**Instructors**
**Marta Cuciurean-Zapan**
m.cuciurean@depaul.edu
**Brandy Parker** b.parker@depaul.edu

**Office hours:**
Mondays, 5-5:45 pm  (Brandy) in class Zoom
Thursdays, 9:15-10:00 AM (Marta)
https://ideo.zoom.us/j/94919323150?pwd=UjhJO
Xd4alFvam8zdG9qUXFYZUFFZz09
password: 668818
Other times available by appointment.

**Course Information**
HCD 421, Section 801, Class number 20612
Class times: Mondays 5:45 PM - 9:00 PM
Location: Zoom
https://depaul.zoom.us/j/96113692442?pwd=Um
J3T0MrUnRsRmRJeEY3dU1ibXNwdz09
Password: 115544

***Last day to drop the course with no penalty:
Sunday, Jan. 16, 2022. If dropped on or after
Jan. 17, 2022, a grade of "W" will be
assigned.***

**Prerequisites**
None

**Learning Objectives**
Students will be able to:
1.  Connect theoretical perspectives on
    human centered design (HCD) to
    applied work happening in industries like
    health, finance, mobility, and tech, in
    in-house, consulting, and design firm
    settings.
2.  Describe the role of technology in
    society and human centered design
    problems.
3.  Discuss human centered design work
    with guests who work across different
    industries and design organizations.
4.  Understand and implement facilitation
    techniques to encourage participation in
    HCD topic discussions.

## Class Format
Class will be conducted in a seminar format in which the
instructors will facilitate reflection and provide guidance to
engage in disciplinary research and design practices.
Students are expected to spend 6 to 8 hours per week on
reading, research/design, facilitation planning and writing
activities outside of class.

## Computers & Software
The D2L system will be used to organize materials,
assignments, and grading (https://d2l.depaul.edu/). Class will
take place over Zoom.

## Course Summary
This foundational course focuses on understanding the
design process and how users, communities, and society are
impacted by technology. This course will cover a breadth of
technologies such as educational technologies, health
systems, social tools, etc. An interdisciplinary course that
draws from the fields of computer science, psychology,
sociology, and economics, students will reflect on the social,
political, and economic context and impact of technology use
locally and globally.

## Evaluation & Grading
Coursework includes the following components:

| Grade Proportion | Course Requirement |
| --- | --- |
| 40% | Class participation |
| 15% | Workshop facilitation |
| 20% | Midterm |
| 25% | Project Proposal and Final Presentation |
| **100 %** | **TOTAL** |

## Grading Scale
Letter grades are based on the percentages earned on the
course requirements above.

| Grade | % | |
| --- | --- | --- |
| A | 93 | *Excellent* |
| A- | 90 | *Very Good* |
| B+ | 88 | |
| B | 83 | *Good* |
| B- | 80 | |
| C+ | 78 | |
| C | 73 | *Satisfactory* |
| C- | 70 | |
| D+ | 68 | |
| D | 60 | |
| F | 0 | |

