

Interaction Design

User-Centered Applications

F10-ART-332A-01

Spring 2024

Class - In person: Mon/Wed 6:00pm–8:50pm Walker Hall Room 050

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[Slack Invitation](#)

Syllabus

Course Description

This course is a hands-on application of interaction design for digital media (primarily browser-based). We will explore how user-interaction adds bi-directionality to communication, examine the intricacies of seemingly simple digital interactions, and familiarize ourselves with the attributes of digital device as 'canvas'. We will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Our focus will be to learn by doing: first-hand experience gained while undertaking real-world projects will provide the context and framework for discussion and instruction. Project work will likely be (but not required to be) accomplished with tools available in the Adobe Creative Suite and free tools such as VS Code. Web browsers on both desktop computers and mobile devices will also be used extensively. No prerequisites. This course counts as a Communication Design major elective.

Course Goals

At the end of this course, you will be able to:

- Identify and leverage common conventions and design patterns in order to maximize user comprehension and familiarity.
- Identify audiences and stakeholders, and develop personas (hypothetical individuals who represent audience segments).
- Write user-stories: concise statements that articulate a specific need.
- Make design and interaction decisions that prioritize user needs.
- Create low- and high-fidelity prototypes that effectively communicate your design and interaction intentions.
- Test your assumptions and refine your plans using clickable prototypes.

Required Texts, Materials, Software or Equipment

Work will likely be (but not required to be) accomplished with tools and software you already have (Adobe Creative Suite) or can download and/or use for free or low cost. (Figma, Visual Studio Code, GitHub). Web browsers on desktop computers will also be used extensively, and other devices as your work warrants.

While you will likely use paper for your own purposes (sketches, notes, etc.), this course does not require any paper deliverables. As such, printing costs should be minimal/nonexistent.

Course Fee

\$0. Hurray for the cloud!

Daily Work/Homework

Class sessions: Monday and Wednesday evenings, 6:00pm–8:50pm CST/CDT

Class time will be divided between discussions, instruction, group exercises, critiques and studio time. Expect to spend time outside of class on self-instruction, research, and assignment/project work in order to be prepared for each classroom session.

Homework assignments will typically be assigned when class meets, and be due by 5pm on the day of the next class session.

Assignments

The class website (applications2024spring.wudesign.me) will act as clearinghouse for assignments, project information and deliverables. The work you produce will live on GitHub (see below), but to get credit for it, you must follow the directions for each project/deliverable in order to successfully link your work to the class website.

You will create an account on GitHub to store your work, and use GitHub Pages to host it. GitHub is an online platform for sharing Git repositories. A Git repository is a collection of files that is version-managed, which means it maintains a complete history of each file. In concept, a Git repository, or 'repo', provides unlimited undo for entire collections of files. In practice, using Git can be extremely technical, so we'll stick with the basics. You'll only be expected to use file-uploading through the GitHub web interface, but if you are familiar with Git (or want to learn), I encourage you to use a Git client for managing your files locally and pushing updates to GitHub.

Understand that your work will be public, and hosted on your own account. When the semester is over, you'll retain full control over what you've made.

Class Participation

Time spent as a large group (lectures, etc) will be kept at a minimum, but expect to be in class for the full scheduled session. I will regularly have short meetings with individuals or small groups of students during class for discussion, critique, and progress checks. You may also sometimes work in small independent groups. Like any studio class, expect to make an appreciable time commitment outside of class sessions for homework and projects.

Everyone learns more when critiques occur as a discussion rather than a one-sided evaluation. Expect not only to receive constructive feedback, but to provide it to your peers. This may occur in class discussions, one-on-one discussions with peers, or in the form of written notes.

End-of-Semester Reviews

All BFA Communication Design students, beginning with the spring semester of sophomore year, will be scheduled for an end-of-semester faculty review directly following the final week of classes.

All BFA juniors and seniors in Studio Art will be scheduled for an end-of-semester faculty review directly following the final week of classes.

