

LIS S672
Seminar on Literature for Youth:
Informational Reading & Nonfiction Focus

Department of Library and Information Science
Indiana University School of Informatics and Computing - Indianapolis
Fall 2018

Credit Hours: 3
Instructor: Annette Lamb
Email: anlamb@iupui.edu (use Canvas Inbox for course communications)
Prerequisites: none
Instruction mode: This course is offered online only.

Overview

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

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

From graphic biographies and histories to plant and animal field guides, libraries are full of engaging nonfiction for children and young adults. By pairing popular fiction with nonfiction books, identifying clusters of related works, introducing graphic novel-style nonfiction to reluctant readers, and tying engaging nonfiction works to online tools and ebook resources, librarians can attract new readers and promote essential 21st century skills.

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

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

Course Description

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

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

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

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

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to e-mail or arrange a chat with your instructor at any time.

Required Readings/Resources

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

Required

The required readings will be connected online. The course materials will be available at <http://eduscapes.com/nonfiction>

Optional

Isaacs, Kathleen T. (2012). **Picturing the World: Informational Picture Books for Children**. ALA Editions. This book would be useful for those of you interested in working with young children.

Jarrell, Jill S. & Cannon, Tara C. (2010). **Cooler than Fiction: A Planning Guide for Teen Nonfiction Booktalks**. McFarland. This book would be useful for those of you interested in working with young adults.

Learning Objectives

The students will be able to:

1. Trace the past, present, and future of nonfiction for youth (LitBit 1).
2. Identify and select quality nonfiction works for youth (LitBit 1-8).
3. Apply principles of collection development to nonfiction youth collections (LitBit 2).
4. Design pairings of fiction and nonfiction works and book clusters for youth (LitBit 3).
5. Read and analyze the range of nonfiction for youth (LitBit 1-8, Read & Discuss).
6. Discuss trends in graphic nonfiction for youth (LitBit 4).
7. Identify characteristics of nonfiction that appeal to reluctant readers (LitBit 4).
8. Create pathfinders that connect nonfiction books with online tools and resources (LitBit 5-7).
9. Connect the school and public library nonfiction collection to the Common Core State Standards (LitBit 2).
10. Apply strategies for readers' advisory to nonfiction collections (LitBit 1-8, Blog).

The instructor will:

- encourage critical and creative thinking related to literature for youth.
- convey examples of theory, techniques, and models relevant to literature for youth.
- judge student performance fairly in accordance with the SLIS grading policy and the expectations for the assignments outlined in this syllabus.

Assignments and Assessments

Revised Bloom's Taxonomy (RBT)

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.

6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree – **Major emphasis**
- Communicate effectively with their peers, their clientele, and the public – **Major emphasis**
- Think critically and creatively to improve practice in their field – **Major emphasis**
- Meet all ethical standards established for the discipline – **Moderate emphasis**

Course Assignments and Assessments Details

Prior to assessment, each student should complete the required reading, viewing, and active learning assignments. The learning objectives will be assessed through a series of projects, activities and discussions. A total of 100 points is possible.

The course contains eight **LitBits Assignments** worth 10 points each, a **Book Blog** worth 20 points, and a **Read & Discuss** assignment worth 10 points.

Each LitBits Assignment involves using the Canvas forum to post an activity and reply to the work of a peer. For each assignment, students choose ONE of the options that best fits their professional goals.

- LitBit 1: Informational Reading for Youth
- LitBit 2: Collection Development and the Core Curriculum
- LitBit 3: Picture Books, Narratives, and Read-Aloud Nonfiction
- LitBit 4: Reluctant Readers and Graphic Nonfiction
- LitBit 5: Literary Nonfiction, Biographies, and Humanities
- LitBit 6: Pairing and Clusters in History, Geography, STEM
- LitBit 7: Series, Reference, and Nontraditional Approaches
- LitBit 8: Marketing, and Technology

For details, go to the Course Guide at <https://eduscapes.com/nonfiction/course/courseguide.htm>.

Reading Blog

Create a reading blog sharing books of interest related to nonfiction books and informational reading.

Read and Discuss

Read and discuss works of nonfiction.

