CODES

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Research Team I

CODE120

Fall 2026

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

This course introduces the 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 each week 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? • Introduce reflection, ePortfolio, and learning outcomes • Introduce *Our Common Ground* textbook	Due [date] -**Write** first week introduction and submit to ePortfolio -**Read** Introduction of *Our Common Ground*
Aug 26 or 27	• Discuss reading methods and annotation assignment • Discuss CODES program: What are its stages? What do students need to succeed? What are they most excited about? What fears do students have about doing well • Set up ePortfolio check-in meetings	Due [date] -**Complete** first draft of ePortfolio introduction and goals and submit 24 hours before our meeting -**Read** Chapter 1 of *Our Common Ground* -**Complete** group annotation
Week 2 Aug 31 or Sep 1	• Share reflection questions from chapter • 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 • Add example to ePortfolio	Due [date] -**Read/Watch/Listen** to x
Sep 2 or Sep 3	• Think/Pair/Share: Work together in pairs and then as a group to generate a shared document that includes a brainstorm on topic, things you know, and things you want to know • Discuss group annotation assignment • Add something from this week's class to ePortfolio with reflection on what you've learned (could be a picture of thoughts from your notes, a reading annotation, or a new idea you had after listening to classmates.)	Due [date] *Remember to meet in XX -**Submit** final draft of ePortfolio goals

Date	Class Activity	Assignments
Week 3 Sep 7 or 8	• Meet together in classroom [xx]; visit from CODES Community Coordinator Andrea Barajas • Develop initial stakeholder map • Review the partner website together; each student develops three questions for visit • Add example to ePortfolio	-**Partner visit; be on time! Bring your questions, a pen, and a notebook!**
Sep 9 or 10	• Visit **Community Partner;** Leave from Hairpin near the "red e" at [2:00]; return by [4:50]; be sure to take good notes during visit	-**Read** *Our Common Ground* Chapter 2 -**Complete** group annotation -**Add** visit notes to Teams and ePortfolio
Week 4 Sep 14 or 15	• Discuss Partner Visit • Return to Chapter 1 to refine stakeholder map • Discuss Chapter 2; go over annotations and activities • Work together on a system map for your topic • Introduce ME #1 and brainstorm topics	Due [date] -**Submit** proposal for ME #1
Sep 16 or 17	• Introduction to AI ethics in relationship to writing and college assignments • Workshop ME #1 proposals and discuss outlining; begin outlining; discuss personal connections and perspectives • Add example to ePortfolio	-**Bring** images to class for ME #1 -**Read** *Our Common Ground* Chapter 3 and complete group annotation
Week 5 Sep 21 or 22	• 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 • Discuss annotations and activities from Ch. 3	Due [date] -**Bring** complete rough draft of ME#1
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 Bb and ePortfolio**
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 Hairpin near the "red e" at [2:00]; return by [4:50]**	Due [date] -**Add** windshield survey with reflection to ePortfolio and Teams
Week 7 Oct 5 or 6	• Discuss surveys from visit and add to stakeholder map/system map/necessary knowledge documents	Due [date] -**Read/Watch/Listen** x

