

CODE 120: Research Team 1
In person, Fall 2024, T 2-4:50, Alumni 3402

Hi, I'm Dr. Adriana Martinez and I'll be your professor this term. Welcome to the class! My pronouns are she/her/hers. I study rivers and I'm excited to start the semester!

You can reach me by email at adrmart@siue.edu



I generally reply quickly during regular business hours (Monday – Friday 8-5). Saturdays and Sundays are my recharge days, so I will occasionally check my email, but cannot guarantee you a quick reply on those days.

Student Hours:



My student hours are **T/TH 11-12**. If that doesn't work for you, just email me to make an appointment! My office is in Alumni 1413, SW 2210, or you can reach me on [Zoom](#).

Teaching Philosophy: I believe that every student is capable of learning and strive to create an inclusive environment for my students.

What are we here to do?

Community-Oriented Digital Engagement Scholars (CODES) is a pathway for motivated students in all fields and majors to use their general education credits to work alongside community organizations to study and address the world's most pressing problems. CODES students meet each semester in research-team courses facilitated by their mentoring professor and a community organization to address major social problems in our region. Teams analyze, visualize, and share their work with the broader public using skills central to the digital humanities, including data mining, mapping, storytelling, networking, and cultural analytics.



This is the first research team course in which you will work alongside me, representatives from Heartlands Conservancy and the Jackie Joyner Kersee (JJK), Food, Agriculture, and Nutrition (FAN) Innovation Center, and the other students to understand our theme: Care and Equity in our Water Infrastructures. This first research team course is designed to help you learn about the community in which we'll be working and to orient you to life as a college student and to CODES more specifically.

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

Dr. Jessica DeSpain
jdespai@siue.edu

Peck Hall 2210
Office hours: MW 1:30-3:00

Here are our learning goals this term:

- Learn time management skills, intellectual curiosity, self-evaluation, and study habits
- Practice collaborative skills and work as a team to complete a digital project that addresses a communication need identified by our community partner
- Learn about the water justice and equity and in the context of their own life, JJK-FAN, Heartlands Conservancy, the Southern American Bottoms, the U.S., and globally



Explore our problem using a transdisciplinary model that considers where appropriate content central to several disciplines including, but not limited to diverse fields such as history, literature, anthropology, biology, and sociology

- Write multimodal digital compositions designed to reach different audiences
- Present your work publicly twice during the semester for you classmates and later for a broader audience of community members

Research Team Goal for Semester

Settle into three sub-teams who each work to define one aspect of the wicked problem that water equity and infrastructure in the Sothern American Bottoms; define each sub-team’s focus and the relationship it bears to the larger problem.

Course Activities/Assessment:



There are five major activities in this course (described below):

- Learning Contract and ePortfolio
- Source Analysis
- Discussion Leading – 1 in pairs throughout the semester
- Multimodal Compositions (MCs) – 2 throughout the semester
- Collaborative Digital Problem Mapping

A Work	B Work	C Work
<ul style="list-style-type: none"> • Misses one class or less, or completes make-up work for excused absences • Annotates all readings thoroughly • Makes substantive comments in discussions • Completes all assignments on time • Work demonstrates intellectual engagement, care, effort, and growth in response to feedback • Collaborates substantially, contributes to vision, works equally with peers 	<ul style="list-style-type: none"> • Misses two classes or less, or completes make-up work for excused absences • Annotates readings • Often participates in discussion • Completes all major assignments on time • Completes most SAs on time • Work demonstrates care, effort and growth in response to feedback • Collaborates equally, completes required work 	<ul style="list-style-type: none"> • Misses three classes or less, or completes make-up work for excused absences • Completes most readings • Sometimes adds to discussion • Completes all major assignments on time • Completes at least four SAs • Meets minimal expectations on assignments; shows limited growth in response to feedback • Completes required collaborative work

- **Learning Contract and ePortfolio**



We use 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. In your learning contract, you will describe what you want to learn this semester and how you will organize your time to learn it. You will identify five goals for the semester based on the CODES Learning Outcomes. You’ll decide how much importance you want each goal to have by weighting them with a percentage. 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 add a portfolio of your learning to your CODES ePortfolio for the class that will be due at midterm and at

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. You should be adding to your ePortfolio page for the course all semester! 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 you've met your learning goals. The basic standards listed below should guide your in-class commitment.

