



Card Players

Theo van Doesburg, oil on canvas, De Stijl artist, 1917
Collection of the Haags Gemeentemuseum, The Hague. Courtesy of the
Haags Gemeentemuseum, The Hague

Intro to Visual Design

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DePaul University | CDM | School of Design
GD105-403 | Fall Quarter 2022, T/TH. 1:30-3:00pm
DePaul Center Room C106C, Loop Campus. Face-to-face.

+

Introduction*

“The trick to having good ideas is not to sit around in glorious isolation and try to think big thoughts. The trick is to get more parts on the table.”

Steven Johnson, Where Good Ideas Come from

This course introduces students to drawing for the design process in print and media from initial concept development to sketches, presentation drawings and visualizations for graphic and interactive media. Topics include general arrangement as well as detailed and dimensional drawings providing essential preparation for classes in design and digital illustration software.

This class will explore **computer-based media** in contemporary visual culture and its use in a contemporary visual culture/art context. Your assignments will include working with composition, framing, narrative, audio-scoring, documentation, and other production/post-production techniques to visually communicate expressive concepts. To achieve that, we will explore major computer software associated with art and design, such as some of **Adobe Creative Cloud** products.

This class functions upon the understanding that you have a distinct social responsibility as a visual consumer and producer of content. Your assumptions about many things that intersect with art and visual culture may be challenged as you learn that your own experiences and understandings of the world differ from others. This class will ask you to consider very challenging concepts about society, culture(s), yourself. It will ask you to investigate, to see patterns, to look closer. Sometimes, this can be tough, as our internal understandings clash with macro-systemic realities of visual culture such as racism, sexism, and trans/homophobia. Be advised that some content may be difficult to view or understand at first.

** This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.*

Class Sessions T/TH. 1:30-3:00pm, DePaul Center Room C106C, [Loop Campus](#).

Final Sessions Tuesday, 1:30-3:00pm, November 15, 2021.

Final Sessions By Appointment. T/TH, 3:15-4:45pm. [Sign-up with Calendly](#)*

**Meetings will be held either in-person or remotely via Zoom. You must sign up with an email account that you plan to check regularly. Calendly will send you automated reminders and zoom links to the email address you use to sign up.*

Textbook No textbook is needed. Excerpts will be provided from various sources, including film, documentaries, and other digital resources.

Basic Supplies Pencil and a variety of pens (or preferred writing implement), Paper, **Sketchbook** (where you present your proposals and ideation), Camera (Phone camera is OK), back-up method for work, Word Processing Software (Microsoft Word, Pages, or Google Docs), Presentation Platforms (Powerpoint, Keynote, Google Slides), Adobe CreativeSuite (Illustrator primarily), Zoom (as needed), #1 X-Acto Knife, 12-18” small aluminum ruler (or other straight edge), self-healing cutting mat

Important dates

Tues., Sept. 20th →last day to drop classes and last day for P/F option

Tues., Oct. 25th →last day to withdraw

*See [DePaul 2022-23 Academic Calendar](#) for up-to-date information.

Course schedule

Week 01 09/8	Course introduction Project 1 introduction → (09/08)
Week 02 09/13-09/15	Project 1 proposal → (09/15) Lecture: Intro to digital image Workshop: Illustrator
Week 03 09/20-09/22	Lecture: GESTALT principles/Semiotics Workshop: Illustrator
Week 04 09/27-09/29	Project 1 due/Critic session → (09/27) Project 2 introduction → (09/29) Lecture: Color management
Week 05 10/04-10/06	Project 2 proposal → (10/04) Lecture: Typography
Week 06 10/11-10/13	Project 2 due/Critic session → (10/13) Workshop: Intro to printing
Week 07 10/18-10/20	Project 3 introduction → (10/18) Project 3 proposal → (10/20) Lecture: Principles of composition
Week 08 10/25-10/27	Project 3 due/Critic session → (10/27)
Week 09 11/01-10/03	Project 4 introduction → (11/01) Project 4 proposal → (11/03) Lecture: Decontextualization
Week 10 11/08-11/10	Project 4 due/Critic session → (11/10) Workshop: Book binding

Course overview

Learning objectives

This course will focus on theories of how the mind processes visual information, and then practice the application of this learning to achieve effective visual communication.

