INTS 345 – INTRODUCTION TO MULTIMEDIA (5 CREDITS)

INSTRUCTOR: Rebecca Stephens
ROOM: Robinson Hall, Room B102 (may be rescheduled, check Patriot Web before coming to class)
SEMESTER: Spring 2019
TIME: Wednesday 7:20 pm to 10:00 pm EST
PHONE and TEXT: 703-618-7740
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OFFICE HOURS: Immediately before class and Sunday afternoons by appointment via Skype.

I. COURSE DESCRIPTION
This course explores technological, aesthetic, and educational issues associated with creating an interactive multimedia e-Learning website. Topics include theoretical underpinnings of educational issues involved in multimedia production and techniques for authoring an interactive website.

II. COURSE MATERIALS


http://lynda.gmu.edu/

Students are suggested to examine online learning opportunities with Lynda.com for further, supplemental instructional materials. Note that Lynda.com classes are available to all Mason students at no charge.

https://www.w3schools.com/html/

Students are suggested to examine online learning opportunities with W3Schools website for code they can use in the creation of their website. This website contains code for website construction, social media, YouTube, and customized content.

https://linkedin.com

Students are suggested to sign up for LinkedIn training. Viewing and completing the exercises for 1) Programming Foundations, 2) Web Development Foundations, 3) HTML5 Essentials, 4) CSS Essential Training 1, CSS Essential Training 2, and CSS Essential Training 3, and 5) JavaScript Essentials are required elements in this course. Note: The same training videos can be accessed at Lynda.com for free.
III. COURSE CALENDAR
The course calendar will be posted in Blackboard and reflect due dates associated with the following course assessments: 1) online video logs to cover reading and lecture materials, documenting a student’s progress in understanding and applying e-Learning materials, 2) homework that allows for practice and provides worked examples, 3) a midterm exam to cover reading and lecture material, documenting a student’s progress in understanding key terms and concepts associated with the construction of a customized website, 4) formal and informal written work to demonstrate an understanding of the theoretical underpinnings of e-Learning, and 5) a project presentation that demonstrates the necessary skill set in authoring interactive multimedia.

IV. LEARNING OBJECTIVES
By the end of this course, students will be able to:

1. Perform and reflect on the fundamental steps of creating a live website including brainstorming, designing, creating objects, logos, and infographics; writing text content; producing video; and assembling the website.
2. Choose and explain the demographic for the website related to student’s area of study and their program’s requirements.
3. Communicate effectively with student colleagues to provide peer feedback on work using the criteria provided.
4. Explain and apply the Cognitive Theory of Multimedia Learning related to dual channels, limited capacities, and active process.
5. Explain and apply e-learning principles related to video, graphics, and placement of content.

Field Experience:
Students will actively engage in a multimedia field experience through the construction of an academic website project in their area of study.

SCHOOL OF INTEGRATIVE STUDIES Competencies for this course:

- Communication
- Critical Thinking
- Strategic Problem Solving
- Information Technology
- Aesthetic Awareness
- Group Interaction

SCHOOL OF INTEGRATIVE STUDIES Competencies Explored:

Communication. Communication is the process of creating and sharing meaning through human interaction.

Critical Thinking. Critical thinking is the ability to think clearly and critically, using reason and experience to form considered judgments.
**Strategic Problem Solving.** Problem solving is the ability to form an effective plan to address a defined problem.

**Information Technology.** In the information technology competency, students will understand, know how to use, and make choices regarding new and existing information and information technology. Because the use of information, computer, and Internet is throughout professional and civic life, competence in information technology and literacy is essential to personal as well as career success.

**Aesthetic Awareness.** Aesthetic awareness expands an individual's concept of art beyond the museum to include music, poetry, literature, and dance, as well as elements of design in culture.

**Group Interaction.** Group interaction means collaborating effectively with others. Groups are often able to achieve more than individuals in time, expertise, and learning.

V. INSTRUCTIONAL MATERIALS

The use of Mason email, and/or Google Drive or OneDrive account will ensure that students possess all the resources needed to store project materials in and out of class. Mason provides OneDrive access to all students free of charge. Google Drive is free to students and stores up to 15 Gigabyte of data with no charge.

Students are responsible for the frequent and methodical backup of their class work over the course of the semester. Students will be responsible for the re-creation of any required files that are lost over the course of the semester. Data loss and Blackboard technical difficulties cannot be used as an excuse for late or missing work.

All work must be submitted by the last day of class for grading. Work submitted to Blackboard after the last day of class will not be graded.