Course Grades

High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality work. Final grades are based on the following range within the total 100 points possible. The meaning of the letter grades follows the SLIS Grading Policy:

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- **A (98-100%):** 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. The grade of A+ is not granted in SLIS, except in very exceptional cases.
- **A- (95-97%):** Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
- **B+ (92-94%):** Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.
- **B (89-91%):** Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.
- **B- (86-88%):** Marginal work. Student performance demonstrates incomplete understanding of course materials.
- **C (80-85%):** Unsatisfactory work and inadequate understanding of course materials.
- **D (75-79%):** Unacceptable work; course work completed at this level will not count toward the MLS degree.
- **F (74% and below):** Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

Note that to satisfy a core requirements, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

Course Scope and Sequence

Week 1

Informational Reading for Youth: Past and present

Informational texts defined

Structure and approaches to nonfiction writing (i.e., explanatory, narrative)

History and trends in nonfiction for youth

The importance of nonfiction for youth

Readers' advisory for nonfiction: fashion to survival guides

Week 2

Collection Development and Pop Culture: Tattoos to reality TV

Youth reading preferences, motivation, and reading research

Nonfiction analysis

Selection tools for nonfiction

Book awards and the "best of the best"

Issues in selection

Nonfiction authors

Nonfiction publishers

Week 3

Common Core State Standards for School & Public Libraries

Informational reading and the standards

Information inquiry and the standards

Implications for school and public libraries

Collaboration and leadership

Week 4

Emergent and Novice Readers

Informational picture books: alphabet to counting books

Fact, fiction, and narrative nonfiction

Read-aloud nonfiction

Week 5

Reluctant Readers

How-to books: drawing, cookbooks, games, magic, and Lego mania

Thinking books: brain teasers, riddles, secret codes, puzzles, illusions

Levels of truth books: folklore, mythology, dragons, wizards, ghosts, aliens

Week 6

Graphic Nonfiction

Graphic novel-style nonfiction: biographies, histories, sciences

Visually-rich books: illustrations, photos, infographics, charts, graphs

Photobooks and scrapbooks

Week 7

Literary Nonfiction

Literature (800s)

Biography and genealogy (920s)

Social topics (abuse, addiction, bullying, dating, death, divorce)

Week 8

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

Arts, crafts, and hobbies

Fitness and sports

Music, dance, and theatre

Holidays and festivals

Philosophy, religious, and social studies

Language

Week 9

History and Geography Collection (900s)

Prehistoric people

Explorers and pirates

American history

Western history

Eastern history

Geography and travel

Focus on Primary Sources

Week 10

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

Air, earth, and space science (i.e., weather, disaster, astronomy, aerospace)

Physical science (i.e., physics, chemistry, energy)

Earth science and paleontology (i.e., geosciences, dinosaurs)

Life science (i.e., botany, biology, human biology, animal science, environmental)

Medical science (i.e., healthcare, medicine, optics, biofields)

Technology (i.e., computers, robotics, cybersecurity, nanotechnology, family life)

Engineering (i.e., automotive, construction, electrical, industrial, civil, invention)

Mathematics (i.e., financial, statistics, probability, business)

Week 11

Pairings and Clusters

Fiction-Nonfiction Pairings: magic treehouse to sports adventures

Primary Source Pairings

Concept Clusters

Literature Circles

Pathfinders

Week 12

Series and Reference

Series nonfiction: field guides to states reports

Reference: atlas, almanacs, and college guides

Week 13

Nontraditional Approaches and Formats

Adult nonfiction for teens

Teen versions of adult books

Nontraditional nonfiction formats: popups to kits

Information inquiry, youth research, and informational reading

Week 14

Connecting with Youth

Marketing nonfiction: beyond ghosts, aliens, and magic books

Book clubs: biographies to bigfoot

Public library programming: cooking contests to dinosaur digs

Week 15

Technology Connections

Transmedia: connecting books, multimedia, websites, and social media

Audiobooks: informational reading to language learning

Informational video: documentaries to how-tos

Digital documents: historical speeches to science reports

Databases: periodicals (i.e., Cobblestone, Muse)

Expectations, Guidelines, and Policies

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 on time, which is your attendance.

Incompletes

Please let your instructor know if you're having difficulty completing the requirements of this course. A grade of "incomplete" is only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an incomplete grade automatically becomes an F after one year. See: [IUPUI Registrar: Grade of Incomplete \(registrar.iupui.edu/incomp.html\)](http://registrar.iupui.edu/incomp.html)

Deliverables

You are responsible for completing each deliverable (e.g., projects, activities, discussions) 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 if submitted late without making prior arrangements.