This course is designed specifically for the needs of Graphic Design, Game Development, Digital Cinema, Animation, and Interactive Media students (but all majors are welcome).

Although the class may require the use of software (Adobe CC), learning software is secondary to our goal of gaining an understanding of the mechanisms of visual perception.

Practical issues introduced include sketching, iterative process, storyboarding, visual planning, and color systems.

Theoretical issues include composition (emphasis, rhythm, contrast, unity, balance, scale, hierarchy), movement, color, and spatial illusion.

Learning outcomes

Experience a range of design methods, processes, materials, and contexts.

Apply basic elements of visual design including balance, color, dynamics, expression, form, growth, light, movement, sequence, shape, space.

Practice iteration [and/or variation] to arrive at successful design projects.

Use visual design terms and formal language to communicate.

Analyze the effectiveness of works of art and design, recognizing strengths and citing areas for improvement.

Identify or Integrate methods, processes, and/or materials that are relevant to project development.

Defend work with reason.

Classroom étiquettes

This class environment values inclusiveness and the maintenance of a safe and accountable space for all participants.

Maintaining a safe and accountable environment means that we commit to treating each other with respect and care. It also means that it's understandable to make mistakes, and that we hold each other and ourselves accountable as we grow, by acknowledging and appreciating the diversity of voices and experiences within our community and commit to ensuring that all are welcome in this learning classroom.

We have in this space a boundary for behavior that steps on, infringes on, and or specifically harms the mental and emotional wellbeing of all participants in this class (students and teachers) and when such things appear, we will stop, when able, to address.

Communication

Any changes in deadlines and course schedule will be posted on the announcements section (the main page) of the course webpage on D2L. You are expected to check the course page regularly.

You may reach out to me at samini@depaul.edu. Usually, I respond to email within 24h. After hours emails will be responded to on the next business day. You have the opportunity to share concerns, questions, or requests regarding the assignments and projects only before the project's deadline. To preserve the equity and fair condition, I couldn't accept any request after the projects' deadline.

Please do **NOT** use **D2L messaging** to communicate with me. I won't receive notification if you send me a message through D2L. My email address (mentioned above) is the best way to communicate with me.

In case of emergencies, please contact campus public safety and other resources listed at the resources section of this syllabus.

Please be mindful

We come from many cultural and linguistic backgrounds, have different political and religious beliefs, and have many learning styles. Please be mindful of differences as you negotiate both our physical and virtual classroom spaces.

Ask respectful questions if you do not understand or are unsure or unfamiliar with a term someone is using to describe their experience, but always allow people to disclose only whatever information they wish to share.

Do not use language that could be harmful to someone based on difference in identity and lived experience. This includes speech that is racist, sexist, homophobic, classist (read about [class privilege](#)), transphobic (denying one's personhood based on their gender identity), or ableist (discriminates in favor of able-bodied people; or mocks or disregards for the experience of person's with disabilities).

As a responsible member of our community, per DePaul's Covid19 policies, please wear your mask while in shared classroom spaces.

I ask that you do not eat in class, unless medically necessary --we will take snack breaks (I will need them too). Drinking is OK, please be mindful about adjusting your masks after quenching your thirst.

Inspiration not appropriation!

We are living in the age of technology, the internet, and of course AI. In most cases, we are just one click away from the brilliant work of genius artists/designers. Although I highly recommend you research and have a clear vision of precedent works for the purpose of **inspiration**, you are not allowed to appropriate others' work (even a minuscule portion) or AI generated image for any project in this course. Any **copying** will be considered **plagiarism**. Please read Academic Integrity and Plagiarism at Policies section of this syllabus for more information.