| Class | Topics and Activities | Readings Due | Assignments Due |
|---|---|---|---|
| **Jan. 3**<br>Class 1:<br><br>*Marta +<br>Brandy* | **Introduction to HCD**<br><br>*What is design thinking?*<br><br>*Review syllabus*<br><br>*Review facilitation assignment & teams* | none | none |
| **Jan. 10**<br>Class 2<br><br>*Marta*<br><br>*Guest speaker Steve Schwall TBC*<br><br>*(Brandy OOO this week)* | **Mobility and connected systems**<br><br>Mobility technologies: electrification, autonomy, infrastructure<br><br>Mobility at the intersection of tech and society | ● Information Ecologies: Chapter 2, Framing Conversations about Technology<br>● Autonomous Individuals in Autonomous Vehicles (on D2L)<br>● CoMotion LA '21 - Urban Mobility at an Inflection Point (VIDEO)<br>● Op-Ed: Managing Our Streets Better Can Reduce Inequities In Our Cities<br>● 10,000 women die in car crashes each year because of bad design<br>● After the Crash: Checking In on China's Bike-Sharing Industry<br>● The Future of Automobility (SITE)<br><br>**Recommended resources:**<br>● IDEO Transportation and Mobility case studies<br>● Nissan EV concepts (video)<br>● Arrival offers an early look at its first electric car<br>● Speculating about autonomous futures | **Prep for class participation.**<br>For all classes, this includes:<br>● Completing the reading<br>● Taking notes on themes and questions to bring up in class discussion and for the guest speaker<br>● Thinking of an additional 1-2 examples from industry sources or your life |
| **Jan. 16**<br>Class 3<br><br>*Brandy*<br><br>*Guest speaker Amy Wicks & Jonathan O'Conner TBC* | **Healthcare, Wellness, and Life Sciences**<br><br>Discriminatory design & systemic inequities<br><br>Healthcare service design | ● From park bench to lab bench - What kind of future are we designing? | Ruha Benjamin | TEDxBaltimore<br>● Getting from Vision to Reality: How Ethnography and Prototyping Can Solve Late-Stage Design Challenges (PDF on D2L)<br>● The impossible quest to build a better breast pump<br>● Black American has reason to question authorities, Keeanga-Yamahtta Taylor<br>● Architecture Can Heal: Spatial Literacy to Protect COVID-19 Healthcare Workers (PDF on D2L)<br><br>**Recommended resources:**<br>IDEO Health and Wellness case studies | ● Prep for class participation (reference details above) |

| Jan. 24<br>Class 4<br><br>*Marta +*<br>*Brandy*<br><br>*Guest*<br>*speaker*<br>*Christian*<br>*Fanli*<br>*Ramsey TBC* | **Social media and algorithmic culture**<br><br>Social media and its global and societal impact<br><br>Design justice<br><br>Policies, politics, and technology<br><br>*Midterm Q&A* | ● [Can an algorithm be wrong? Twitter Trends, the specter of censorship, and our faith in the algorithms around us](#)<br>● [Recommended for you: The Netflix Prize and the production of algorithmic culture](#)<br>● [Design justice, AI, and escape from the matrix of domination](#)<br>● [Malice domestic: The Cambridge analytica dystopia](#)<br>● [Unpacking the social media bot: A typology to guide research and policy](#)<br>● [Discipline & Punish - Panopticism](#)<br><br>**Recommended Resources:**<br>● [Toward a Sociology of Artificial Intelligence: A Call for Research on Inequalities and Structural Change](#)<br>● [User data privacy: Facebook, Cambridge Analytica, and privacy protection](#) | ● Prep for class participation<br>● Team 1 leads discussion |
| Jan. 31<br>Class 5<br><br>*Marta*<br><br>*Guest*<br>*speaker*<br>*Shuya Gong*<br>*TBC* | **Futuring and designing strategy**<br><br>Approaches to futuring and futures thinking<br><br>Strategic possibilities and design thinking<br><br>Prototyping future possibilities | ● Situated: Reconsidering Context in the Creation and Interpretation of Design Fictions, Marta Cuciurean-Zapan (on D2L)<br>● [Future Thinking: The Basics](#), Fast Company<br>● Scenario Planning (on D2L)<br>● [How to Make Your Strategy Real](#) (article + listen to podcast AUDIO)<br>● Design for Action (on D2L)<br>● Emergent Strategy, pages 1-50 (on D2L + course reserves)<br>● [Speculative Everything](#): Chapter 3, Design as Critique<br>● Leveraging Speculative Design to Re-Imagine Product Roadmaps (on D2L)<br><br>**Recommended resources:**<br>● [How Will Coronavirus Change the World?](#)<br>● [STEEP Analysis](#)<br>● [Scenario Building: The 2x2 Matrix Technique](#)<br>● [Build Confidence with Small Tests](#)<br>● [Another World Is Possible: Afro-futurism, Transformative Justice, and Pleasure Activism](#) (VIDEO) | ● Prep for class participation<br>● **Midterm in class** |
| Feb. 7<br>Class 6<br><br>*Brandy*<br><br>*Guest*<br>*speaker*<br>*Ovetta*<br>*Sampson*<br>*TBC* | **AI and Machine Learning**<br><br>Algorithmic bias<br><br>Human centered data science | ● [Just Add Water: Lessons Learned from Mixing Data Science and Design Research Methods to Improve Customer Service](#), Ovetta Sampson<br>● [Gender Shades](#) video<br>● Chapter 5 from Invisible Women: Data Bias in a World Designed for Men (on D2L and course reserves)<br>● [Predictions put into practice: a quasi-experimental evaluation of Chicago's predictive policing pilot](#), Experimental Criminology<br>● Algorithms of Oppression, Searching for Black Girls chapter (on D2L and course reserves) | ● Prep for class participation<br>● Team 2 leads discussion |

