SIUE logo with black sans serif capital SIU and a red lower case e

Syllabus for CODE122

Research Team II – Face to Face

Spring 2023

[Time]

[Location]

# About the Instructor

Name: xxx

Phone: xxx

Email: xxx

Office Number: xx

Office Hours: xxx

## Welcome

This is the second research team course in the Community-Oriented Digital Engagement Scholars Program. In these courses, you will work alongside me, XX your community partner, and the other students on your research team to understand [problem the research team covers], the topic you chose during CODES orientation. This course is designed to reinforce research methods and ethics; you will interview members of the community and collect, manage, and analyze quantitative and qualitative data to create digital stories. This is a preliminary syllabus; we will work to choose content, additional objectives, and activities together and then I will distribute a revised version.

You are welcome to visit CODES Director Dr. Jessica DeSpain to discuss life goals, CODES participation, or just to say hello!

Dr. Jessica DeSpain

Peck Hall 2210

[jdespai@siue.edu](mailto:jdespai@siue.edu)

Office Hours: MW TBA

## **Co-Requisites and Pre-Requisites**

Students must be enrolled in CODE 123: Research and Systems Thinking during the same semester they are enrolled in CODE122: Research Team II. Students must complete CODE120: Research Team I and CODE121: Transdisciplinary Communication with a grade of C or better before enrolling in this course.

## **Course Description**

Introduces quantitative and qualitative research methods and ethics; students collect, manage, and analyze data, interview community stakeholders, create digital stories, and contextualize their findings.

## **Course Goals**

* Structure an ethical research plan
* Collect and analyze data
* Practice collaborative skills
* Conduct ethnographic research with community subjects using best practices for audiovisual recording and editing
* Learn about research problem in the context of your community organization, Alton, IL, the nation, and world

Course Materials

After developing a course of study, all required materials will be available on the course Blackboard site. Blackboard is the web-based course management system used at SIUe. This is your primary source of information regarding the course. Through Blackboard, you may access the course syllabus and schedule, class slides in PDF format, homework assignments, your grades, links to online resources, announcements, and other materials relevant to the course. Access the Blackboard site by going to <http://bb.siue.edu/>. Your Blackboard login is your email username and your Blackboard password is your email password. Additional Blackboard resources include:

Blackboard Student Orientation Site: <http://www.siue.edu/its/bb/index.shtml>

Blackboard Help Line: 618-650-5500

## **Course Activities/Assessments**

## **Source Analyses (7 throughout the semester)**

Once a week, we will engage in team discussions about a source, which may include articles, literary texts, maps, documentaries, podcasts, or objects. In preparation of each of these discussions, you will complete a source analysis sheet to provide information about the source’s context, content, and your analysis of it.

**Digital Story**

Each student will develop a 3-5 minute digital story (a short video honoring the perspective of a community stakeholder). This assignment is process-based and will require several stages of development. It is important for students to meet all deadlines and contribute to each stage of the process.

**Final Project**

As a team, we will construct a project over the course of the semester that includes digital storytelling, results from survey data, and visualizations of our results to communicate a detailed, nuanced story about our problem, its drivers, and its stakeholders. We will work as a group to develop a project charter and each of your will have individual responsibilities toward the completion of our goal. At minimum, each of you will:

* Contribute to the work of writing and distributing our survey
* Analyze the dataset
* Write 1,000 to 1,500 words about our findings
* Make at least one data visualization
* Contribute to the design/appearance of the project

# Course and University Policies

## **Becoming an Effective Collaborator**

We have made it to the second semester as a research team! Hopefully you now see your research team as its own community where we share ideas, provide feedback, and support one another through these first two years of college. We are going to keep working on effective collaboration this semester as we develop a research plan together and learn how to distribute and complete tasks effectively while providing feedback to one another on what works and what doesn’t.

The CODES pathway uses Slack for communications. Use it to talk to one another and to message me privately about our work or about your other experiences on campus. I’ll be available in Slack Monday through Friday between the hours of 9 and 5.

## Academic Integrity/Plagiarism

Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](http://www.siue.edu/policies/1i6.shtml). Students are responsible for complying with University policies about academic honesty as stated in the [University’s Student Academic Conduct Code](http://www.siue.edu/policies/3c2.shtml).

## Grading

In this course we use [contract grading](https://iris.siue.edu/codes/instructors/curriculum-resources/contract-grading/) coupled with an ePortfolio of artifacts of your work to give you more ownership over your learning, and to focus more on the process of learning rather than a finished product. You will use a template I provide to write your learning contract, a document in which you will describe what you want to learn this semester and how you will organize your time to learn it. Though the learning contract has categories of assessment; you’ll decide how you’ll weight your work. You’ll decide where you want to concentrate your greatest effort, and what you want to improve upon. I won’t be assigning you numbers or letters, but rather will be giving you written feedback both in and outside of class about your work. You will submit a [learning portfolio](https://iris.siue.edu/codes/portfolio-template-for-class-grading/) at midterm and semester’s end in which you will demonstrate and reflect upon your learning. We will meet to discuss your progress and renegotiate the contract as necessary. I will give you a letter grade at midterm and assign a final letter grade at semester’s end based on how well your portfolio demonstrates the learning goals we’ve decided upon in your contract. Guidelines for the CODES ePortfolio are available on the [Resources](https://iris.siue.edu/codes/students/eportfolios/) website.