Attendance policy

- General structure** Attendance is **mandatory**. Active engagement (this includes both listening and participation) is a significant component of our learning experience for this course. I will do a roll-call at the beginning of class. If you walk-in late, it is your responsibility to check-in with me during a class break or at the end of class to ensure I've marked your attendance.
- Absences and tardiness** **You have two freebie/no-questions-asked absences;** these will not affect your grade. Beyond this, if you require additional absences, you need to:
- Reach out to me via email to discuss an excused absence. (These may be requested for medical emergencies, mental health emergencies or concerns, personal crises, or significant life events. Please note, vacation plans or travel issues are not considered significant life events and will not be excused. In most cases, you need to provide proper documentation if requested).
 - Unless you've made other arrangements with me, any absences beyond allowed policy will result in ONE letter grade drop from your final grade. (Ex. a final grade of "A" will become a "B" if you have three unexcused absences, or a "C" if you have four unexcused absences.)
- I encourage you to attend all your classes punctually,** since the most important information is announced at the beginning of the class. Arriving after 15 minutes of the beginning time of the class is considered tardiness. **Three tardiness is equal to one unexcused absence.**
- If you've missed class** (whether freebie or excused), you will be responsible for:
- Catching up on course material and assignments. (Use D2L and ask your classmates. I can not re-teach an entire class once it has passed, nor should you expect me to.)
 - Reaching out to me via email if you need an assignment extension.
 - Requesting make-up assignment for missed in-class group work.

Course structure

- Our class meets for 1:30 hours twice a week (3 hours in total). During that time, you may expect:
- Active participation** In-class participation is part of your final grade. To earn that, students must be present and diligent during class time and you must participate during class activities and discussions. Checking on phones, smartwatches, tablets, emails, etc., and working on irrelevant projects will result in a points deduction.

Lecture + Resources	Either short lectures, demonstrations, videos, or case studies that relate to the week's theme in combination with readings or digital materials (recorded talks, tutorials, etc.) that supplement the materials for the week.
Exercise(s)	Most weeks will include an exercise, these may include writing, independent research, honing visual or technical skills, and/or you may also be developing your Project work. You should plan to work for a minimum of 5 hours per week outside of class time.
Workshops	In lieu or in combination with lectures, we may run in-class workshops. These may be brainstorming sessions, peer review/critique, short exercises, discussion of readings/course material, or time to work on your projects. Weekly outlines will be posted to D2L and linked to your Course Schedule in your syllabus. Your weekly engagement with the course will account for 15% of your final grade (see "Grading" section for more information).
Critics	Critique sessions are one of the most major parts of this course. In these sessions, we are engaged in a critical discussion about each of your projects in a group meeting. Active participation in all critique sessions is required and constitutes a portion of the final grade. Active participation in critic means <ul style="list-style-type: none"> ● Sharing thoughts and ideas. ● Following the discussion. ● Providing constructive feedback for peers. ● Implementing feedback that you received during the critique session in your project revision. (see project revision section) <p><u>The due date for each project is also the critique session.</u></p>
Projects	This quarter you will be working on projects iteratively (in parts that develop into a whole) as part of your weekly assignments. Time permitting, your weekly assignments will result in three projects, totalling 70% of your final grade (see the project section)
Turning in your work	Submission criteria will always be clearly defined in each project brief. <ul style="list-style-type: none"> ● Assignments are due—submitted to D2L—at the date and time noted on each assignment brief. If your work isn't posted on time the assignment will be considered late. (See "Late Work Policy" under "Grading" section for more information.) ● It is essential that you label any digital (or physical file): LastName-FirstName-AssignmentName_week#.pdf ● Unless I specify differently, all of your proposal should be submitted in PDF format using the following requirements: <ul style="list-style-type: none"> → If there are multiple components to your work (sketches, images, iterations, research, etc) they should be merged into a single, multi-page PDF which is labeled appropriately. Take advantage of services like lovepdf.com. → Submitting your work in separate parts (i.e., 20 different jpegs, scans, or what have you) will result in a ZERO until you resubmit.

- I do not accept zipped files. Submitting a zipped file will result in a ZERO until you resubmit.
- Not labeling your work correctly, will result in a ZERO until you resubmit.
- The proper file type for each project is defined in the project's handout.