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| | | **Recommended resources:**<br>● "Artificial Intelligence's White Guy Problem," by Kate Crawford<br>● 3 Principles for Creating Safer AI, Stuart Russell (video) | |
| **Feb 14**<br>Class 7<br><br>*Marta + Brandy*<br><br>*Guest speaker Alysha English and Lauren Ito TBC* | **Equity, community-led design, and design of social systems**<br><br>Design Justice<br><br>Equity-Centered Community Design<br><br>*Review final assignment & Q&A* | ● Design Justice (VIDEO)<br>● Intro to *Design Justice* (on D2L and course reserves)<br>● Equity-Centered Community Field Guide, Introduction<br>● Reading as Poaching, Michel de Certeau | ● Prep for class participation<br>● Team 3 leads discussion |
| **Feb 21**<br>Class 8<br><br>*Marta*<br><br>*Guest speaker Hitasha Bhatia TBC* | **Consumer products and retail**<br><br>Prototyping products, services, spaces, and experiences<br><br>Measuring development and progress of design within an organization | ● Practice, Products and the Future of Ethnographic Work (on D2L)<br>● Strangers or Kin? Exploring Marketing's Relationship to Design Ethnography and New Product Development (on D2L)<br>● Collaborative product design (on D2L and course reserves)<br>● Ethnographic Temporality: Using Time-Based Data in Product Renewal (on D2L)<br>● Building to think, or, the power of prototyping (on D2L and course reserves)<br>● Helping a Historic Museum Prepare for the Future (IDEO case study)<br>● If These Walls Could Talk: The Mental Life of the Built Environment (on D2L)<br>● The Turnaround: Lego (on D2L and course reserves)<br><br>**Recommended resources:**<br>● Ethnography for Smart Service Systems in Product Design<br>● IDEO Consumer Goods and Services Case Studies<br>● IDEO Environment Case Studies<br>● Video Utterances: Expressing and Sustaining Ethnographic Meaning through the Product Development Process (on D2L)<br>● Product Design in a Circular Economy: Development of a Typology of Key Concepts and Terms (on D2L)<br>● Five Steps Behind: How Ethnography Based Strategy Can Fuel Ingredient Innovation in the Early Stages of the Value Chain (on D2L) | ● Prep for class participation<br>● Team 4 leads discussion |
| **Feb 28**<br>Class 9<br><br>*Brandy*<br><br>*Guest speaker Renee Albrecht* | **Education**<br><br>Challenges of applying design thinking in education<br><br>Evolution of remote learning | ● https://www.edweek.org/leadership/opinion-design-thinking-the-problem-with-educations-latest-trend/2020/02<br>● Designing a School System from the Ground Up (IDEO case study)<br>● "Thinking Outside the Camp": Education Solutions for Syrian Refugees in Jordan (PDF on D2L) | ● Prep for class participation<br>● Team 5 leads discussion |