**Lectures and Demonstrations:**

This course is framed on Kolb’s Experiential Learning Theory (ELT). Lectures delivered by the professor will focus on learning concepts and e-Learning principles (The learner will know…) while demonstrations will focus on the completion of practice activities (The learner will be able to…).

Throughout the semester students will be asked to process concrete experiences, perform reflective observations, conceptualize abstract ideas, and actively experiment with website design and construction. There are multiple scaffolded formative activities both in class and as homework designed to prepare students for the summative midterm exam and a final project presentation.

VI. ASSIGNMENTS

**Course Calendar:** Students should pay close and regular attention to weekly announcements in Blackboard. The schedule for the course will be posted on Blackboard and presented in the syllabus. Mastery of course topics and final course score will be assessed using:

1) 5 video log postings (5 @ 20 points each for a total of 100 points)
2) 1 final video log posting (1 @ 50 points each for a total of 50 points)
3) 5 homework assignments (5 @ 30 points each for a total of 150 points)
4) 3 papers (3 @ 100 points each for a total of 300 points)
5) 1 midterm exam (1 @ 200 points for a total of 200 points)
6) 1 final presentation (1@ 100 points for a total of 100 points)
7) attendance (13 weeks @ 7.7 points for a total of 100 points)

You can earn up to a total of 1000 points in this course. See the grading session for assigned grade values/percentages as applied in Blackboard.

**Grading the Video log (5 logs @ 20 points each for a total of 100 points)**

There will be 5 video logs due at the beginning of specified class sessions. You are expected to read the assigned materials for the week before coming to class, complete research to find examples, analyze the principle and its application (if applicable), and relate the principle to your own website construction by providing a screenshot of your website’s construction at that point in time.

It is important that all your video logs demonstrate weekly progress on the design and development of your website. Instead of discussing weekly progress on the design and development of website (i.e., you have not decided on a theme or design yet), you can also include a discussion related to what you are learning through the assigned LinkedIn/Lynda.com training videos and exercises each week.

There will be multiple class activities where you will be grouped in small groups of 2 or 3 and asked to discuss the progress of your website, the creation of content, etc. It is important that you come to class each week prepared to participate in small break-out groups.

As a good instructional designer will tell you, a well-designed video log includes an informally written script. Script your video logs prior to their recording so that all the items you want to say and explain are presented thoughtfully and completely to the class. Please attach your informally written script to the video log posting in Blackboard for grading. Note that the script should be drafted prior to the creation of the video. A draft of the script will be fine, it is not being graded on spelling or grammar or punctuation.

**Suggested format for video logs (3 to 5-minute video in length):**

**Part 1:** Two or three slides that contain a definition and description of the e-Learning principle (2 points).

**Part 2:** Two or three slides that demonstrate examples of the correct / incorrect application of these principles. Examples can be found by conducting research on the Internet, Google Scholar, and/or the Mason library. Ensure to cite your examples in the footer of the slides (4 points).

**Part 3:** Two or three slides that document your analysis of the application of the principle under study. Why is it the correct application? What did the designer do correctly or incorrectly? (4 points).

**Part 4:** Two or three slides that contain screenshots of your application of this principle from your own website (if applicable) or what was learned this week in viewing LinkedIn/Lynda.com
video training. Describe any experimentation steps you took in applying this principle (4 points).

**Part 5:** Posting an informally written draft script to the Blackboard discussion post that was used in the creation of the video log (6 points).

**Grading the Final Video log (1 log @ 50 points each for a total of 50 points, 5 to 8-minute video in length)**

This is the final website prior to presentation. It is due at the start of Week 14. In your video demonstrate the following items:

1) The purpose of the website,
2) The main design elements you chose to work with,
3) The main layout of the website (a sitemap),
4) Your style sheet (the color palette, navigation bar, fonts, sizes, etc.),
5) The application of any (at least two) e-Learning principles you chose to work with,
6) Use of social media,
7) Use of self-created graphics,
8) Use of a self-created video,
9) An extensive amount of content across 5 pages, and
10) A picture of yourself.

It is essential that you submit your final video post at the start of Week 14 so that colleagues can view your video during the week and offer suggestions for improvement. During video log presentations, please be positive and supportive of your colleagues, and offer them what you have learned, helpful hints, and suggestions for improvement to their video log in a professional and courteous manner. All suggestions will be recorded and posted to class announcements so that all can benefit from the peer review.