Extension Extensions will be granted on a case-by-case basis. If a significant life-event prevents you from completing an assignment or you have a documented emergency, please reach out to me via email or text. For extensions, please notify me 24h before the deadline. See Attendance Policy.

Late work By definition, late work is work submitted after the deadline without an approved extension. **I do accept late work.** Turning in a late assignment is far better than not turning it in at all – some points are better than none. Unexcused late work is accepted and will be penalized as follows:

For each day after the deadline one letter grade (10%) will be deducted from the project final grade.

Late work may not be graded until the end of the quarter. It is **absolutely necessary** that you **notify me** once you've submitted late work. I do not go back to check past submission folders once the initial grading period has passed. If you do not notify me, your grade will not be rectified.

Revision/re-do In this course, students have this opportunity to **revise/re-do** their projects (only projects) if they are not satisfied with the grade for that project. Students can only revise the projects that they have **submitted by the original deadline.** Projects with late/no submission won't be accepted. The revision will not guarantee a grade improvement. **The deadline for revision submission is Tuesday, November 16th, 2021 at 3:00pm.**

Back up! You are responsible for the frequent and methodical back-up of your class work over the course of the quarter. Data loss – from a lost or stolen flash drive, satanic software, or bad internet – is not typically an excuse for late or missing work. I suggest signing up for Dropbox, using Google Drive, or purchasing an external hard drive.

Projects

Projects sections

A. PROPOSAL

After each project introduction, students have a few days to prepare their proposal. This proposal includes ideation and concept, brainstorming, strategies, and sketches. students will be given specific details for the proposal of each project. There are deadlines for proposals of projects depicted in the course itinerary. There are one-on-one meetings after the proposal deadline for each project.

B. PRESENTATION/DELIVERY

As mentioned in the course itinerary on this syllabus, there is a deadline for each project. I encourage you to deliver your project by the deadline in the requested medium. Late submission will cause a letter grade drop for each day after the deadline. For instance, if you submit your project two days after the deadline, and your project was graded as A-, you will get C-.

C. SELF-ASSESSMENT

For each project, students need to submit a self-assessment of their design process and outcome.

1. Succinctly, concisely, and clearly explain how your project expresses your idea and concept.
2. Identify what elements of your project gave you the most problems.
3. Identify what elements of your project you feel most successful.

D. STUDIO WORK TIME

The minimum time you need to spend developing and fulfilling each project is implemented in this course. During this time, you work on your project using facilities provided for you in the lab. The studio work time should be exclusively devoted to the ongoing project. Working on irrelevant projects or any other activities will result in a points deduction.

Project 1

(09/27)

ICON OF APOCALYPSE

You'll be given an apocalyptic scenario: robots, flooding, super-intelligent dolphins, giant monsters, etc. Using the principles discussed in the lecture and Scott McCloud's "Vocabulary of Comics," create an icon that expresses your given scenario.

Project 2

(10/13)

POSTER FOR SOCIAL GOOD

For this project, we will create a poster that intends to create positive change in a social cause of your choice. Your poster will be composed of both text and imagery and must include a call to action.

Project 3

(10/27)

COLLAGE AND COMPOSITION

In this project, we will apply basic visual literacy, as well as investigate the meaning, contexts, and politics of visual language, to explore how composition can strengthen, augment, and intensify communication.

Project 4

(11/10)

ARTIST BOOK/VISUAL NARRATIVE

In this project we will create an artist's book or zine incorporating 'found' text. Content may be anything that engages in critical inquiry (no commercial promo stuff or portfolios). This should be open-ended and you should struggle with concept and construction.

Weekly participation (20%)

Weekly participation comprises engagement with the material, attendance and contribution to class (participation in discussions, feedback, and/or workshops whether verbally or written dialogue), and completion of exercises.

Projects (70%)

While requirements will vary from project to project, I will be evaluating your work based on five main criteria (see full rubric here):

Concept: Does your design communicate your ideas? Did you put efforts into developing your ideas both visually and conceptually?