- **Source Analyses (1-2 pages each, 6 time throughout the semester)**



We will engage in team discussions about a source, which may include articles, literary texts, maps, documentaries, podcasts, or objects. In preparation for discussions, you will complete a source analysis to provide information about the source's context, content, and analyze it. For the discussion to work, it is critical that you reach, watch, or explore the source and complete your analysis prior to coming to class on the assigned day. If you do not complete your source analyses by the due date, you will not be eligible for an A in the course. Late source analyses will not be accepted except in the case of a granted extension.

- **Discussion Leading – 1 in pairs throughout the semester**



Using the content from your source analyses, once during the semester, you will work with a partner to summarize the main points for class and lead them through a conversation of five discussion questions.

- **Multimodal Compositions (MCs) – 2 throughout the semester**

Our research team has its own WordPress site where we maintain and share a record of our research with multiple audiences. You will write two entries adding to our work to define and understand the problem our research team is exploring. Your entries may include images, video, external links, or data. They will each be framed toward a different audience. They should be between 800-1,000 words.

MC #1: Defining our Wicked Problem, Audience=Classmates



According to our textbook, wicked problems have six characteristics (see p. 68). For this first MC, think about issues of water equity and infrastructure in your own life. Choose a problem that you or people in the surrounding community experienced in places where you've lived. Elaborate on all the factors involved and the people, animals, and plants that were affected by it. Explain how your problem aligns with the six characteristics of a wicked problem.

MC #2: Current State Analysis, Audience=Community Partner

In Chapter 3 of our book (p. 119-174), we learn how to analyze the current state of a problem, including its direct and indirect drivers, causal chains, and the stakeholders involved in and impacted by the problem. Write your own current state analysis that either 1) defines the system and classifies its drivers, 2) conducts a causal chain analysis, or 3) conducts a stakeholder analysis. (Your responsibility for 1, 2, or 3 will be assigned in class). Write your composition with our community partner as our audience.



- **Collaborative Digital Problem Mapping**

Throughout the semester, we will work together to map, analyze, & understand our problem. We will use Miro together to create concept maps for our website & adapt them as we learn. For your final collaborative project, each sub-team will create a collaborative multimodal project drawing on the semester's concept maps, readings, research, & writings to explain how their segment of the

problem relates to its local and global manifestations. In the next research team course, you will stay in your sub-teams and start to collect more data about your problem by listening to stakeholders and learning more about the region. Your project, should also convey those next steps. What else do you need to learn? Who do you need to learn it from? How will you learn it? The final project for each sub-team will include an 8-10 minute presentation at the IRIS Showcase and a written report on the class WordPress site



Report Expectations

- A definition and breakdown of your team's aspect of the problem support by a Miro concept map
- An explanation of how your aspect of the problem relates to our community partners' work
- A profile for each of the key stakeholders and their perspectives
- A next steps section about what you still need to learn and how you will learn it in Spring 2026 order to make an action plan to address the problem in Fall 2026
- Works cited (at least one source per person beyond those discussed in class)

Each group member should contribute 800 to 1,000 words to the finished product and their contributions should be clearly labeled. The report should include graphs, charts, or images that support the text and that are clearly labeled and contextualized for the reader.

Presentation Expectations

IRIS Showcase presentation should summarize the report & include slides for the audience (each member of the group must contribute at least 1 slide and speak for two minutes)

Need help?

If you find any aspect of this course challenging, please talk to me. There are lots of reasons someone might experience a challenge and I can help! I usually answer email immediately:

admart@siue.edu (if within working hours stated above).

Technical requirements for students can be found in this [ITS article](#). Additional resources for learning with technology can be found on the [Online at SIUE site](#). Contact ITS at [618-650-5500](tel:618-650-5500) or help@siue.edu with any concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.



Code of Conduct

When CODE Scholars accept their scholarship, they agree to a [CODE of Conduct](#). This requires you to practice justice, equality, and compassion with other students, SIUE faculty and staff, and members of the community with whom we interact. Be open to conversation, acknowledge and appreciate cultural differences, and try to assume the best intentions of others. The CODE of Conduct also asks you to dedicate your time to learning for learning's sake. Remember that just like in our community interactions, the classroom is a place of collaboration and trust. Do your part to help our classroom community thrive. This means pushing yourself to try hard things, completing the course readings, and approaching your work with interest and curiosity.



Accessibility:

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 1270 or e-mail at myaccess@siue.edu or call 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.