The feedback from your colleagues can be helpful in polishing your website in preparation for the final presentation. It is entirely ok to see something someone else has done on their video and decide you want to do that too, just so long as you make it your own (i.e., give it your own spin). This is the nature of the learning community here at Mason. Innovation and collaboration is highly encouraged!

**Grading the 5 homework assignments (5 @ 30 points each for a total of 150 points)**

Homework assignments are found in the Carey textbook. You may work ahead. They are graded on accuracy of completion and are formative in nature, meaning you will be able to check the solutions file, make corrections, and learn from mistakes. You may use one or all the homework templates in the creation of your final project. Consider the completion of each homework assignment as one of the final pages of your final project, and after completing the homework assignment consider reworking it to contain your own content and design. You can work ahead, its possible your final project will be designed for the mobile web, and you will want to focus your efforts on Tutorial 5 and 6.
Case Study 2 on page 76 is due at the start of class in Week 4
Case Study 3 on page 78 is due at the start of class in Week 5
Case Study 3 on page 165 is due at the start of class in Week 7
Case Study 3 on page 235 is due at the start of class in Week 10
Case Study 3 on page 430 is due at the start of class in Week 13

Midterm exam (1 exam @ 200 points for a total of 200 points)

You are required to complete a midterm exam. There are approximately fifty to sixty multiple choice, true/false, and short answer questions. Exam questions come directly from the required textbook.

The midterm exam will be posted and completed using Blackboard. You can use your laptop or the computer in the lab, but you will need a computer to access the midterm exam in Blackboard.

Course Content units in Blackboard contain Check for Understanding quizzes. These Check for Understanding quizzes have unlimited attempts, are very good information, and there to help you think about various aspects of e-Learning principles, HTML code, and CSS styles you are applying in the design of your website. The Check for Understanding quizzes are worth 0 points and can be taken multiple times. It is recommended to you as useful resources in preparation for the midterm exam.

There are weekly pop quizzes that are not graded. You will earn 1 midterm exam point for each 100% score on the weekly pop quizzes.

Written papers (3 papers @ 100 points each for a total of 300 points)

This course has been approved by the Faculty Senate Writing across the Curriculum Committee to fulfill all/in part the Writing Intensive requirement in the INTS major. It does so in 3 parts:

1) Through the 1000-word analytical paper due in Week 5.

   **The goal of Paper 1:** Using the cognitive theory of multimedia learning (based on dual channels, limited capacities, and active processing), and what you know about the knowledge construction view of learning, evaluate/analyze how people learn from multimedia by comparing two relevant research articles.

2) Through the 2500-word research paper due in Week 11.

   **The goal of Paper 2:** Using an evidence-based research approach, choose 2 or 3 current, peer-reviewed journal articles, all from top tier universities, and question/debate/research 2 or 3 specific e-Learning principles you plan to use in the design and development of your website.
3) Through the 1000-word reflective essay due in Week 16.

**The goal of Paper 3:** Using Kolb’s experiential learning theory (ELT) as a framework; consciously reflect on the experience of constructing your own website based on eLearning principles.

Papers are graded on content (80%) and format (20%). The content must fully address the learning objective associated with each paper and the format of the paper must be in APA.

Paper 1 must include 2 citations/references and Paper 2 must include 5 citations/references. Resources must be high quality and can include peer-reviewed journal articles from top tier schools, books, and the textbook from Clark and Mayer (2016) “e-Learning and the Science of Instruction”. Examples are provided in the weeks of the assignment so that you can examine the work of other colleagues in previous semesters to help you better craft a quality paper. Please ensure you submit a quality paper, which will require time and thoughtful application.

Papers will be graded using SafeAssign, a plagiarism checker. If you have an originality score higher than 20%, I will assign a score of 0 during grading and ask that you rewrite your paper.

**Final Project and Presentation (1 project presentation @ 100 points for a total of 100 points)**

Students must perform a minimum of 45 hours of work on the final project to earn one credit of experiential learning. This aspect of the INTS program reflects the school’s commitment to providing the educational experiences that will prepare graduates for the workplace and active, responsible citizenship. Through experiential eLearning, the office becomes the classroom and the Mason community becomes the teacher. Immediate, concrete experiences become the basis for reflection and integration of content knowledge, whereby students learn by doing.

In this class, our experiential learning assignment will be based on the development of an electronic website/portfolio. You should not plan on using a pre-made website such as Wix or Weebly. Instead, plan on attending weekly class sessions where you will develop your own website using templates provided by completing 5 homework assignments.

