CODES

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Research Team I

CODE120

Fall 2025

In Person

[days, times]

[Location]

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Instructor: [Name]

Email: [Email Address]

[brief welcome: e.g. Hi! My name is Dr. Adriana Martinez, I study rivers, and I'm excited to get started with all of you this semester]

Office Location

Available Hours: [times in office]

[I generally answer emails between x-x, and you can also message me on Teams for quick questions]

Course Description

Introduces pathway; students learn study skills, practice variable writing modes, develop a schedule of readings and activities, and meet their community partners. Students must be enrolled in CODE121 in the same semester they are enrolled in CODE120. There are no prerequisites.

CODES in 5 Steps

You are in Step 1 of the CODES Program: "Learning about the Problem." Your objective this semester is to learn all you can about the problem locally and globally so that you are more prepared to implement a workable solution. You may want to take action, but do your best to be patient, be humble, and learn what you can! And if you feel the itch to get involved, volunteer with [community organization-useful to include a link or info about how to volunteer].

Course Goals

- Develop time management strategies, intellectual curiosity, and study habits
- Learn about [research team topic] in the context of your own life, [partners], the St. Louis Region, the U.S., and globally
- Learn how you can draw on multiple disciplines to address a problem
- Learn how to write for different audiences by creating multimedia essays
- Practice collaborative skills to complete a project explaining the problem
- Present work in a poster publicly during a presentation

Important Links and Resources

Textbook: Jessica DeSpain, et. al. *Our Common Ground*

Blackboard- you'll find additional classroom resources and feedback on your work.

SIUE ePortfolio-You'll find ePortfolio resources and links to you and your classmate's ePortfolios.

Teams-Download teams for your computer; you can message me and your classmates, and we'll store our shared files here.

Course Schedule

Important note about class format: The class is scheduled for an hour and fifteen minutes twice a week, and your CODE121 lab meets immediately after class. Your attendance for the lab will count toward your grade in this class, and we will occasionally use the extra time afforded us by the lab to travel to site visits.

Daily reflection: Your ePortfolio is designed to help you reflect on your learning everyday! Note that we have ten minutes set aside in each class period for you to add an example of your learning and write about it!

Abbreviations
SA-Source Analysis
ME-Multimedia Essays
Bb-Blackboard

Date	Class Activity	Assignments
Week 1 Aug 24 or 25	• Introductions; syllabus • How do you want to spend your time in college? What are your desires and goals? How do they match up? Revisit community norms from orientation • Introduce reflection and ePortfolio • Discuss reading methods and annotation; go over Source Analysis assignment to help students prepare for next class	Due [date] -**Reflect** about learning outcomes and personal goals and submit on Bb -**Read** Introduction of *Our Common Ground* -**Complete** SA #1 at beginning of next class
Aug 26 or 27	• Complete SA #1 in class and discuss format • Discuss reading and CODES program: What are it's stages? What do students need to succeed? What are they most excited about? What fears do students have about doing well	Due [date] -**Complete** first draft of ePortfolio introduction and goals and submit 24 hours before our meeting -**Read/Watch/Listen** to x
Week 2 Aug 31 or Sep 1	• Think/Pair/Share: Work together in pairs and then come together as a full group to generate a shared document that includes a brainstorm of problems on the topic, things the group already knows, and things they want to know. • Introduce discussion leading and assign dates • Add something from today's class to ePortfolio with reflection on what you've learned (could be a picture of your reflective thoughts from your notes, a reading annotation, or a new idea you had after listening to classmates.)	Due [date] -**Submit** final draft of ePortfolio goals -**Read** Chapter 1 of *Our Common Ground* -**Complete** SA#2 at the beginning of class
Sep 2 or Sep 3	• Complete SA #2 • Discuss community engagement commitments; what does it mean to do community engagement work? Think about positionality and power; collaboration; the work of developing a project together	Due [date] -**Add** visit notes to Teams and ePortfolio -**Read** *Our Common Ground* Chapter 2