Date	Class Activity	Assignments
	• Frustrations, successes, and learning progress • Go over midterm reflection expectations and take time in class to write key ideas	
Oct 7 or 8	• Discuss source to consider how to apply secondary reading to understand a problem from multiple perspectives • Introduce ME #2; explain connection to final project	-Midterm ePortfolio due 24 hours before appt, includes midterm reflection and at least ten examples with detailed reflection for each
Week 8 Oct 12 or 13	**No class, ePortfolio appointments**	Due [date] -**Read** [any of the case study chapters] of *Our Common Ground*, and complete group annotation
Oct 14 or 15	• Discuss Chapter X. What was the system? What choices did they have in approaching the issue? What was the impact of their choice? • Revisit stakeholder and systems maps and "Necessary Knowledge" document; work to break down your problem and frame ongoing work **Divide into teams for ME#2**	Due [date] -**Read** G4.3 *Our Common Ground* collaboration basics
Week 9 Oct 19 or 20	• Discuss collaborative process • Work as a group to think through the sections of ME #2 and assign sections for project	Due [date] **-Read/Watch/Listen to x**
Oct 21 or 22	• Discuss reading • Work in teams on AI planning and collaborative norming related to ME #2 • Discuss source annotation and library visit	Due [date]
Week 10 Oct 26 or 27	• Research teams visit Lovejoy Library together • Students work to find two appropriate sources for ME#2 in consultation with librarian	Due [date] -**Annotate** one source
Oct 28 or 29	• Workshop sources and discuss research integration; check in with each team on ME#2	Due [date] - **Write draft of ME#2 to share with your team; submit on Bb and in Teams folder**
Week 11 Nov 2 or 3	• Workshop Rough Drafts • Discuss final project and elaborate on connections together	Due [date] -**Final Draft of ME#2 due on Bb, Teams, and ePortfolio**
Nov 4 or 5	• Talk through the collaborative process and develop project charters	Due [date] -Group submits final project charter via Teams

Date	Class Activity	Assignments
	• Discuss key ideas and develop a presentation and questions for feedback for partners	
Week 12 Nov 9 or 10	• **Meetings with partner to discuss ME #2 and how it might evolve into an analysis of the problem for final project** • Calibrate partner and stakeholder needs with plans for the project as it evolves.	Due [date] -Find additional source to contribute to the project based on partner and professor feedback, and team discussion
Nov 11 or 12	• Discuss sources and how they help develop project plan • 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?	-Read/Watch/Listen to x
Week 13 Nov 16 or 17	• Class discussion about source • Reflection on collaboration process and what needs to be done to complete project	Due [date] -**Complete** individual sections of scrollytelling
Nov 18 or 19	• Discuss plans for transferring scrollytelling projects to poster format and visual elements • Needs of audience at symposium	Due [date] -Final team scrollytelling projects due
Week 14 Nov 23-27	**Thanksgiving Break—No Class**	
Week 15 Nov 30 or Dec 1	• Work in teams to draft posters; **support from IRIS staff will be available to help.**	Due [date] -Submit final version of poster for printing
Dec 2 or 3	• Discussion of ePortfolio expectations; end-of-term reflection; work on examples • Practice poster presentations	Due [date]
Week 16 Dec 7 or 8	• Practice poster presentations	Due [date] Submit final ePortfolio page for grading with end-of-term reflection and 20 examples, each with a thorough reflection
SAVE THE DATE!! CODES Fall Showcase Tuesday, December 8, 4:30-6:30		
Dec 9 or 10	• First semester retrospective: what have you learned? What are you proud of? What would you do differently? • What are our collective goals for Spring?	
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 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 (that is 20 examples). Specific ones are the best: images of a paragraph rewrite or a demonstration from a group chat where you supported another student or helped extend the team's ideas. 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 • Attends all CODES labs or has verified excused absences • Completes all readings and 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 • Misses fewer than three CODES labs or has verified excused absence • Completes most readings and 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 • Misses fewer than two CODES labs • Completes most readings and 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

ePortfolio

Your ePortfolio (described above) is the most important assignment for the class because it is where you demonstrate your learning. You have assigned ePortfolio submissions throughout the class, meetings with me to assure your progress, and a grade check-in at midterm. Failure to complete the ePortfolio will result in failure of the class!



Group Annotation
4@250 words

Your textbook allows for group annotation and includes reflection questions; for each of these readings, you will complete an annotation assignment where you add comments to the text and respond to the reflection questions.



Multimedia Essays
2@1,000 words

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.

FInal Project

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

Throughout the semester, we will map, analyze, and research a system related to our topic and our partner. We will create maps of our system and adapt them as we learn. Your final scrollytelling projects will combine these maps 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? How will you learn it?