**Grading Rubric for the final project:**

**Purpose:** The purpose/goal of the website is clearly identified. (20 pts)

**Creativity:** There is evidence of a variety of creative works learned in HTML and CSS as well as other tools such as Photoshop, Paint, and Screencast-o-matic. The website is uniquely you and design aesthetics are clearly considered and presented. (20 pts)

**5 pages of relevant content:** A minimum of five well-designed and complete pages containing working links is demonstrated (20 pts). Graphics and text: Original figures, pictures, and text are presented. Suggestions for page content can include (but are not limited to): About Me, Teaching Philosophy, Academics, Research, Resume, and Contact Me.
**Videos and Pictures:** Original videos and pictures support the goal of the website. Though not required, consider adding one page that documents the class and the development of the website, and include all of the video logs as streaming media. (20 pts)

**Social media:** All teachers in the Fairfax County school district and other school districts as well, should consider developing a social presence. Media from YouTube, Facebook, Twitter, and links to the school district, school site, other academic sites and job sites are helpful to a user investigating your website and learning more about you and your teaching pedagogy. (20 pts)

**Attendance (13 weeks at 7.7 points for a total of 100 points)**

Attendance will be taken at the start of class when a roster will be circulated. Each session is worth 7.7 attendance points, for a total of 100 points over 13 weeks of physical presence in the classroom. Please be on time, if there is traffic, text me immediately to let me know you will be late.

**The Late policy:**

You must follow assigned deadlines throughout the semester. There is a 10% penalty for any late work. You will know your assignment is late when you see a 0 score in the gradebook for that assignment.

**Regarding the final presentation:**

You must be present on the day of the presentations and you must present your own presentation to earn the presentation points.

If an emergency arises and you know that you will not be able to finish the final project and present on time, please email me immediately (before the day of the presentation) and we can setup a time to meet before Wed Week 16. Note that this effort can earn the final project points but not the final presentation points.

Note that I am required to submit final grades to the department within 48 hours of the scheduled final exam. You are required to submit all your course work to Blackboard by Wed midnight EST of the date of the scheduled final exam for grading. Work not uploaded to Blackboard before the end of the last day will not be graded. **IMPORTANT - Immediately after your final project presentation, take a moment to review the gradebook and make sure you have submitted all your work.**

**VII. SEMESTER DATES AND COURSE STRUCTURE –**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Assignments</th>
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| Week 1 Jan 23 | Class Introductions; Syllabus Review; Logging into Lynda.gmu.edu; Demonstration of final projects from last semester; Q & A; How the course is structured. | 1. Purchase textbook(s)  
2. Download Student Data files  
3. Setup a file structure and save it. Be prepared to use this file structure and storage throughout the |
### File Management -
1) Code Editors for Mac and PC – Brackets and Notepad++
2) Browsers - Firefox, Chrome, and Safari
3) Storage - Google Drive and OneDrive
4) File structure - Creating an INTS 345 folder, downloading Carey Data files, moving Tutorial folder from each Lesson into the created INTS 345 folder and subfolders.
5) Zipping files and submitting zipped folder to Blackboard.
6) Using Kaltura CaptureDesktop and Screencast-o-matic to create a video and post it to Blackboard.

### Using Blackboard -
7) How to retrieve feedback in Blackboard,
8) How to post a link, an attachment, and embed a video in Blackboard discussions.

**Lecture:** eLearning and neuroscience

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### Week 2  
**Jan 30**

**Colleague’s presentations** of introductory video.

**Lecture** - Clark & Mayer, Chapter 1: What is eLearning? How do people learn from e-Courses?

**Lecture** – Aesthetic Design Principles in website design. Review the resources provided in Blackboard and research materials found online at various design sites and blogs.

**Lecture** - Carey Tutorial 1 Session 1 - Getting started with HTML5

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### Week 3  
**Feb 6**

**Colleague’s presentations** of graphic design video

**Lecture** - Clark & Mayer Chapter 3: Evidence based practice

**Lecture** – Carey Tutorial 2 Session 1.2 - HTML page elements

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### Week 4  
**Feb 13**

**Review** - Homework 1

**Lecture** – Clark and Mayer Chapter 4 – Applying

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**Semester, saving your work at the end of each class session.**