All assignments are due by midnight on the date listed in the course calendar. A couple extra hours beyond midnight is okay if you're working late or have computer problems. One advantage of this type of course is flexibility. However, specific due dates have been established to ensure that all students are successful in this course. Please let your instructor know if you need to change these dates because of personal or professional responsibilities. If you email your instructor before an assignment is due, you'll be given a couple additional days to complete an assignment because of personal or professional reasons. Otherwise, deductions will be made for late work.

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.

MLS PROGRAM OUTCOMES

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

- **Approach professional issues with understanding**
Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
Anticipate emerging trends and respond proactively
- **Assist and educate users**
Analyze and identify the information needs of diverse communities of users
Educate users and potential users to locate, use, and evaluate information resources and tools
Analyze and evaluate information systems and services in a variety of settings
- **Develop and manage collections of information resources**
Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
Manage, evaluate, and preserve physical and virtual collections of information resources
Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources
- **Manage and lead libraries and other information organizations**
Perform basic managerial functions, including planning, budgeting, and performance evaluation
Communicate effectively to a variety of audiences
Apply theories of organizational behavior and structure
- **Represent and organize information resources**
Understand and apply principles of representation and organization
- **Use research effectively**
Design, conduct, interpret, and take action based upon research and evaluation
- **Deploy information technologies in effective and innovative ways**
Implement and evaluate information and communication technologies for efficiency, usability, and value to users

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 employ:

- **Foundations of the Profession**
 - 1A. The ethics, values, and foundational principles of the library and information profession.
 - 1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
 - 1C. The history of libraries and librarianship.
 - 1D. The history of human communication and its impact on libraries.

- 1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
- 1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
- 1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
- 1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
- 1I. The techniques used to analyze complex problems and create appropriate solutions.
- 1J. Effective communication techniques (verbal and written).
- 1K. Certification and/or licensure requirements of specialized areas of the profession.
- **Information Resources**
 - 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
 - 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
 - 2C. Concepts, issues, and methods related to the management of various collections.
 - 2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
 - **Organization of Recorded Knowledge and Information**
 - 3A. The principles involved in the organization and representation of recorded knowledge and information.
 - 3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
 - 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
 - **Technological Knowledge and Skills**
 - 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
 - 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
 - 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
 - 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
 - **Reference and User Services**
 - 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
 - 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

- **Research**

6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.

- **Continuing Education and Lifelong Learning**

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

- **Administration and Management**

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Code of Conduct

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code of Student Rights (studentcode.iu.edu/)

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorials and Tests (www.indiana.edu/~academy/firstPrinciples/)

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:
 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 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 \(registrar.iupui.edu/withdrawal-policy.html\)](http://registrar.iupui.edu/withdrawal-policy.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. **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](http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/) (studentaffairs.iupui.edu/health-wellness/counseling-psychology/)
5. **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.
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. 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 \(AES\)](http://aes.iupui.edu/) (aes.iupui.edu/) 317-274-3241.
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 [Protect IU](http://protect.iu.edu/emergency) (protect.iu.edu/emergency)
9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies](http://registrar.iupui.edu/course_policies.html) (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. See [Administrative Policy: No Class Attendance without Official Enrollment](http://registrar.iupui.edu/official-enrollment-class-attendance.html) (registrar.iupui.edu/official-enrollment-class-attendance.html)
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 [IUPUI Policy on Religious Holidays](http://registrar.iupui.edu/religious.html) (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 [Stop Sexual Violence](http://stopsexualviolence.iu.edu/) (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 [Division of Student Affairs](http://studentaffairs.iupui.edu/advocate) (studentaffairs.iupui.edu/advocate)

IUPUI Course Policies

A number of campus policies governing IUPUI courses may be found at the following link: [Course Policies](http://registrar.iupui.edu/course_policies.html) (registrar.iupui.edu/course_policies.html)

See the [Important Supplement for IUPUI Syllabi](#). (.pdf) This link is also automatically inserted at the top of the Canvas Syllabus page. This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
- IUPUI Policy on Academic Integrity
- IUPUI Policy on Sexual Misconduct
- Education and Title VI
- Military Related Personnel Statement
- Two-Step Login (Duo)

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.

Late and Incomplete Work

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in lose of points.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct.

Students should be sure to read the Student Code of Conduct. The Academic Handbook states that faculty members have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students.... The faculty member should explain clearly the meaning of cheating and plagiarism as they apply to the course... Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.” (p. 172). For more information, go to <http://www.iupui.edu/code>

Student Accommodations for Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu

For more information, go to <http://diversity.iupui.edu/aes/>