About the Course

Instructor
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Welcome
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
Peck Hall 2210
jdespai@siue.edu
Office hours: Appointments required (book on Calendly or email if you need to find a different time)

Bio
Hello everyone! My name is Jacqueline Shea, and I'll be your CODE 120 professor. My research centers around the social dimension of environmental studies, specifically focusing on the analysis of survey, interview, and textual data to reveal the stories people tell about the environment, as well as the various influences behind these stories. That said, I've also published education-based, linguistics, and literary studies research; and I have professional experience in working with environmental non-profits, mentoring children, and designing different types of curricula. All of that is to say that I'm looking forward to working with

each of you on your own unique projects, as well as guiding you through the process of conducting research in a general sense. I'm excited to get to know you all better over the course of the semester!

Teaching Philosophy
As an educator, my overarching goal is to empower you to affect genuine change with your education, in a way that inspires both you and those you work with. What that means is that all readings, projects, and discussions are assigned with the goal of broadening/refining your perspective and/or directly helping your community partner(s). So, please do the readings and assignments! Regarding class participation, I believe that you all bring valuable and unique life experiences to the table, and therefore encourage you to share your ideas and perspectives to co-create your educational experience with your peers and community partners. Relatedly, I value diversity of thought and encourage critical thinking, so long as you share your thoughts respectfully and kindly. If you ever have any questions/concerns/general feedback about any aspect of this course, don't hesitate to reach out!

Communicating with the Instructor
While I do not answer emails after 7:00 pm, I encourage you always to reach out via email with any questions you may have as the semester unfolds—there's no such thing as a stupid question! You may also reach me via GroupMe, but I will not be checking that platform daily. Lastly, you are always welcome to stop by my office hours (see the top of this syllabus), or schedule an appointment for a different time to chat.

Co-Requisites and Pre-Requisites
Students must be enrolled in CODE121: Communicating Locally and Globally during the same semester they are enrolled in CODE120: Research Team I. There are no pre-requisites for the course.

Catalog Description
Introduces pathway; students learn study skills, practice variable writing modes, develop a schedule of readings and activities, and meet their community partners.

Course Goals
- 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 your 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 Materials

Blackboard
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, 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

View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

Course WordPress Site and ePortfolio
The course website is an important space this semester for sharing observations and reflections of our on-site experiences. **You will submit your assignments here (and not on Blackboard).** The data and content we collect, analyze, and synthesize there will provide the basis for what happens in CODE 320: Digital Collaborations, your culminating course in the program. You should also archive all assignments as individual pages on your ePortfolio. You can find links and logins to all of those sites on the ePortfolio website. Important guidance about how to use these sites and the content that belongs on them are available for you on the CODES Resource site.

Direct Link to ePortfolio logins and Course sites: https://eportfolio.siue.edu

Miro Concept Mapping
We will be creating and refining concept maps to understand water equity and infrastructure from a variety of perspectives, people, and disciplines. You can access the maps for our team here. Here is Miro's privacy policy.

Transportation
The CODES program is committed to finding students transportation to/from the community site by reimbursing students for travel costs, arranging for carpooling, or by providing University transportation as necessary. Travel arrangements will be discussed in class.

Course Activities/Assessments

Learning Contract and ePortfolio
In this course 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.

A Work	B Work	C Work
• 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	• 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	• 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

Source Analyses (One to two pages each, 6 times 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 **hand-written** 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 (Final Project Report)
Throughout the semester, we will work together to map, analyze, and understand our problem. We will use Miro together to create concept maps for our website and 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, and 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 using 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 2025 order to make an action plan to address the problem in Fall 2025
- Works cited (including 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 and include slides for the audience (each member of the group must contribute at least one slide and speak for two minutes).

Course and University Policies

CODE of Conduct
When CODE Scholars accept their scholarship, they agree to a [CODE of Conduct](). The CODE of Conduct requires you to practice justice, equality, and compassion in your interactions 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.

Late or Missed Assignments and Activities
To stay on schedule, receive prompt feedback, and be successful in class, it is important to meet our agreed upon deadlines. 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 class assignments on time.**

Becoming an Effective Collaborator
Our research team is a 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. 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.