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| *Mallinger TBC* | | ● [Capturing the benefits of remote learning](#)<br>● [What students are saying about remote learning](#)<br><br>**Recommended resources:**<br>● [IDEO Education Case Studies](#) | |
| **March 7**<br>Class 10<br><br>*Marta + Brandy*<br><br>*Guest speaker Sam Schulman TB* | **Financial services**<br><br>Trust, equity, and design in the financial services industry<br><br>HCD and digital transformation | ● [How to Talk about Money: Ethnographic Approaches to Financial Life](#)<br>● Consumer Finance in a Mobile Age: Methods for Researching Changing User Behaviour (on D2L)<br>● Operationalizing Ethnographic Research to Grow Trust in Digital Financial Services (on D2L)<br>● There's No Playbook for Praxis: Translating Scholarship into Action to Build a More Ethical Bank (in D2L)<br>● [How a $4,000 Vet Bill Sparked Innovation at American Express](#) (IDEO case study)<br>● [Fintech, the new era of financial services](#)<br>● [How Big Old Companies Navigate Digital Transformation](#)<br><br>**Recommended resources:**<br>● [IDEO Financial Services Case Studies](#)<br>● [On the Fintech revolution:  Interpreting the forces of innovation](#)<br>● A Seat at the Table of Social Change through Service Design (on D2L) | ● Prep for class participation<br>● **Design review of draft for final** |
| **March 14**<br>FINAL<br><br>*Marta + Brandy* | **Final Presentation Day** | none | ● **Final presentations**<br>● **Final due** |

## Rubrics & Assignment Descriptions

**Class Participation (40%)**
*Assignment Description*: Participation is a VERY large portion of your grade for this class– almost half your grade. It is imperative that you attend class and give your full attention and participation each time. If there is something preventing you from participating in class, please talk to us immediately. We can help, but only if you bring us the problem.

*Grading:* Each student will receive a participation grade for each class on a scale between 0-4 (rubric below). We will drop the lowest grade.

*Participation looks like:*
- Verbal responses and/or responses written in the chat
- Completing the reading
- Taking notes on themes and questions to bring up in class discussion and for the guest speaker
- Thinking of an additional 1-2 examples from industry sources or your life
- Asking questions
- Responding to instructor questions
- Bringing thoughtful comments / remarks on the readings
- Responding and engaging with other students and guest speakers
- And any other creative ways you find to participate!

*Take space & make space agreement:* We encourage all students to be mindful of their participation in both directions – it's possible to participate both too much and too little. If you tend to be someone who is quiet, make an effort to take up space in the conversation. If you tend to be someone that dominates the conversation, make an effort to create space for others to participate. Remember that some people need gaps and silence in order to feel comfortable jumping into the conversation.

*Participation Rubric*: (source: [Tufts](#))

| Excellent (4) | Good (3) | Unsatisfactory (2) | Unacceptable (1) | Absent (0) |
|---|---|---|---|---|
| Demonstrates excellent preparation. Offers analysis and synthesis. Puts together pieces of the discussion to develop new approaches. | Demonstrates good preparation. Offers interpretation and analysis. Responds to other students constructively. Demonstrates consistent ongoing involvement | Demonstrates adequate preparation. Offers straightforward information without elaboration. Demonstrates sporadic involvement in discussion | Tries to respond when called, but does not offer much. Demonstrates very infrequent involvement in discussion | Absent |

**Midterm (20%)**
*Assignment Description*:
- Open book in-class
- 3-4 short essays

*Rubric: Adapted from Saint Mary's College~ School of Extended Education (Melanie Booth, Learning Resource Program)*