## Late or Missed Assignments and Activities

I will not penalize students for late work, but to stay on schedule, receive prompt feedback, and be successful in class, it is important to meet our agreed upon deadlines. Research teams use a flipped classroom model. This means you will have readings, videos, and activities to complete outside of class that will prepare you for collaborative, activity-based in-class work. If you do not complete the work outside of class, these research team meetings will be less successful. For example, if we have a project proposal or draft due, and you miss the deadline, I may not be able to get you timely feedback to improve your work, resulting in a lower final grade.

## Use of Devices in and Out of Class

One goal of CODES is to help students form a digital identity and understand their role in a society that takes place through face-to-face and digital interactions. Good digital citizens know how to devote their attention to the right people, things, and tasks at the right times. When you are in class and your classmates or your instructors require your attention, you should be focusing on them with phones off and laptops closed. If you are doing collaborative work that requires technology, then you should have computers or phones out. You should be savvy (and respectful enough) to know the difference. This means no headphones or earbuds in class, no videogames in class, etc., etc. Also, show empathy and care to other members of our CODES community in all digital environments by not making fun of, bullying, or disrespecting students or faculty on messaging platforms or social media.

## Attendance and Participation

Research team courses depend on the active attendance and participation of every student. If you are missing class or are not keeping up with assignments, you will be jeopardizing not just your own grade, but the work of your team mates, and the quality of the project we have committed to complete for our community organization. Attendance and participation are a vital part of your work, and will be considered as a factor in evaluations of your ePortfolio at midterm and the course’s end. Students who miss more than five classes are in danger of failing the course.

## Number of Preparation Hours

As with any undergraduate course you will take, the calculation to determine the amount of time you need to spend on a course to be successful is to spend two hours outside of class for every hour in class. Class will be in session for two and a half hours per week, which means students should expect to spend at least five hours per week outside of class on readings, studying, assignments, journals and the research paper.

## Diversity and Inclusion

This pathway deliberately seeks to be on the cutting-edge of diversity efforts at the university, hence the racial demographics of CODES exceed the standards of most other classes and programs on campus. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. In addition to fully supporting the University's [diversity statement](https://www.siue.edu/about/mission-goals-plans/diversity.shtml), we plan to participate in regular conversations throughout the semester to consider additional barriers and opportunities associated with the evolving nature of diversity, equity, and inclusion initiatives both on campus and more broadly.

## Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

## Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

* [Lovejoy Library Resources](http://www.siue.edu/lovejoylibrary/)
* [Tutoring Resource Center](https://www.siue.edu/lss/tutoring-resource-center/)
* [The Writing Center](http://www.siue.edu/lss/writing/index.shtml)
* [Academic Advising](http://www.siue.edu/advising/)
* [Financial Aid](https://www.siue.edu/financialaid/)
* [Campus Events](http://www.siue.edu/events/)
* [Counseling Services](https://www.siue.edu/counseling/)

If you find that you need additional support, please reach out to me and let me know.

## Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siue.edu](http://cougarcare.siue.edu/) or by calling [618-650-2842](tel:618-650-2842).

# CODES Partners

CODES is a partnership between several University programs and Centers; members of these University groups will make frequent appearances in and provides support for your CODES courses.

## The IRIS Center

The IRIS Center at SIUE is an interdisciplinary facility designed to support scholarship and teaching that applies digital content as a primary methodology. IRIS Center staff offer instructional sessions on a variety of tools and software, and students can visit the center for support in designing digital projects. Visit <https://iris.siue.edu> to learn more about the IRIS Center. The IRIS Center’s RISE-DH interns and Dr. Margaret Smith hold office hours to support students with their ePortfolios and the technical aspects of their project for CODES.

RISE Hours:

Dr. Smith Hours:

## SIUE Successful Communities Collaborative

SIUE Successful Communities Collaborative (SSCC) is a cross-disciplinary program that supports yearlong partnerships between Illinois communities and SIUE to advance local resiliency and sustainability based on community-identified environmental, social and economic issues and needs. SSCC's mission is to connect Illinois communities with SIUE students and faculty. The SSCC team is eager to support you and your cohort. Visit <https://www.siue.edu/successful-communities/index.shtml> to learn more about SSCC and the resources it has available to support your work.

## The SIUE Truth, Racial Healing and Transformation Campus Center

The SIUE Truth, Racial Healing and Transformation Campus Center (TRHT) seeks to dismantle a hierarchy of human value by connecting community agencies already engaged in anti-racism work, establishing new relationships between those community agencies and SIUE, and preparing students to work alongside community members as agents of social change. As equal partners with all stakeholders, we establish authentic, trusting relationships for the upbuilding of sustainable communities where people of all backgrounds can thrive. Visit <https://www.siue.edu/provost/trht/index.shtml> to learn more about TRHT, its goals, programs, and initiatives.