4. Sign up at Lynda.gmu.edu for HTML and CSS practice.


6. Sign up for LinkedIn.com training.

**Video:** Create a video that introduces yourself in Bb and post it to the Introductions forum.

**Read:** Clark & Mayer Chapter 1 - What is eLearning?

**Read:** Carey Tutorial 1 Session 1 - Getting Started with HTML5

**Complete:** Programming Foundations video in LinkedIn/Lynda.com and take quiz.

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**Homework 1** Carey Chapter 1 Case 2, page 76 due at the start of Week 4

**Read** Clark and Mayer Ch. 4 - Multimedia Learning and Ch 5 Contiguity

**Read** Carey Tutorial 1 Session 1.3 - Lists and Hypertext Links.

**Complete:** HTML5 Essentials (first half, units 1 through 4) video.

**Homework 2:** Carey page 78 Html 1 Case 3 due.
| Week  5  | Feb 20 | Colleague’s presentations of multimedia and contiguity principles.  
Review – Carey homework 2  
Lecture - Clark and Mayer - Chapter 6: Modality and Chapter 7: Redundancy  
Lecture - Carey Tutorial 2 Session 1 - CSS Styles and Colors | Video: Find and discuss 2 examples of the multimedia and contiguity principles.  
Read Clark and Mayer 6 Modality and Chapter 7 Redundancy  
Read Carey Tutorial 2 Session 1 CSS Styles and Colors.  
Complete: HTML5 Essentials (second half, units 5 through 8) video in LinkedIn and take quiz. |
| Week  6  | Feb 27 | Lecture - Clark and Mayer - Chapter 8: Applying the coherence principle. Chapter 9: Applying the personalization principle.  
Lecture - Carey Tutorial 2 Session 2 CSS Typography | Homework 3: Carey page 165 case 3 due  
Video: Find and discuss 2 examples of the coherence and personalization principles. Your screenshots of your own website (containing your own content, infographic, and logo) should be presented in this video.  
Read: Carey Tutorial 2 Session 3 Pseudo Elements and Classes  
Complete: CSS3 Essential Training 1 and take quiz. |
| Week  7  | Mar 6  | Colleague’s presentations of coherence and personalization.  
Lecture Carey Tutorial 2 Session 3 Pseudo-Elements and Classes  
Review - Carey homework 3  
Lecture: The importance of planning: Creating a storyboard in PowerPoint. | Homework 4 Carey page 251 Case 2 due  
Video: Present a plan for constructing your own website, to include a Storyboard, a Site map, and a Project Plan. Create a video explaining your project and post the video to the class discussion.  
Read Clark and Mayer - Chapter 10 |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Notes</th>
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<tr>
<td>8</td>
<td>Mar 13</td>
<td>Spring Break</td>
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| 9    | Mar 20 | Colleague’s presentations of planning  
Review – Homework 4  
Lecture - Carey Tutorial 3 Session 1 - Page Layout with floating elements |
| 10   | Mar 27 | Review Homework 5  
Colleague’s presentations of the Segmenting and Pretraining principles.  
Lecture - Carey Tutorial 3 Session 2 - Page Layout grids and Carey Tutorial 3 Session 3 - Layout with Positioning Styles |
| 11   | April 3 | Review Paper 2  
Midterm Exam Review:  
1) All the Quick Check questions in Carey Sessions 1.1 through 3.3 and all of 5.  
2) All the Check for Understanding quizzes.  
3) All the quizzes in the LinkedIn training videos. |
| 12   | April 10 | Midterm Exam  
Covers reading and lecture material as presented in Weeks 1 through 10 (Clark and Mayer Chapters 1 through 11 and Carey 1.1 through 3.3) in their entirety. The midterm exam is closed book, closed notes, in class, and conducted on Blackboard. This is the only thing we will do today, after the test is completed, you are welcome to leave. |