Date	Class Activity	Assignments
	• Discuss ME #1 and brainstorm topics together • Add example to ePortfolio	
Week 3 Sep 7 or 8	• Meet together in classroom [xx]; visit from CODES Community Coordinator Andrea Barajas • Review the partner website together in class; each student develops three questions for visit • Add example to ePortfolio	-**Partner visit; be on time!**
Sep 9 or 10	• Visit **Community Partner;** Leave from Parking Lot A in front of Library at [2:00]; return by [4:50]; be sure to take good notes during visit	-**Submit** proposal for ME #1 -**Read** *Our Common Ground* section xx on AI and writing -**Complete** AI exercise prep work
Week 4 Sep 14 or 15	• Collaborate on AI exercises in class • Workshop ME #1 proposals and discuss outlining; begin outlining; discuss personal connections and perspectives • Add example to ePortfolio	Due [date] -**Bring** images to class for ME #1
Sep 16 or 17	• Discuss how images fit into ME #1; spontaneous writing exercises around images • Pair students to discuss writing and reframing of outline, next steps for ME #1 • Add example to ePortfolio	-**Read** *Our Common Ground* Chapter xx–choose a case study chapter -**Bring** complete rough draft of ME#1
Week 5 Sep 21 or 22	• Discuss case from Chapter 4 and examine student contribution to *Emplace*; how were student perspectives central to the project? • Student panel visits class to answer questions about first semester of CODES	Due [date]
Sep 23 or 24	• Discuss process and revising for an audience • Workshop ME#1 • Revisit how to add ME#1 to ePortfolio and to navigation • Add plans for revision to ePortfolio	-**final draft of ME#1 due on ePortfolio and in Teams folder**
Week 6 Sep 28 or 29	• Discuss community visits, and purpose of windshield survey • Choose questions as a group for survey	Due [date] -**Partner visit; be on time!**
Sep 30 or Oct 1	• Community tour and windshield/walking survey; leave from Parking Lot A in front of Library at [2:00]; return by [4:50]	Due [date] -**Add** windshield survey with reflection to ePortfolio
Week 7 Oct 5 or 6	• Discuss surveys from visit and add to MiroBoard/necessary knowledge doc • Frustrations, successes, and learning progress	Due [date] -**Read/Watch/Listen** x - SA#3

Date	Class Activity	Assignments
	• Go over midterm reflection expectations and give time in class to write key ideas	
Oct 7 or 8	• Time to complete SA #3 in class • Discuss source with an eye toward understanding how to apply secondary research to understand a problem from multiple perspectives • Introduce ME #2; explain how it fits into final project	-Midterm ePortfolio due 24 hours before appt, includes midterm reflection and at least ten examples with reflection on each
Week 8 Oct 12 or 13	**No class, ePortfolio appointments**	Due [date] -**Read** Chapter 5 of *Our Common Ground* -Complete SA #4 in class
Oct 14 or 15	• Time in class to complete SA #4 • Examine Chapter 5 in light of telling a "Systems Story." What was the system? What were the ways of telling the story? What did the students choose? What might they have been allowed to explore based on their choices? What did they exclude or present? • Revisit MiroBoard and "Necessary Knowledge" document; work to break down your problem and frame ongoing work **Divide into teams for ME#2**	Due [date] -**Read** xx section of *Our Common Ground* about collaboration
Week 9 Oct 19 or 20	• Discuss collaborative process and develop project charters • Work as a group to think through the sections of ME #2 and assign sections for project • Discuss source annotation and library visit	Due [date]
Oct 21 or 22	• Research teams visit Lovejoy Library together • Students work in Library to find two appropriate sources for ME#2 in consultation with librarian	Due [date] -Annotate one source
Week 10 Oct 26 or 27	• Workshop sources and discuss research integration; check in with each team on ME#2	Due [date]
Oct 28 or 29		- **Write draft of ME#2 to share with your team; submit on Bb**
Week 11 Nov 2 or 3	**Hour 1** Discuss final projects; teams meet to discuss drafts, elaborate on connections, and prepare to present to partner **Hour 2**	Due [date] -**Final Draft of ME#2 due on ePortfolio and Teams** -Read *Systems Thinking,* pp. 123-135 -SA#6

Date	Class Activity	Assignments
	Meet with partner to discuss evolving nature of system analysis and how it ties to planned outcome **Hour 3** Reflect on feedback; move into more collaborative work for final project; discuss project charters and begin project charter development	-Group submits final project charter via Teams
Nov 4 or 5		
Week 12 Nov 9 or 10	**Hours 1** Discuss *Systems Thinking* in relationship to key ideas needed for final project **Hour 2** Create a cohesive system map for final project; how do you coordinate the content from ME#2 into one scrollytelling project? How should format and content shift for scrollytelling format? **Hour 3** Team meets together in [room] to get technology support for scrollytelling from IRIS Center	Due [date] -Find additional source to contribute to the project based on partner and professor feedback, and team discussion -Read/Watch/Listen to x -SA#7
Nov 11 or 12		
Week 13 Nov 16 or 17	**Hour 1** Class discussion about source **Hour 2** **Partner check-in** to give advice as students finalize their projects and their posters **Hour 3** Recap after partner check-in, revisit project charter, determine to-dos before next class period.	Due [date] -Complete individual sections of scrollytelling -Final team scrollytelling draft due
Nov 18 or 19		
Week 14 Nov 23-27	**Thanksgiving Break—No Class**	
Week 15 Nov 30 or Dec 1	**Hour 1** Discussion of ePortfolio expectations; end-of-term reflection; time to work together on examples **Hour 2 (classes meet together)** Work in teams to integrate individual sections of final project and begin drafting posters; **support from IRIS staff will be available to help.** **Hour 3** Workshop final projects	Due [date] -Prepare final version of posters
Dec 2 or 3		
Week 16 Dec 7 or 8	**Hour 1** Finalize posters for printing	Due [date]