|  | Excellent | Good | Unsatisfactory | Unacceptable |
|---|---|---|---|---|
| **Focus and Purpose (Central Idea)** | Engaging and full development of a clear thesis statement as appropriate to assignment purpose. | Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic. | Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis. | Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the prompt; thesis is essentially missing or not discernable. |
| **Support and Development (Evidence)** | Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific. | Ideas supported sufficiently; support is sound, valid, and logical. | Insufficient, non-specific, and/or irrelevant support. | Lack of support for main points; frequent and illogical generalizations without support. |
| **Structure and Organization** | Organization is sequential and appropriate to assignment; paragraphs or presentation slides are well developed and appropriately divided; ideas linked with smooth and effective transitions. | Competent organization and paragraph or presentation structure; lacking in effective transitions. | Organization, while attempted, was unsuccessful. Paragraphs or presentation points were simple, disconnected and formulaic. No evident transitions or planned sequence. | Organization, if evident at all, is confusing and disjointed; paragraph or presentation structure is weak; transitions are missing, inappropriate and/or illogical. |
| **Mechanics and Presentation** | Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment. | Contains only occasional punctuation, spelling, and/or capitalization errors. Few formatting errors. Most errors likely careless. | Contains many errors of punctuation, spelling, and/or capitalization. Errors interfere with meaning in places. Formatting incorrect in most places. | Contains many and serious errors of punctuation, spelling, and/or capitalization; errors severely interfere with meaning. Formatting weak. |

**Discussion Facilitation (15%)**
*Assignment Description*: You will be assigned a team of you and your classmates. When it's your team's turn, you will facilitate a creative activity of your choice that is thematically linked to the week's topic. Please read or listen to [Prya Parker's episode of On Being](#) in advance of planning your facilitation to help you establish a central purpose in how you plan your facilitation.

Your team will be responsible for:
- Assigning any prep (if needed) to the class the week before.
- Keeping the interaction and discussion lively but make sure to cover all your planned content in the time allotted (30 - 45 minutes).
- Making sure all teammates play a role in facilitation, and ensuring that their roles are evident.

Examples: Create a collage based on the readings from the week and discuss; ask everyone to share a song or sound inspired by the readings; facilitate a set of breakout room discussions (professors can help set up breakout rooms as needed).

**Final Presentation (25%)**
*Assignment Description*: Each student will pick a topic of interest, more deeply exploring an area in the industries covered in class. They will develop a challenge statement, and pitch a project approach to begin to design for the challenge.

*Background research:* The student will conduct background research on their topic. Students can utilize the readings covered in class as background sources, but must also find and explore additional sources. Students must cite a minimum of 10 sources.

*Pitch/Proposal:* Informed by the research, students will develop a Proposal/Pitch for a project approach to explore their questions and goals related to the topic in the form of a 6-8 min "Executive summary" presentation to be delivered in the final class. This pitch should be for a project approach – NOT a pitch for a solution.

*Final presentation/pitch should contain:*
- What we know: Summary of the context / history
- Challenge / problem you're trying to address
- Project Goals
- Proposed Methods
- Proposed Deliverables
- Should NOT contain proposed solutions / idea for products or services

| | Excellent | Good | Unsatisfactory | Unacceptable |
|---|---|---|---|---|
| **Challenge / Goals** | Engaging and full development of a clear challenge and goals for the proposed project | Competent and well-developed challenge and goals for the proposed project | Mostly simplistic and unfocused ideas; little or no sense of purpose or control of challenge and goals for the proposed project | Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the prompt; proposed challenge and goals are essentially missing or not discernable. |

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|---|---|---|---|---|
| **History & Context of the topic area** | Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific. | Ideas supported sufficiently; support is sound, valid, and logical. | Insufficient, non-specific, and/or irrelevant support. | Lack of support for main points; frequent and illogical generalizations without support. |
| **Methods** | Effective and compelling suggestions for proposed methodologies, demonstrates excellent understanding of scope of potential methodologies, and clear reasoning for the incorporation of the chosen methodologies | Demonstrates competent understanding of methodologies and and includes rationale for inclusion in proposed project | Methodology approach, while attempted, was unsuccessful. Methodologies were simple, disconnected and formulaic. Little or weak evident rationale for inclusion. | Chosen methodologies, if evident at all, are confusing and disjointed, inappropriate and/or illogical, with no rationale for inclusion. |
| **Delivery & Storytelling** | Excellent storytelling approach, pitch is compelling, interesting and has a clear story arc. Delivery keeps the audience engaged and excited to explore the topic further. | Adequate storytelling approach and delivery. | Weak storytelling/delivery in some places. Delivery interferes with meaning in places. | Weak storytelling overall. Containing many unclear or confusing choices, delivery severely interferes with meaning. |