Design: Your understanding and command of design and typography principles (hierarchy, balance, color, composition, etc.)

Process: Did you push yourself? (Strong research, planning, and development.) And then did you push yourself further?

Execution: Did you read the instructions and follow them? Did you hand in your work on time? Is your work well made, with attention to detail and craftsmanship?

Presentation: Did you present your work in the proper manner by following guidelines and specified materials. Audiences care about your work as much as you do!

Critique: Did you actively participate in the giving/receiving of feedback? Were you constructive and respectful? Did you incorporate feedback into your work?

I do not look for perfection or the best final projects. I look for students who **take risks, keep exploring, try new things**, and go back to improve projects after we review them. I want my students to develop a love for design and inquiry. This course is meant to inspire you to discover your own interests in design and the world around you. **I expect you to work hard.**

Final quiz (10%)

Final quiz contains multiple-choice questions associated with in-class lectures, reading, and discussion. The quiz will be available through the D2L course page on **Tuesday, November 15th.**

Grade Scale

Grades a reflection of the effort put forth as stated below:

Excellence A 100-93 A- 92-90	Satisfactory C+ 79-78 C 77-73 C- 72-70	D 67-63 D- 62-60
Good Work B+ 89-88 B 87-83 B- 82-80	Somewhat Unsatisfactory D+ 69-68	Substantially Unsatisfactory F 59-0

Incomplete grade

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. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptional cases will receive such approval. Information about the Incomplete Grades policy can be found at:

<http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Withdraw

Students who withdraw from the course do so by using [Campus Connect](#). Withdrawals processed via this system are effective the day on which they were 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 penalties.

Software & Tech

Laptop Loaner Program

To help students who need a computer to effectively participate in academic activities, CDM is offering a Laptop Loaner Program for the 2022-2023 academic year. The program is meant for students who have no access to computer technology and have limited financial resources. The computers available for loan include 15-inch and 16-inch MacBook Pro laptops, Windows laptops, and WacomOne tablets. Starting on September 7th, 2022, students in need of a laptop or a WacomOne tablet can submit an online reservation at [WebCheckout](#). Laptops will be assigned on a first come, first served basis.

Zoom

Please note that students don't need Zoom accounts in order to join Zoom meetings. If students would like pro accounts to host meetings of their own, they can follow these steps.

- Go to depaul.zoom.us and sign in with your campus connect credentials.
- Visit zoom.us/download to download the Zoom Client for Meetings. You can also download the mobile and desktop apps from this site.
- When using the apps, log in using your new username@depaul.edu email address and existing Campus Connect password. Choose the "Sign in with SSO" option and specify the "depaul.zoom.us" domain, if prompted.

Adobe Creative Cloud (CC)

Our use of Adobe CC software for this course is contingent on accessibility. Alternatives will be provided if it becomes necessary (see "Alternative Software" below). All work for this course can be completed with or without the use of Adobe CC; in fact if it comes down to it, we can have a lot of fun learning about and experimenting with different tools and software. This experience will equip you with the flexibility and dexterity to create successful work free of the limitations of particular software — a skill that will benefit you for life.

To Access Adobe CC [Click Here for Instructions](#)

Since Fall 2020, DePaul has been providing students with the ability to install Adobe Creative Cloud on their home computers for

students enrolled in a class requiring Adobe Creative Cloud apps. These classes will be determined by their college and instructor. Instructors should work with their college office if they would like their class to be included in this program. Access to the software will be limited to the term in which they are enrolled in one of these classes, and will be free of charge during the time they are enrolled in an authorized class. Access will be automatically authorized for students when enrolled in one of these classes.

Adobe Font Library

As a student, you have access to the [Adobe Type Library](#), a great resource for quality typefaces (we will be discussing quality and what that means throughout the quarter).