# Course Schedule

***Note for Research Team Faculty [Should not be there in student version]***

Information about syllabus creation activities can be found on the [CODES Resources site](https://iris.siue.edu/codes/instructors/building-a-research-team-syllabus/).

***Municipality and Theme for First Cohort***

Each cohort works with community organizations in a specific municipality that fit under an umbrella theme. At the orientation, students choose what aspect of the theme will be their area of focus. The first cohort will work in Alton, Illinois, with the theme “Resiliency and Spatial Justice in the Face of Climate Change.” As a Mississippi River town, Alton has a storied past. After the Missouri Compromise, Alton was a key stop for the Underground Railroad and a hub of activity for both abolitionists and hunters of people who escaped from slavery. The city was also the site of racial segregation throughout the twentieth century. Redlining meant that black communities were relegated to parts of the city at the mercy of the river’s frequent flooding. Extreme flooding again hit Alton in spring 2019 leading to concerns about racial justice in the context of climate change. The theme will allow students to consider water quality, flood management, housing practices, and segregation in the context of history, literature, geography, and environmental science.

Teams will work to define what spatial justice should look like in this region, a concept that Edward Soja explains as “fundamentally, almost inescapably, a struggle over geography.” Because of the program’s emphasis on digital as well as physical spaces, a spatial justice approach includes preparing students to operate ethically when establishing community connections using digital platforms. The curriculum includes discussions of digital audience, ethics of online community-building, and the formation of cyber identities. Contributing to the work of spatial justice, community-engaged DH pedagogy should foster digital environments in which project participants consider their subject position in relationship to power and privilege as it operates in everyday interactions and in broader contexts.

| **Week** | **Learning Activities** | **Assignments** | **Due Dates** |
| --- | --- | --- | --- |
| **Week 1**  January 10 | -Discussion of course goals, building upon reflections from Fall term  -Discussion about team building and participation responsibilities  -Add information to shared Google Doc “Necessary Knowledge”  -Watch digital storytelling examples |  |  |
| January 12 | -Syllabus writing activity  -Visit from Connie Frey Spurlock | - add two proposed sources to Necessary Knowledge Doc based on research | January 19 |
| **Week 2**  January 17 | **Visit from Community partner** |  |  |
| January 19 | - Reflection on partner visit  -Finish syllabus writing, focus on listing community stakeholders based on previous research, considering who to interview to understand the problem |  |  |
| **Week 3**  January 24 | -Finalize syllabus  -Discuss learning contract/work on goals, and schedule individual appointment | Source Analysis | January 26 |
| January 26 | -Source Discussion | -Share draft of learning contract | 24 hours prior to appointment time |
| **Week 4**  January 31 | -Discuss quantitative/qualitative research questions  -Interviewing skills/ethics  -Question building activity | Source Analysis | February 2 |
| February 2 | -Source Discussion |  |  |
| **Week 5**  February 7 | -Practice interviews with other research teams or each other | Source Analysis | February 9 |
| February 9 | -Source Discussion |  |  |
| **Week 6**  February 14 | -Prepare for community interview event |  |  |
| February 16 | **Community interview event** |  |  |
| **Week 7**  February 21 | -Discuss interview outcomes  -Work on storyboards in class | -Source Analysis  -Storyboards | February 23 |
| February 23 | -Workshop storyboards  -Source Discussion | -Bring clips and materials with you to class for editing | February 28 |
| **Week 8**  February 28 | Work on digital stories | -Bring near complete version of story for workshopping | March 1 |
| March 2 | -Workshop digital stories | -Completed digital stories | Due Saturday, March 4 |
| **Week 9**  March 6-10 | **NO CLASS Spring Break** |  |  |
| **Week 10**  March 14 | -Share stories with community partner and discuss needed quantitative data | -Share midterm ePortfolio 48 hours prior to assigned meeting time  -Source Analysis | March 16 |
| March 16 | -Examine data visualizations  -Source Discussion |  |  |
| **Week 11**  March 21 | -Work on project charter document, project management  -Discuss survey creation | Source Analysis | March 23 |
| March 23 | -Collect research, work on surveys, clean data, etc.  -Source discussion |  |  |
| **Week 12**  March 28 | -write research results & develop visualizations, etc. | Source Analysis | March 30 |
| March 30 | -Work on project content and design in class  -Source discussion |  |  |
| **Week 13**  April 4 | Work on project content and design in class, IRIS support available | Draft documents | April 6 |
| April 6 | Workshop progress and meet individually with me |  |  |
| **Week 14**  April 11 | Continue revising | Draft documents | April 13 |
| April 13 | Continue revising |  |  |
| **Week 15**  April 18 | Finalize project |  |  |
| April 20 | Presentations at Undergraduate Research Showcase (attended by community stakeholder) |  |  |
| **Week 16**  April 25 | Discuss Showcase results and next steps | Share draft of final ePortfolio 48 hours prior to assigned meeting time |  |
| April 27 | No Class-Time set aside for 30-minute individual appointments |  |  |
| **No Final Exam** | | | |