Date	Class Activity	Assignments
	Hour 2 Practice poster presentations **Hour 3** Put finishing touches on final projects	Submit final projects and eportfolio
SAVE THE DATE!! CODES Fall Showcase Tuesday, December 8, 4:30-6:30		
FINAL PRESENTATION **December 9, 4:30-6:30 pm, Lovejoy Library**		
Dec 9 or 10		
Finals Week	You can choose to have an ePortfolio meeting with them this week if you would like	

Your ePortfolio and Your Grade

We will use an ePortfolio with examples of your work to give you ownership over your learning. You set goals for the course and choose the corresponding grade you plan to earn. If you achieve your goals and meet participation expectations, you will earn your chosen grade.

Steps to Completion	
1	In your ePortfolio, you will describe what you want to learn and what you'll do to gain your knowledge by identifying five goals based on the CODES Learning Outcomes. You decide how much weight you want to give to each goal.
2	Add examples of your learning to your ePortfolio right away. You need one example for each 5% of your grade. The smallest ones are the best: images of a paragraph rewrite or the timestamp of an excellent video transition. I will give you rubrics and comments on your work, so choose examples that show how you applied feedback.
3	At midterm, you will complete a summary reflection and meet with me to discuss your progress toward your planned grade. We may decide you'll need to adapt your ePortfolio to achieve your goals by semester's end.
4	You will complete a final reflection, and I will assign your final grade based on how well you demonstrated your learning in the ePortfolio. You also must meet those basic expectations of class participation and citizenship to earn the grade you want.

Participation Expectations, or to Earn an…	
A	• Misses two classes or fewer, or makes up excused absences • Completes all readings on time and annotates them thoroughly • Contributes deeply to discussions • Completes all assignments and meets deadlines or has approved extension • Work shows engagement, care, effort, and growth • Abides by the CODE of Conduct and classroom norms
B	• Misses three classes or fewer, or makes up excused absences • Completes and annotates most readings • Often participates in discussion • Completes **all** assignments **and meets deadlines** or has approved extension • Work shows care, effort, and growth • Abides by the CODE of Conduct and classroom norms
C	• Misses four classes or fewer, or makes up excused absences • Completes most readings • Sometimes adds to discussion • Completes **all** major assignments, and meets most draft deadlines • Meets minimal expectations on assignments; shows some growth • Abides by the CODE of Conduct and classroom norms

Major Assignments

Source Analysis* 7@250 words	Multimedia Essays 2@1,000 words	Discussion Leading 1@20 minutes
For each major class source we discuss in class, you will complete a brief analysis of its context and content. We will complete the SAs on paper during class to help you contribute to discussion.	You will write two multimodal essays incorporating image, video, and audio, contributing to our work to define and understand the system our research team is exploring. You will craft your essays with a particular audience in mind.	Once during the semester, you will lead a discussion of an in-class source with a partner. You will develop a summary of the source and lead the class through a conversation about five questions of your choice.

Final Project

For your final project, you will work in teams to create a scrollytelling argument about the system and a printed diagram of the system you will present at the IRIS showcase.

Throughout the semester, we will map, analyze, and research a system related to our topic and our partner. We will use Miro to create concept maps of our system and adapt them as we learn. Your final scrollytelling projects will combine diagrams from Miro with the readings, images, videos, and audio you have collected for your multimedia essays to explain the systems stakeholders and contributing variables. In the next research team course, you will stay with your teams and start to do more hands-on research. Your project should end with your plans for those next steps. What else do you need to learn? Who do you need to learn it from? How will you learn it?

* **SA Alternative**: You can replace one SA by completing one service hour with the partner; more information will be provided in class