Late or Missed Assignments and Activities

To stay on schedule, receive prompt feedback, and be successful, it is important you prepare outside of class. You will have readings, videos, and activities to complete outside of class that will prepare you for collaborative, activity-based in-class work. Each assignment builds on the one before it, so falling behind jeopardizes all your future work. If an emergency arises, or you are struggling with an assignment, I will consider an assignment extension with advanced notice. I will not, however, accept late assignments without an approved extension request. **You can only earn an A in the course by completing all assignments on time.**



Becoming an Effective Collaborator

This is a community where we share ideas, provide feedback, and support one another through these first two years of college. We will 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. Effective collaboration means contributing to the team's overall vision, making space for everyone's voices to be heard, doing your part, and making sure your work aligns with the mission and goals of the team.

Schedule of Activities *Subject to Change			
Note: CODES Research Team courses are three hours long, so you can engage in site visits within our scheduled class time. We will have a range of activities including discussion, group work, and individualized work to keep you engaged. We will take a ten-minute break at 2:50 and 3:50.			
Week	Learning Activities	Assignments	Due Dates
Aug 20	<p>Hour 1</p> <ul style="list-style-type: none"> -Introductions; syllabus -In-class discussion: How do you want to spend your time in college? What are your desires and goals? How do they match up? <p>Hour 2</p> <ul style="list-style-type: none"> -Think/Pair/Share: What kinds of problems are related to water infrastructure? What do we know about the Southern American Bottoms? What do we know about the watershed's communities? What do we need to know? - Return to large group; use MiroBoard to generate ideas about water equity and infrastructure <p>Hour 3</p> <ul style="list-style-type: none"> -Introduce plans for contract and ePortfolio -Write reflection about CODES learning outcomes and student goals -Discuss reading methods and annotation practices for textbooks -Go over SA expectations 	<ul style="list-style-type: none"> -Read <i>Sustainable World</i>, Chapter 2, "Wicked Problems and their Resolution," p. 68-99 -SA #1 	Aug 27

Aug 27	<p>Hour 1 -Discuss reading and SA#1 -Walk through discussion leading assignment; assign dates</p> <p>Hour 2 -Work in small groups on MiroBoard to one of the problems in Question 1 on p. 114 -Discussion of MC #1</p> <p>Hour 3 -Time to brainstorm and share ideas for MC #1 topics -Expectations of partner visits</p>	<p>-Review JJK FAN website; plan three questions for tour -Submit first draft of learning contract as word document on Blackboard</p>	Sept 7
Sept 3	<p>Visit JJK/FAN Leave from Parking Lot A in front of Library, 2:00; return by 4:50</p>	<p>-Bring a print copy of MC#1 draft</p>	Sept 10
Sept 10	<p>Hour 1 Teams begin together in Alumni Hall 3402; visit from Dr. Smith to get ePortfolio set up for class</p> <p>Hour 2 Discussion visit; add thoughts to MiroBoard Rough draft workshop for MC#1</p> <p>Hour 3 Individual student meetings/time to revise MC#1 and contract as needed</p>	<p>-Review JJK FAN website; plan three questions for tour</p> <p>-MC #1, due on ePortfolio and course site</p> <p>-Make all final changes to contract</p>	Sept 17
Sept 17	<p>Visit Heartlands Leave from Parking Lot A in front of Library, 2:00; return by 4:50</p>	<p>-Read <i>Sustainable World</i>, Chapter 3, "Current State Analysis" p. 123-161 -SA #2</p>	Sept 24
Sept 24	<p>Hour 1 Vibe check; questions about CODES; problem solving together</p> <p>Hour 2 Discuss reading and relate it to understanding of problem</p> <p>Hour 3 -Discuss visit; add thoughts to MiroBoard -Discuss expectations for MC#2</p>	<p>-Read Josh Sanburn, "The Poisoning of an American City," <i>Time</i>, 21 Jan 2016. -Watch <i>Flint</i>; free screening with snacks in Peck 1405, Thur, Sept 26, 7:00 pm. -SA #3</p>	Oct 1
Oct 1	<p>Hour 1 Discussion led by classmates on film & Sanburn article; differences in analyzing films vs. textbooks</p> <p>Hour 2 Discuss stakeholder analysis as it related to film and as to our problem</p> <p>Hour 3 Return to MiroBoard; form groups to focus topics for MC#2; groups brainstorm for MC#2 and breakdown tasks and roles</p>	<p>-Read selections from Bruce Upholdt <i>The Great River</i> -SA #4</p>	Oct 8