Leveraging Examples in eLearning and Chapter 11 - Segmenting and Pretraining  
Read Carey Tutorial 3 Session 1 - Page Layout with floating elements  
Complete: CSS3 Essential Training 3 and take quiz.  
Homework 5: Carey page 430 Case 3 due  
Video: Find and discuss 2 examples of segmenting and Pretraining. Your screenshots of your own website (containing your own content) should be presented in this video.  
Read - Carey Tutorial 3 Session 2 - Page Layout grids  
Paper 2: A 2,500-word research paper on the e-Learning principles you plan to focus on in the construction of your website.  
Read - Carey Tutorial 3 Session 3 - Layout with Positioning Styles  
Complete JavaScript Essential Training (first third, units 1 through 4) and take quiz.  
Be certain you can answer all the Carey 1.1 through 3.3 and all of 5 Quick Checks. Spend this time getting caught up and preparing for the midterm exam next week.  
Complete JavaScript Essential Training (second third, units 5 through 8)  
Complete JavaScript Essential Training (last third, units 9 through 11)
<table>
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<tr>
<th>Week 13</th>
<th>April 17</th>
<th>Student-Teacher meeting</th>
<th>Final Video log and presentation due at the start of Week 14</th>
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<tr>
<td></td>
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<td>I will work individually with each colleague in class to see what still needs to be done for Week 14. Plan on bringing your mostly completed website to class and being able to explain its construction, ask questions about what still needs to be done, etc.</td>
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<tr>
<th>Week 14</th>
<th>April 24</th>
<th>Colleague's presentations of the final video log.</th>
<th>Live Final Project Presentations of your completed website to the class due at the start of Week 15.</th>
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<td>Each colleague will present their final video log, demonstrating the process they used to create their website. Each video will be approximately 5-8-minutes in length.</td>
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<tr>
<th>Week 15</th>
<th>May 1</th>
<th>Live Final Project Presentations</th>
<th>Paper 3 due - Final written reflective paper due to Blackboard by Week 16 Wednesday midnight</th>
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<tr>
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<td>Website/E-portfolio Presentations</td>
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<td>- Present your website to the class. EVERYONE WILL PRESENT. Plan on presentations that last approximately 3 to 5-minutes each. During your presentation note any improvements made based on colleague suggestions for improvement from last week. MAKE AT LEAST ONE CHANGE to your final project between Week 14 video and Week 15 final live presentation.</td>
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<tr>
<th>Final Exam period</th>
<th>Week 16</th>
<th>Paper 3 due</th>
<th>Grades will be submitted to the university within 48 hours of the final exam.</th>
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<td></td>
<td>May 8</td>
<td>- Final written reflective paper due to Blackboard by Wed midnight.</td>
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**VIII. GRADING**

**THE FOLLOWING GRADING SCALE WILL APPLY IN THIS CLASS:**

- 970 – 1000 A+
- 940 – 969 A
- 900 – 939 A-
- 870 – 899 B+
- 840 – 869 B
- 800 – 839 B-
- 770 – 799 C+
- 740 – 769 C
- 700 – 739 C-
- 600 – 699 D
- Below 599 F

Evaluations will be given with a representative letter grade, as defined below:
A = Excellent - Achievement that is outstanding relative to the level necessary to meet course requirements.
B = Good - Achievement that is significantly above the level necessary to meet course requirements.
C = Average - Achievement, while adequate and meets the course requirements, is considered only fair relative to the level required by the course.
D = Unsatisfactory - Achievement, while inadequate, is worthy of credit even though it fails to meet fully the course requirements.
F = Fail - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete. (See below).
I = Incomplete - Assigned at the discretion of the instructor when extraordinary circumstances (hospitalization) a student is prevented from completing work on time.

IX. RESOURCES

The School of Integrative Studies has a good guide for writing papers. This guide can be found at the Online Writing Guide for Integrative Studies students. The Mason library Info guide to promote writing is another good resource when writing papers, as it provides many suggestions and examples to help you format your paper.

Suggested Software. You may wish to consider purchasing an academic license for Adobe CC from Patriot Computers, which offers good GMU student discounts. Having Adobe CC software package installed on your laptop means that you can continue to customize your project outside of class and after class has ended.

X. ATTENDANCE AND EXPECTATIONS

Attendance is mandatory. There will be regular homework demonstrations during scheduled class session you will want to participate in so that you are comfortable completing your homework and final project. Class meets once a week on Wednesdays from 4:30 pm to 7:10 pm. If you are aware of any concerns (missing a day, being late, etc.) email the professor immediately at rstephe2@gmu.edu.

XI. DISABLED STUDENT ACCOMMODATIONS

If you have a disability, please post your paperwork in to the Disability Resource Center so we can accommodate your needs.

XII. HONOR CODE

All work created for this class must be your own work, with sources cited as necessary. When producing group work, the group must credit the contributions of each group member. Violations of requirements can result in a report to honor committee action.

Copyrights and the Internet: All work must be original. All web elements that are not originally created by yourself or that you have the rights to, have the potential to be copy written. This includes pictures, graphics/art, sound, logos etc. Please do not turn in work with copy written material in it.

School of Integrative Studies Diversity Statement (Revised and passed in June 2009) School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences.
including race, economic status, gender expression and identity, ethnicity, sex, sexual orientation, national origin, first language, religion or irreligion, age, and disability.