All BFA Fashion Design students, beginning with the spring semester of sophomore year, will be scheduled for an end-of-semester faculty review directly following the final week of classes.

Please note: **reviews are optional for students in the BA and Second Major tracks and will be scheduled by request only**. If a review is desired, students must notify the Undergraduate Program Coordinator and the respective professor no later than the midterm mark of the semester. Students must be in two studio courses to be eligible for faculty review.

Grading System

Grades will be determined by a combination of objective and subjective factors:

- **Attendance / punctuality:** Did you show up to class consistently, and on-time?
- **Timely delivery assignments:** Were all deliverables posted and available on the class website at or before the time specified?
- **Technical development/proficiency:** Have you correctly applied the technical skills learned in the class? Does your work demonstrate your technical ability? Do final deliverables function without error?
- **Design thinking/application:** Have you made thoughtful and appropriate creative choices? Does your work communicate clearly, and as intended? Is the final product beautiful, compelling, and well crafted?
- **Investment:** Does your work demonstrate a commitment of effort throughout the design/development process? Were you engaged in class? Did you contribute to the larger group? Did you manage your time well?

Grading Philosophy

Grades will not be assigned on a curve, nor is any other particularly mathematical device applied. If you have an expectation of a strictly numbers-based grade, now is the time to let go of that expectation. We're talking about art here! At a high-level, final letter grades attempt to reflect the following standards:

- A. Superior grasp and application of concepts; high level of exploration, thoughtful presentation of ideas, control and understanding of craft, timely completion of all projects. Serious and consistent effort, commitment, and participation.
- B. Strong grasp and application of concepts; good quality work that meets and often exceeds the basic criteria of assignment; good effort and participation, evidence of growth.
- C. Average comprehension of basic coursework and application of concepts, average level of investigation or initiative; some technical problems or trouble with craft; occasional participation.
- D. Evidence that concepts are not understood and/or not being applied; poor quality work, course or projects criteria is not fulfilled, weak effort or level of investigation; little or no participation; attendance problems.
- F. Failing, not acceptable for progress in curriculum, unacceptable deficiencies in process or final product.

If grades are important to you, be proactive about ensuring they are as you expect them to be.

Support and Supplementary Instruction

- **Communication with instructor:** I am a part-time instructor, and most of my daytime hours are spent as a full-time developer. While I make every effort to respond quickly to requests for assistance outside of class hours, it may be hours before I can reply, particularly if your request is technical in nature. Email and Slack are my preferred methods of contact, as they help maintain a record for future reference.
- **Collaboration with peers:** Some projects/assignments may involve collaboration with your peers outside of class hours. In such cases, I leave it to you to determine how best to stay in communication, but I do expect all parties to be responsible for finding workable solutions.
- **Other resources:** Project-specific resources will be enumerated on the class website for each project or deliverable.

Inclusive Learning Environment Statement

The best learning environment is one in which all members feel respected while being productively challenged. I am dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

An inclusive learning environment recognizes that we all learn differently. I encourage you to be open with us about your needs. We respect accommodation letters provided by students – and appreciate reminders from you if we accidentally propose an activity that conflicts with your accommodation!

Attendance Policy

Students are allowed two unexcused absences. After two unexcused absences, students will receive one full letter grade penalty for each subsequent absence. Three late arrivals and/or early departures will equal one absence. If a student misses more than 20 minutes of a class, they are considered absent. Missing a review or critique equals two absences. If a student must miss a critique, please inform the professor beforehand. Any student who misses class is responsible for contacting a fellow student to find out what they missed, for making up all work, and for being prepared for the next class.

Participation in major critiques and reviews by all students is essential to the development of all students. Failure to do so will have an impact on your final grade. Following university policy, class will begin promptly with the start time listed in the undergraduate bulletin.

What constitutes an excused absence? I prefer to avoid arbitrating what constitutes an excused absence. Documented medical situations or family emergencies are clear exceptions. Personal obligations, schedule conflicts, planned travel, unforeseen circumstances, etc. are not. You are adults, and I certainly don't judge you for prioritizing any of these things over class, but I expect you to understand accept the consequences of your choices. University policies and statements affecting absence (such as accommodations religious holidays or for a weather events, etc.) will be respected. Informing me of an expected absence is appreciated, but does not imply the absence will be excused. If I haven't said to you 'I will mark this absence as excused', assume it is not.

In case of severe medical or family emergencies, contact the Dean of Students as soon as possible: 314-935-6532. Additionally, if you are diagnosed with COVID-19 and need to temporarily discontinue

your studies, please also notify your Chair as soon as possible for assistance in managing your academic progress.

Penalties for Late Work and Requests for Extensions

Deliverables turned in late receive half-credit. (Most projects include many deliverables, so don't worry that you've destroyed your grade with one missed deadline, but a habit of late work can become detrimental very quickly.) If you need an extension for work, discuss the circumstances with me as early as possible. My ability and willingness to accommodate an extension depends on a number of factors that may change from assignment to assignment.

See **Part 2 of this Syllabus** for Standard Course Policies and Information for Students including:

- COVID Policy and Protocols
- Academic Integrity
- Ethics/Violations of Academic Integrity
- Grade Dispute Policy
- Technology Policies
- License for Non-Exclusive Right to Reproduce and Distribute
- English Language Proficiency
- Disability Resources
- Statement on Military Service Leave
- Preferred Name and Personal Pronouns
- Emergency Preparedness
- Urgent Care
- Reporting Sexual Assault and Harassment
- Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking
- Bias Reporting and Support System
- Counseling and Psychological Services
- WashU Cares
- The Writing Center
- The Learning Center
- Center for Diversity and Inclusion
- Equity, Diversity, and Inclusion in the Sam Fox School

- Gephardt Institute and Voting
- University Libraries
- Religious Holidays

Disclaimer: The instructor reserves the right to make modifications to this information throughout the semester.

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COURSE POLICIES

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habib Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If a student tests positive for Covid-19, they will receive a letter with instructions about any necessary isolation that they can share with their instructors. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found on the [Health and Safety webpage](#). This includes:

Masking;

Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed.

Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others (including generative artificial intelligence) must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>

Turnitin

In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

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Ethics/Violations of Academic Integrity

Ethical behavior is an essential component of learning and scholarship. Students are expected to understand and adhere to the university's academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee and can include failure of the assignment, failure of the course, suspension, or expulsion from the university. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask the instructor. Always cite sources when ideas are presented and/or use language that was developed by another individual, including material from class lectures and discussions. Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.

Grade Dispute Policy

The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The school stresses that every effort to resolve this dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential coursework requires timely resolution of the grade dispute. For more information, see <https://insidesamfox.wustl.edu/items/grievance-grade-dispute-policy/>.

Technology Policies

Computers or other electronic devices, including "smart pens," may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Use of laptops or other devices for other coursework or nonacademic purposes is distracting and disrupts the learning process for others in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes, but is not limited to, emailing, texting, social networking, playing games, instant messaging, and internet use. Work on other coursework includes, but is not limited to, internet use, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

The Sam Fox School Information Technology Infrastructure has many services for your benefit. Visit <https://sites.wustl.edu/insidesfs/it/> for more information.

License for Non-Exclusive Right to Reproduce and Distribute

The course instructor has non-exclusive right to reproduce and distribute work produced in this class as part of a publication or body of work, which may include products from this course or other works.

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Students retain ownership of all rights held under copyright. This permission is revocable for three months following the conclusion of this course via notification in writing to the course instructor.

English Language Proficiency

If English language proficiency is such that the student may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to the instructor who may refer the student to the [English Language Program](#) (ELP). ELP is a university-wide resource that provides classes and academic English language support designed to increase non-native English-speaking students' English language proficiency and to facilitate their academic success at Washington University. Other academic assistance resources are available through the [Office for International Students and Scholars](#).

RESOURCES FOR STUDENTS

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Students with disabilities requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR) and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: <https://students.wustl.edu/disability-resources/>; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: <https://students.wustl.edu/pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings

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for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the [WashU Safe app](#) and enable notifications.

To report an emergency:

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

Urgent Care

Student Health Services utilizes Barnes Jewish Hospital Emergency Department, which is located on Kingshighway Blvd. Call (314) 362-5000 to reach the hospital.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cmcopeland@wustl.edu. They will also offer available resources, including confidential support resources through the Relationship and Sexual Violence Prevention (RSVP) at 314-935-3445. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: [Gender Equity and Title IX Compliance Office](#)

Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking

The University is committed to offering reasonable academic accommodations (e.g. a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If a student needs to explore options for medical care, protections, or reporting, or would like to receive individual counseling services, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center. If you need to request such accommodations, please contact RSVP to schedule an appointment with a confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. The RSVP Center is located in Seigle Hall, Suite 435, and can be reached at rsvpcenter@wustl.edu or (314) 935-3445. For after-hours emergency response services, call (314) 935-6666 or (314) 935-5555 and ask to speak with an RSVP Counselor on call. See: [RSVP Center](#).

Bias Reporting and Support System (BRSS)

The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

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Counseling and Psychological Services

Counseling and Psychological Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student's academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. Individual, Conjoint, and Group therapy are all provided in addition to referrals for off-campus support. Information can be found on the [Mental Health Services webpage](https://students.wustl.edu/counseling-psychological-services/) <https://students.wustl.edu/counseling-psychological-services/>.

The Division of Student Affairs also offers a telehealth program to students called [TimelyCare](https://app.timelycare.com/auth/login) <https://app.timelycare.com/auth/login>. While students are encouraged to visit Counseling and Psychological Services during business hours, this additional service also provides after-hours access to medical care and 24/7 access to mental telehealth care across the United States, with no cost at the time of the visit. 12 counseling visits are provided at no charge as well as a limited number of psychiatry appointments. Students who pay the Health and Wellness fee are eligible for this service.

Additionally, see the mental health services offered through the RSVP Center listed above.

WashU Cares

WashU Cares specializes providing referrals and resources, both on, and off campus for mental health, medical health, financial and academic resources by using supportive case management. WashU Cares also receives reports on students who may need help connecting to resources or whom a campus partner is concerned about. If you are concerned about a student or yourself, you can file a report here: <https://washucares.wustl.edu/>.

The Writing Center

The Writing Center offers free writing support to all Washington University undergraduate and graduate students. Staff members will work with students on any kind of writing project, including essays, writing assignments, personal statements, theses, and dissertations. They can help at any stage of the process, including brainstorming, developing and clarifying an argument, organizing evidence, or improving style. Instead of simply editing or proofreading papers, the tutors will ask questions and have a conversation with the writer about their ideas and reasoning, allowing for a higher order revision of the work. They will also spend some time looking at sentence level patterns to teach students to edit their own work.

The Center is located in Mallinckrodt and open Sunday through Thursday from 11:00 am to 9:00 pm and Friday from 11:00 am to 5:00 pm. Students are seen primarily by appointment, but walk-ins will be accepted as the schedule allows. Both in-person and online appointments are available. To make an appointment, go to writingcenter.wustl.edu. Email: [writingcenter.wustl.edu](mailto:writingcenter@wustl.edu).

The Learning Center

The Learning Center provides [support programs](#), including course-specific mentoring and academic skills coaching (study and test-taking strategies, time management, etc.), that enhance undergraduate students' academic progress. Contact them at learningcenter@wustl.edu or visit ctl.wustl.edu/learningcenter to find out what support they may offer for your classes.

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with

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campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See:

<https://diversityinclusion.wustl.edu/>.

Equity, Diversity, and Inclusion in the Sam Fox School

The Sam Fox School strives to increase the diversity of our community, nurture an inclusive learning and work environment, and promote a culture and ethos that values diversity, inclusion, and equitable success. It is an essential mission and responsibility of the School to engage critical societal issues in St. Louis. We believe that art, architecture, and design are uniquely positioned to address these challenges in a meaningful way, and understanding context and history is essential to being part of change.