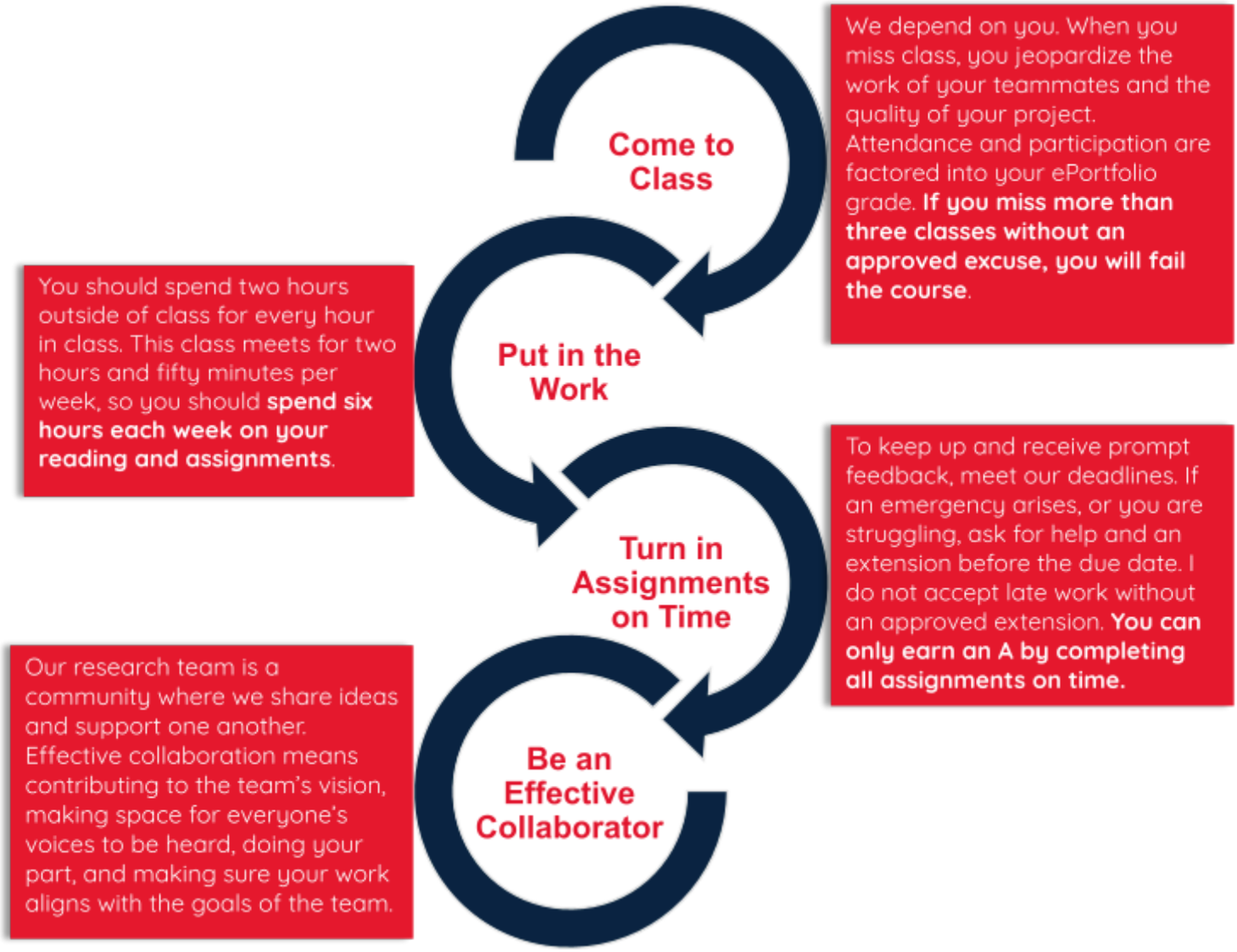
Need Some Additional Support?

Access
Seek accommodations for your classes when faced with life impairments

Counseling
Make a mental health appointment and sign up for the online service, Timely Care

Learning Support
Visit the writing or tutoring centers for help with your coursework

How to Succeed in this Class



Policies

CODE of Conduct

When you accepted your scholarship, you agreed to the 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. Just like in our community interactions, the classroom is a place of collaboration and trust. Do your part to help our classroom community thrive. Push yourself to try hard things, approach your work with interest and curiosity, and interact with others with an open heart and mind.



Use of Devices

As a CODE Scholar you are forming a digital identity and seeking to understand your role in a culture that takes shape through face-to-face and digital interactions. Good digital citizens devote their attention to the right people, things, and tasks at the right times. When you are in class and your classmates or your instructor require your attention, focus 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. Be savvy (and respectful enough) to know the difference. Also, show empathy and care to 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.



Plagiarism and Academic Integrity

Plagiarism is the use of another person's words or ideas without credit. 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. You should adhere to x style guidelines to avoid plagiarizing. In the Academic Dishonesty Policy, 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's Office—no exceptions.**



Artificial Intelligence

We will have opportunities to practice AI usage in appropriate situations. AI is not appropriate when an assignment 's goal is to help you develop skills of reflection and critical thinking. Using AI to complete assignments without permission falls under the university's academic dishonesty policy. **If you use AI without permission, your assignment will not be accepted, and you will be reported to the Provost.**



Additional University Policies and Resources

Visit this resource site for current University services related to:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches