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 might want to take quick 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: David Stoh, *Systems Thinking for Social Change*, available at Textbook Services

Blackboard-Here 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 all our shared files here.

Course Schedule

Course meets in a three-hour format with ten-minute breaks after each hour; this makes our trips to partners easier.

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

Date	Class Activity	Assignments
Week 1 {date}	**Hour 1** 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 **Hour 2** Think/Pair/Share: [focus on questions related to topic, e.g. 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 topic **Hour 3** Introduce ePortfolio; write reflection about learning outcomes and goals; discuss reading methods and annotation; go over Source Analyses	Due [date] -Read David Peter Stroh's *Systems Thinking for Social Change*, pp. 13-29 -Read/Watch/Listen to X -SA #1
Week 2 {date}	**Hour 1** Teams come together in [Room#]; visit from IRIS Center to discuss ePortfolios and Teams **Hour 2** Discuss reading and SA#1; talk about discussion leading and assign dates **Hour 3** Introduce ME #1; Brainstorm and share topic ideas; Discuss expectations of partner visits	Due [date] -Review [partner website]; plan three questions for visit -Submit first draft of ePortfolio goals and introduction for feedback
Week 3 {date}	**-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	Due [date] -Add visit notes and ideas for ME#1 to Teams -Read *Systems Thinking,* pp. 29-43 -SA#2
Week 4 {date}	**Hour 1** Discuss visit and reading; system mapping,map our system on MiroBoard, add to "Necessary Knowledge" doc. **Hours 2** Teams come together in [Room#] to discuss AI and writing/research ethics with Dr. Smith	Due [date] -update ePortfolio goals to reflect feedback **-submit rough draft of ME#1 to Teams folder**

Date	Class Activity	Assignments
	Hour 3 Students work independently on ME#1; meetings to review ePortfolio goals	
Week 5 {date}	**Hour 1** Discuss writing for audiences; workshop ME#1; revisit how to add ME#1 to ePortfolio and to navigation **Hour 2** Faculty-led conversation/activity drawn from ME#1 and "Necessary Knowledge" doc **Hour 3** Discuss community visits, choose questions, and give directions for windshield survey	Due [date] -**final draft of ME#1 due on ePortfolio and in Teams folder** -Read *Systems Thinking,* pp. 45-68
Week 6 {date}	Community tour and windshield/walking survey; leave from Parking Lot A in front of Library at [2:00]; return by [4:50]	Due [date] -Read/Watch/Listen x - SA#3
Week 7 {date}	**Hour 1** Vibe check; discuss surveys from visit; add to MiroBoard/necessary knowledge doc **Hour 2** Discuss learning outcomes, feedback on SAs and ME#1; students add examples to ePortfolio; discuss expectations for midterm reflection **Hour 3** Discuss source	Due [date] -Read Read *Systems Thinking,* pp. 69-89 -Watch *Concussion;* screening in Abbott Auditorium, Wednesday, Oct. 1, 7:00 pm -SA #4
Week 8 {date}	**Hour 1** Discuss film in context of systems thinking **Hour 2** Discuss goals for ME#2; use strategies from reading to revisit MiroBoard and "Necessary Knowledge" document; work as a team to define two key areas of interest tied to work with partner **Hour 3** **Divide into teams and assign section of ME#2**; discuss collaborative work, conflict resolution	Due [date] -Midterm ePortfolio
Week 9 {date}	**Hour 1** Research teams visit Lovejoy Library together **Hour 2** Students work in Library to find two appropriate sources for ME#2 in consultation with librarian **Hour 3** faculty member meets with students about midterm grades	Due [date] -Read/Watch/Listen x -SA#5 -Annotate one source

Date	Class Activity	Assignments
Week 10 {date}	**Hour 1** Workshop sources and discuss research integration; check in with each team on ME#2 topics **Hour 2** Class discussion about source **Hour 3** Research teams meet in [Room]; for presentation about Digital Humanities with Dr. Smith	Due [date] - **Develop draft of ME#2 to share with your team** -Read selection from *Unflappable*, Bb
Week 11 {date}	**Hour 1** Discuss final projects; teams meet to discuss drafts, elaborate on connections, and prepare to present to partner **Hour 2** **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	Due [date] -**Final Draft of ME#2 due on ePortfolio and Teams** -Read *Systems Thinking,* pp. 123-135 -SA#6 -Group submits final project charter via Teams
Week 12 {date}	**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
Week 13 {date}	**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
Week 14 {date}	**Hour 1** Discussion of ePortfolio expectations; end-of-term reflection; time to work together on examples **Hour 2 (classes meet together)**	Due [date] -Prepare final version of posters

Date	Class Activity	Assignments
	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	
Week 15 {date}	**Thanksgiving—No Class**	
Week 16 {date}	**Hour 1** Finalize posters for printing **Hour 2** Practice poster presentations **Hour 3** Put finishing touches on final projects	Due [date] Submit final projects and eportfolio
FINAL PRESENTATION **December 9, 4:30-6:30 pm, Lovejoy Library**		

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.

