concrete feedback about how you are doing. This will be the most quantitative element in the overall grading process. The numbers will not lie. A very left-brain process. Add up the numbers. Divide. *E voilà!* You have the result for this portion of your grade composition. Nothing more to discuss.

Group Project (60%): Aha! This is not quite as simple. The Lecturer will expect every member of each Group to address this major course project as if he were your Company CEO in the “real world.” He will want each Group’s project work to be as close to perfect as possible. No room for a “Gentleman’s C” on this one. So yes, a quality result will require diligence, commitment and considerable intellectual effort on behalf of every student... i.e. you will have to try *really* hard to *not* do well on this major project.

See posted Group Project description on CANVAS for more detail, but in the meantime...

Roughly 40% of the overall project grade will be accounted for by a formal written mid-course Exploration Summary Report, with accompanying summary PowerPoint presentation to be shared with the entire class... while the remaining 60% will be accounted for by the final proposed *strategic brand story* itself, its introductory story

Synopsis and a supporting, one-page left-brain-oriented Brand Strategy statement proposal. This left-brain one-pager will itself account for 5% of this 60%.

Too many % references? Confusing? Do not hesitate to ask for clarification in class!

The Lecturer will be available throughout the term to informally review drafts at various stages of your project development. You may choose to listen to his comments, adapt to them or ignore them, as you like... as long as you can rationalize, explain and defend every Group decision throughout the process. If you choose *not* to share early drafts with the Lecturer in advance, you do so at your own risk.

The Group Project's final written product must be submitted in printed hard copy at the beginning of our final class session (as well as an electronic version) – *and* each Group will be required to physically present (i.e. read out loud, with passion!) its recommended *strategic brand story* to the entire class during this same last class session... each to be followed by relevant class discussion.

And, oh yes, every member of the Group will obtain the same grade for this project... hence the confidential Peer Evaluation...

Peer Evaluation (10%): There will be two Peer Evaluation sessions – one at course mid-point, and one at the end. Since so much of the course grade depends on the Group Project result (welcome to the “real world?”), this component of the grade will be importantly influenced by how your team members evaluate your individual contributions to the Group dynamics on the project. Or not. In both practical and psychological terms. Room for discussion? Perhaps, but being perceived as a positive contributor to any team effort is a key consideration for succeeding (surviving?) in the 21st century. Should be a no-brainer. But this *is* an effective control mechanism just in case someone tries to “just come along for the ride.” Another Free 10%? Take advantage.

WEEKLY SCHEDULE – *subject to revision (DS: “The Dream Society”)*

It's useful for our students to see here the various deadlines/due dates of the various assignments/projects throughout the course?

Date	Topic / Assignments	Readings
Aug 28	Intro to brand storytelling... discussion	Course Syllabus
Sept 4	Exploration / Imagination / Narration... discussion	Chap 1 (DS)
Sept 11	Exploration / Interviewing Insights – <i>Quiz</i> ...	Chap 2 (DS)
Sept 18	More on Exploration... discussion	Chap 3 (DS)
Sept 25	Imagination – <i>initial Exploration draft submission... with initial Field notes</i>	Chap 4 (DS)

Oct 2	More on Imagination... <i>Quiz</i> ...discussion	Chap 5 (DS)
Oct 9	Narration... discussion	<i>TBD</i>
Oct 16	<i>Exploration Summary Report</i> submission... discussion	<i>TBD</i>
Oct 23	More on Narration... discussion	<i>TBD</i>
Oct 30	Sources of story inspiration... discussion	<i>TBD</i>
Nov 6	Various storytelling perspectives... discussion	<i>TBD</i>
Nov 13	Story drivers... discussion	<i>TBD</i>
Nov 20	More storytelling insights... draft outline submission...discussion	<i>TBD</i>
Nov 27	THANKSGIVING BREAK	
Dec 4	Final storytelling perspectives... discussion	<i>TBD</i>

Dec 11 **LAST CLASS** – final Project Submission / Presentation...

Grading Scale:

A+	100% +	Professional level work, showing highest level of achievement
A	93–99.99%	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

Please note that the minimum grade for credit towards a major (both core and electives), minor, or certificate is a grade of C.

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:** ^[L]_{SEP} 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:** A basic requirement of this course is that students 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, 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.
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, surfing the Internet, and posting to Facebook or Twitter during class 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 by phone at 274-2548 or email at 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 three 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 for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.
6. **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. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. 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:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. <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 official enrollment.** Only those who are officially enrolled in this course may attend class unless they are 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 provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at 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.