Access Adobe Typekit: You can access TypeKit through the Creative Cloud launcher, located in the top left corner of your desktop menu bar. Once in the launcher, select “Manage Fonts” from the sidebar menu→ [See Tutorial](#)

Alternative software

Completing your coursework successfully does not hinge on access to Adobe CC. In other words, having or not having Adobe CC is not an excuse to not complete assignments or projects and will not hinder your ability to learn everything you need to learn from this course. While we traditionally have used Adobe CC, there are a myriad of great alternatives available to you and we can work together to find a solution that works best for you, these include:

[Inkscape](#): A powerful, free, and professional quality vector graphics software (comparable to Illustrator) which runs on Linux, Mac OS X and Windows desktop computers.

[Gimp](#): A free and open source image editor (comparable to Photoshop).

[ProCreate](#): A powerful and intuitive digital illustration app available for iPad.

[Scribus](#): An free and open source desktop publishing software/

While I want you to develop the skills in Adobe CC throughout your career, I am not particular about which tools you use in this course. Instead I care that you achieve the desired outcomes for each of your assignments and projects. You do not have to ask permission to use a tool if you think it will do what you need it to do, but please feel free to reach out at any point for advice, to brainstorm, or to discuss what options are available to you.

LinkedIn Learning (Lynda.com)

[LinkedIn Learning](#), free with your DePaul student emails, offers a wealth of extensive tutorials on software — can not recommend this resource enough. For info on how to access your free account [click here](#).

IT Support

The [Help Desk](#) provides technical assistance via phone, email and web for current DePaul students, faculty and staff. We support computers, network access, telephones, email accounts, and university instructional and administrative software. We can troubleshoot and resolve hardware and software related issues with both the Mac and Windows operating systems.

Knowledgebase: Additionally, you can find answers to commonly asked questions and issues here:

<https://depaulscaavsupport.groovehq.com/help>

Resources

Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

- Loop Campus (312) 362-8002
- Lincoln Park Campus (773) 325-1677
- Email: csd@depaul.edu

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see

<https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.

DePaul Student Counseling

DePaul current students may schedule appointments with the University Counseling Service, info here:

<https://offices.depaul.edu/student-affairs/support-services/counseling/Pages/default.aspx>

DePaul Career Center

In the absence of face-to-face contact, the Career Center has developed a few easy ways for you to access information and navigate your career search:

[Virtual Advising & Résumé Review](#) → virtual advising, drop-in hours, and email résumé review services.

[Career Resources & Video Library](#) → a collection of over 50 new handouts and supplemental videos on a wide variety of career topics.

Additional resources external to DePaul

National Suicide Prevention Lifeline

Phone: 1-800-273-8255

Online chat feature: <https://suicidepreventionlifeline.org/chat/>

National Domestic Violence Hotline

Available 24/7. Offers help in more than 200 languages. All calls are free and confidential.

Phone: 1-800-799-7233

Chat online with someone: <https://www.thehotline.org/>

The Trevor Project

For young LGBTQ persons in crisis or in need of someone to talk to:

Phone: 1-866-488-7386

Text START to 678678

Chat online by visiting:

<https://www.thetrevorproject.org/get-help-now/>

Trans Lifeline

A peer support hotline runned by trans people for trans people.

Phone: 877-565-8860

Policies

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted on D2L, and sent via email.

COVID-19 Health and Safety Precautions

The health and safety of everyone at DePaul depend on the cooperation of all who come to campus. By taking care of yourself, you protect the entire community. DePaul's COVID-19 response plans are based on the latest guidance from the Centers for Disease Control and Prevention, the Chicago Department of Public Health and the university's medical advisor from AMITA Health.

Mandatory protocols must be followed by DePaul students, faculty and staff at all times on both campuses

<https://resources.depaul.edu/coronavirus/guidance/health-safety-practices/Pages/default.aspx>.

Diversity and Inclusion

Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values

At DePaul, our mission calls us to explore "what must be done" in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and

course content to meet the learning goals of the course 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. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>

Posting work on online sites, such as Hero

All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

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 on enrollment, withdrawal, grading and incompletes can be found at:

<https://www.cdm.depaul.edu/Student-Resources/Pages/PoliciesandProcedures.aspx>

Preferred Name & Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or

legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at <https://policies.depaul.edu/policy/policy.aspx?pid=332>