The Assistant Director for EDI supports Sam Fox School students, staff, and faculty on a variety of initiatives, facilitates trainings and events throughout the year, and connects students to the appropriate resources within the school and across campus. Please contact Stephen Deaderick at sdeaderick@wustl.edu with any questions or concerns.

We welcome feedback on how we can advance diversity and inclusion efforts within our studios, galleries, and classrooms. Learn more about our current events and updates at <https://samfoxschool.wustl.edu/the-school/diversity-equity-inclusion/>.

Gephardt Institute

Students play an essential role in a vibrant and functioning democracy! State and local elections take place throughout the year and have a direct impact on our communities. You can register to vote, request an absentee ballot, confirm your polling location, and get Election Day reminders at <http://wustl.turbovote.org> for any of the 50 states and Washington D.C. WashU students are considered Missouri residents, and eligible student voters can register to vote in the state of Missouri or their home state.

If you are ineligible to vote, you can participate by encouraging your friends to register and vote, engaging your peers in local issues, and taking part in other civic and community engagement activities. For more resources on voting and other civic and community engagement opportunities, please visit <http://washuvotes.wustl.edu> and <http://gephardtinstitute.wustl.edu>.

University Libraries

University Libraries include [seven unique locations](#) across the Danforth Campus, but they are much more than just beautiful, quiet spaces for studying and group work. The Libraries include [librarians for every discipline on campus](#), with the expertise to work with you to develop research ideas and find the best resources to meet your needs; or you are welcome to explore our [research guides](#), tailored for each subject and available online. The Libraries hold five million items in the collection—print books, journals, electronic resources, databases, and millions more accessible through interlibrary loan—and you can find it all at [the search on our home page](#). Additional resources for students include special collections, data services, citation help, digital publishing, and more. Visit [the Libraries website](#) for more details about these and other ways that the Libraries are here to support your academic success.

See: <https://library.wustl.edu/locations/artarch/>

Sam Fox School Financial Support

Students in need of financial support to complete the assignments for this course may have access to

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undergraduate funding opportunities. For information on available student funding opportunities in the Sam Fox School, visit <https://samfoxschool.wustl.edu/resources-and-opportunities/student-funding/undergraduate/>.

Additional Information for Faculty Awareness:

Religious Holidays

As home to students, faculty, and staff of all the world's major religions and as a non-sectarian institution, Washington University in St. Louis values the rich diversity of spiritual expression and practice found on campus. It is therefore the policy of the university that students who miss class, assignments, or exams to observe a religious holiday should be accommodated. The Religious Holiday Class Absence Policy can be found [here](#).

The Sam Fox School of Design & Visual Art recognizes the individual student's choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

The [Office of Religious, Spiritual and Ethical Life](#) maintains a [calendar](#) of many religious holidays observed by the WashU community. Listed below are dates of some of the major religious holidays or obligations in the Fall 2022/Spring 2023 semester that may pose potential conflicts for observant students.

The Jewish holidays that may pose potential scheduling conflicts begin at sundown on the first day listed and end at nightfall of the last day shown:

September 15-17	Rosh Hashanah
September 24-25	Yom Kippur
September 29 – October 1	Sukkot Opening Days
October 6-7	Shemini Atzeret
October 7-8	Simchat Torah
April 22-24	Passover Opening Days
April 28-30	Passover Closing Days
June 11-13	Shavuot

Additionally, the Sabbath/Shabbat is celebrated each Friday at sundown though Saturday at nightfall.

Baha'i students may require observance on the following days:

October 15-17	Twin Holy Days
May 23-24	Declaration of the Bab

The dates this fall that may present a conflict for Hindu students are:

October 23	Dussehra
November 1	Diwali (also celebrated by Jains and Sikhs)

Muslim student may require observance on the following days:

March 10- April 9(approximately)	Ramadan
April 9-10	Eid al-Fitr