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 too.
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 a DM showing how you solved problems with teammates. I will attach rubrics with comments to your work, so choose examples that show how you applied my feedback to improve.
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 one class or fewer, or completes make-up work for excused absences • Annotates all readings thoroughly • Contributes deeply to discussions • Completes **all** assignments **on time** or has approved extension • Work shows engagement, care, effort, and growth • Collaborates substantially, contributes to vision, and works equally with peers • Abides by the CODE of Conduct and classroom norms
B	• Misses two classes or fewer, or does make-up work for excused absences • Annotates most readings • Often participates in discussion • Completes **all** assignments **on time** or has approved extension • Work shows care, effort, and growth • Collaborates equally and completes required work • Abides by the CODE of Conduct and classroom norms
C	• Misses three classes or fewer, or does make-up work for excused absences • Completes most readings • Sometimes adds to discussion • Completes **all** major assignments and at least five SAs • Meets minimal expectations on assignments; shows some growth • Completes required collaborative work • 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 patner. 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

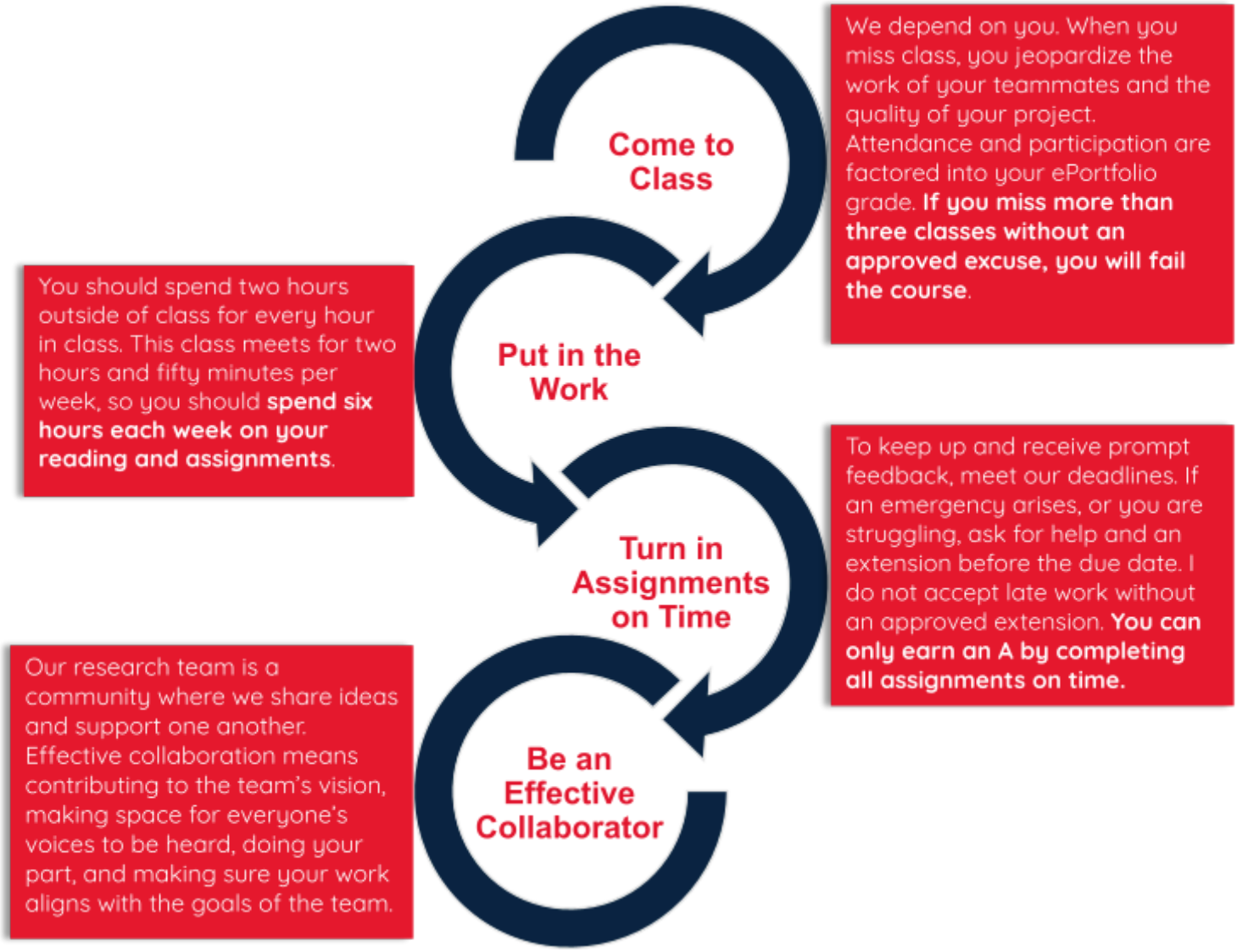
Need Some Additional Support?

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