Oct 8	Hour 1 Discussion led by classmates on reading and SAs Hour 2 Discussion of ePortfolios; examples; time to work in class Hour 3 Visit with Lovejoy Library as a full group to learn about research	-ePortfolios due -Bring three sources to class for consideration for MC#2	Oct 13, 11:50 pm Oct 15
Oct 15	Hour 1 Partner draft to discuss first plans for MC#2 Hour 2 Workshop of sources and discussion of research integration Hour 3 Mtgs with professor about ePortfolios; time work on MC#2	- First Draft of MC#2 -Listen to podcast -SA #5	Oct 22
Oct 22	Hour 1 Discussion led by classmates on podcast and SAs Hour 2 Workshop MC#2 Hour 3 Both teams meet in Alumni Hall 3402 – Dr. Smith presentation on Digital Humanities	-Final Draft of MC#2 Due on course WordPress site -Read sample multimodal projects -SA#6	Oct 29
Oct 29	Hour 1 Discuss final project expectations Hour 2 Student-led discussion of multimodal writing projects Hour 3 -What may we learn from samples for our projects? -Develop project charters with responsibilities and deadlines -Discuss collaborative work	-Working draft of individual sections of final project building upon MC#2 -One prospective new sources per person with accompanying source analysis	Nov 12
Nov 5	NO CLASS—ELECTION DAY		
Nov 12	Hour 1 Discuss source quality and workshop materials Hours 2-3 Time to work on project	-Rough Draft of Project Report	Nov 17 at 11:59 pm
Nov 19	Hour 1 Partner check-in; advice on revising Hours 2 Time to work on final project Hour 3 Discuss ePortfolio expectations, revise and adapt ePortfolios	Final ePortfolio	Sun, Dec 1, 11:59 pm
Nov 26	NO CLASS-THANKSGIVING		
Dec 3	Hour 1 -Workshop of final project report Hours 2-3 -Time to develop presentation -Individual meetings with professor	- Meet with sub-team to practice presentation -Final Project Rpt Due	Dec 4 Mon, Dec 9, 11:59 p
Dec 4	IRIS Center Showcase 4:30, Lovejoy Library		

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 earbuds and headphones off, phones off, and laptops closed. If you are doing collaborative work that requires technology, then you may have computers or phones out. You should be savvy (and respectful enough) to know the difference. 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, you will be jeopardizing not just your own grade, but the work of your teammates, 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 are factored into evaluations of your ePortfolio at midterm and the course's end. Students who miss more than three classes are in danger of failing the course.

Number of Preparation Hours

As with any undergraduate course, you should spend two hours outside of class for every hour in class. This class meets for two hours and fifty minutes per week, which means you should expect to spend six hours per week outside of class on readings, studying, assignments, etc.

Diversity and Inclusion

This pathway deliberately seeks to be on the cutting-edge of diversity efforts at the university, hence the racial diversity of CODES exceed that 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](#), 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.

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.siu.edu or by calling [618-650-2842](tel:618-650-2842).

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](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

A project with your name on it signifies that you are the author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. Plagiarism is the unacknowledged use of others' words or ideas. You should adhere to MLA style guidelines to avoid plagiarizing. SIUE specifically states that: "The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one's own." **Students who plagiarize are in danger of failing the course and will be reported to the**

Provost—no exceptions.

The Use of Artificial Intelligence

When noted, you may use AI (ChatGPT and image generation tools) in this class. Learning to use AI tools is an important skill. You must, however, be aware of some of their limits:

- If you provide minimum effort in your prompts, your results will reflect that. Refine prompts for quality outcomes.
- Don't trust the output. If the results include a number or fact, assume it is wrong unless you can verify it. You are responsible for inaccuracies, errors, or omissions.
- Just like with any source, you should acknowledge AI usage. Include a paragraph at the end of your assignment explaining how you used the tool, how much of the content is AI-generated, and what prompts you used. Failure to do so is in violation of the course's academic honesty policies.

Academic and Other Student Services

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

- [Lovejoy Library Resources](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

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

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. The IRIS Center is particularly invested in opportunities for students to learn by doing; our students have complete fieldwork abroad, work with rare books, and serve as mentors for digital humanities clubs at secondary schools. In IRIS, students learn skills applicable to future careers like writing for the web, web development, and data visualization. Visit <https://iris.siu.edu> to learn more about the IRIS Center.

Dr. Margaret Smith in the IRIS Center can support you with many of the technical and design aspects of CODES, including video production, web development, and ePortfolio support.

Dr. Margaret Smith

2228 Peck Hall

Tuesday and Wednesday, 11-12:30pm