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.

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 or by calling 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.

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 or by calling 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 APA/MLA/Chicago 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, you 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.siue.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, 11:00 am - 12:30 pm

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 before the following class)	Due Dates
August 20	**Hour 1** -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? **Hour 2** -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 **Hour 3** -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 -Assign class discussion leads	-Read *Sustainable World*, Chapter 2, "Wicked Problems and their Resolution," p. 68-99 **-SA #1**	August 26
August 27	**Hour 1** -Discussion led by classmates on reading and SA#1 **Hour 2** -Walk through discussion leading assignment; assign dates -Work in small groups on MiroBoard to one of the problems in Question 1 on p. 114 **Hour 3** -Discussion of MC #1 -Time to brainstorm and share ideas for MC #1 topics -Expectations of partner visits	-Review JJK FAN website; plan three questions for tour -Email me the first draft of your learning contract (jacshea@siue.edu)	September 2
September 3	**Visit JJK/FAN** Leave from Parking Lot A in front of Library, 2:00; return by 4:50	-Bring a copy of MC#1 draft (printed or digital)	September 9

September 10	**Hour 1** -Teams begin together in Alumni Hall 3402; visit from Dr. Smith to get ePortfolio set up for class **Hour 2** -Discussion visit; add thoughts to MiroBoard **Hour 3** -Rough draft workshop for MC#1 -Individual student meetings/time to revise MC#1 and contract as needed	-Review Heartlands website; plan three questions for tour **-MC #1, due on ePortfolio and course site** **-Make all final changes to contract and upload to ePortfolio**	September 16
September 17	**Visit Heartlands** Leave from Parking Lot A in front of Library, 2:00; return by 4:50	-Read *Sustainable World*, Chapter 3, "Current State Analysis" p. 123-161 **-SA #2**	September 23
September 24	**Hour 1** Vibe check; questions about CODES; problem solving together **Hour 2** Discussion led by classmates on reading, relating it to understanding of problem **Hour 3** -Discuss visit; add thoughts to MiroBoard -Discuss expectations for MC#2	-Read Josh Sanburn, "The Poisoning of an American City," *Time*, 21 Jan 2016. -Watch *Flint;* free screening with snacks in Peck Hall 1405, Thursday, September 26, 7:00 pm. **-SA #3**	September 30
October 1	**Hour 1** Discussion led by classmates on film & Sanburn article **Hour 2** Discuss stakeholder analysis as it related to film and as to our problem **Hour 3** Return to MiroBoard; form groups to focus topics for MC#2; groups brainstorm for MC#2 and breakdown tasks and roles	-Read selections from Bruce Upholdt *The Great River* **-SA #4**	October 7
October 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	October 7

October 15	**Hour 1** Partner draft to discuss first plans for MC#2 **Hour 2** Workshop of sources and discussion of research integration **Hours 3** Meetings with professor about ePortfolios; time work on MC#2	-Bring a copy of MC#1 draft (printed or digital) -Read "The Negro Speaks of Rivers" by Langston Hughes -Read "At Blackwater Pond" by Mary Oliver **-SA #5**	October 21
October 22	**Hour 1** Discussion led by classmates on poems and SAs **Hour 2** Workshop MC#2 **Hour 3** Both teams meet in Alumni Hall 3402; for presentation about Digital Humanities with Dr. Smith	**-MC #2, due on ePortfolio and course site** -Watch When it Rains, This Town Floods With Sewage - YouTube -Review Flooded and Forgotten website -**SA#6**	October 28
October 29	**Hour 1** Discuss final project expectations **Hour 2** Student-led discussion of video/website and SAs **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 source per person with accompanying source analysis	November 11
November 5	NO CLASS—ELECTION DAY		
November 12	**Hour 1** Discuss source quality and workshop materials **Hours 2-3** Time to work on project	**-Rough Draft of Project Report**	November 18
November 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**	Sunday, December 1, 11:59 pm
November 26	NO CLASS-THANKSGIVING		
December 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 Report Due**	December 4 **Monday, December 9, 11:59 pm**
December 4	**IRIS Center Showcase 4:30, Lovejoy Library**		