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

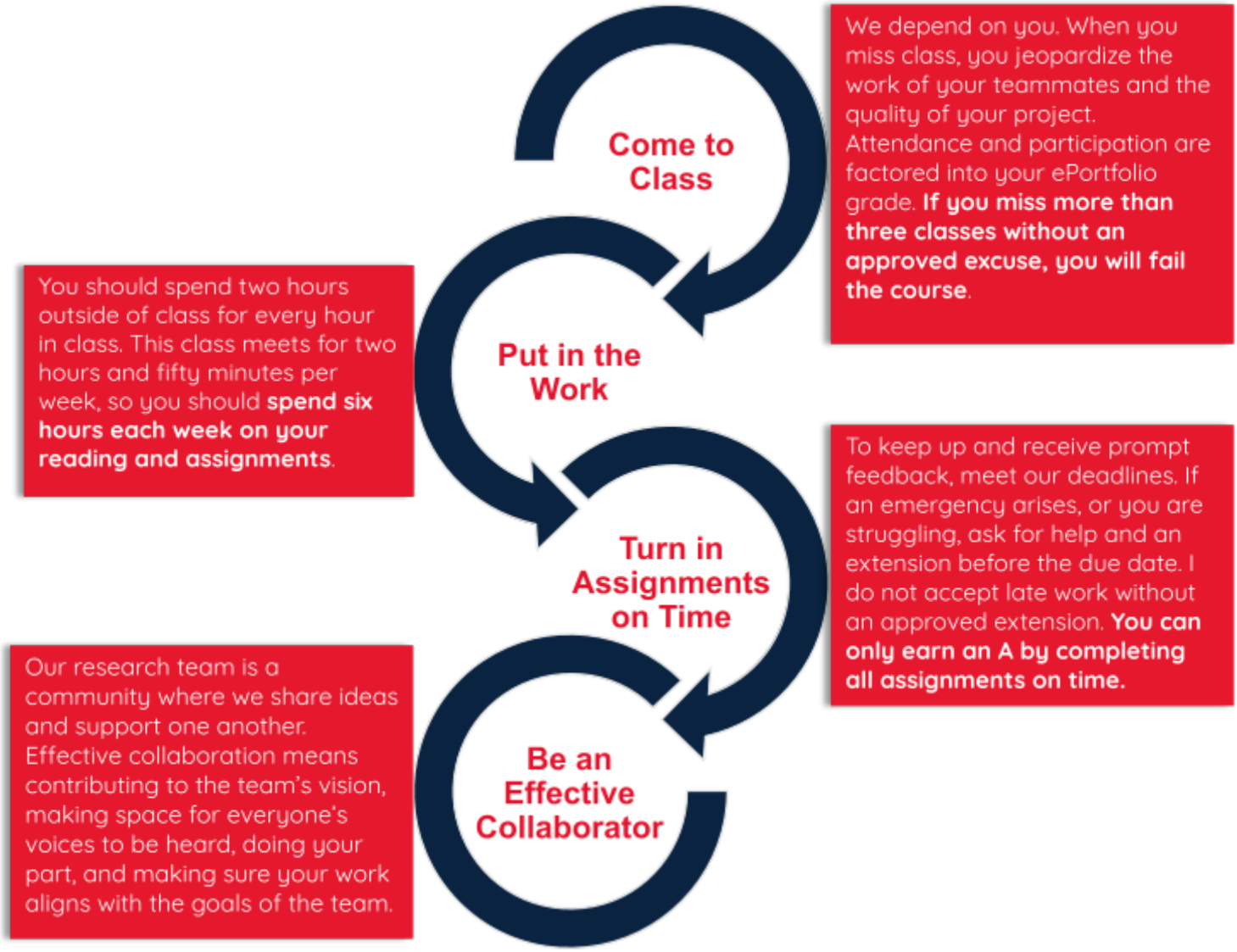
Need Some Additional Support?

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. If excessive AI usage means you are not participating in learning activities as intended, you will be reported to the Provost's Office for academic dishonesty.**



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