**Acknowledgements and revisions**: Informed by previous years of HCD 450 and HCD 421, including the work of Ovetta Sampson, Denise Nacu, Brandy Parker, and Marta Cuciurean-Zapan. The syllabus also draws on approaches from authors and organizations such as Sasha Costanza-Chock's *Design Justice* and Creative Reaction Lab on equity-centered design.

## Policies & Expectations Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken and is reflected in the Class Participation and Attendance portion of the course grade. Your active participation and engagement in the class is expected and is required to get credit for this portion of the course grade.

*Absence*
● Attend every class.
● Three absences for any reason, whether excused or not, may constitute failure for the course.
● ***Communicate with us if you must miss class for any reason – a quick email will do.***
● Students are individually responsible for material they may have missed due to absence or tardiness.
● Please notify instructors in advance if there are any special needs.

*Late Policy*
● Being present and arriving on time to every class is our expectation for everyone. Communicate with us if you must be late to class for any reason.
● If there is a reason why you cannot consistently arrive on time to class, please let us know.
● Tardiness exceeding 30 minutes is counted as an absence.

*Excused Absence*
In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at http://studentaffairs.depaul.edu/dos /academicprocesses.html. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

## Late Assignments

Completing assignments on time and having them ready for discussion and critique in class is essential for this class. Thus, to encourage accountability, late assignments will not receive credit **unless acceptable reasons are documented** (illness, family emergency) **and communicated within 24 hours of the due date.**

## Email Policy

Mon-Thu, you can expect us to return emails within 36 hours. Expect a delayed response Fri-Sun.

## Class Norms

● ***Internet surfing and checking email, etc. during class when your attention is expected is disrespectful.*** We ask for your cooperation and attention during class time.
● Be engaged in class discussions and workshop activities.
  • Participate with enthusiasm
  • Show genuine effort to cooperate with others
  • Show leadership and take initiative in group efforts
  • Frequently and eagerly offer your thoughts, perspectives, and responses to instructor a and classmates
  • Make contributions that reflect excellent preparation (i.e., complete required reading)
● Be respectful toward others
  • Communicate (face-to-face, emails, etc.) with the professor and fellow students in an appropriate manner
  • Please learn and use each others' names and pronouns

## Attitude

A respectful and inclusive attitude is expected throughout this course. Examples to avoid include but are not limited to: talking to others when an instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

## Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

## Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a course grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on verifiable evidence presented by the student. The instructors handle grade review requests and respond to the student with a review decision as soon as possible.

## Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course.

CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirements independently in consultation with the instructor by the deadline on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

## Withdrawal
Students who withdraw from the course do so by using the Campus Connection system. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

## Retroactive Withdrawal
This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval. College office appeals for CDM students must be submitted online via MyCDM. The deadlines are as follows:

- AQ: Last day of the last final exam of the subsequent winter quarter
- WQ: Last day of the last final exam of the subsequent spring quarter
- SQ: Last day of the last final exam of the subsequent autumn quarter
- Sum: Last day of the last final exam of the subsequent autumn quarter

## Academic Integrity & Plagiarism
This course will be subject to the academic integrity policy passed by faculty. More information can be found at http://academicintegrity.depaul.edu/.

## Academic Policies
All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information can be found at: http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx

## Resources for Students with Disabilities
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Lewis Center 1420, 25 East Jackson Blvd.
Phone number: (312) 362-8002
Fax: (312) 362-6544
TTY: (773) 325-7296
Email: csd@depaul.edu

## Online Course Evaluations
Evaluations are a way for students to provide feedback regarding their instructors and the course. Detailed feedback will enable the instructors to tailor teaching methods and course content to meet the learning goals and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

## Visit the Writing Center
Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation. You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing. You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.