

Design for the Web

Fall 2024 · ART 272 · 4 units

T / Th 9:00-11:30am (01)

T / Th 1:00-3:30pm (02)

T / Th 3:45-6:15pm (03)

Prof. Carrie Hott

Email: chott@usfca.edu

Office: McLaren 120

Office hours: Wednesdays 10am-12noon -

Please make an appointment! <https://calendly.com/carriehott/office-hours> (via zoom)

Design TA hours: <https://myusf.usfca.edu/arts-sciences/xarts/tech/schedules/design-tutor>

Course Description

This course will build on the principles introduced in the foundational design curriculum and provide an introduction to screen-based design, including websites and mobile applications. Students will develop a comprehensive understanding of systems of visual organization and hierarchy when designing for a screen, utilize user interface (UI) design software, and learn the fundamentals of web development code. Emphasis placed on process and research, production, and experimentation through class exercises and sustained project work.

Course Learning Outcomes

1. Demonstrate knowledge of the history of design, with an emphasis on the ways in which the discipline has been influenced by digital based technologies, through participation in group discussions and oral or written analysis.
2. Establish a comprehensive understanding of creating work for the web with an emphasis on web-based file formats and structures, creating color and typographic schemes for the web, optimizing accessibility, creating images for the web, and managing files on a server, through successful completion of individual project exercises, longer-term project work, and successful launching of an independent web site.
3. Demonstrate functional fluency in creating design work for the web using both hand coding and WYSIWG applications focusing on presentation, interaction, and usability, through presentation of conceptual plans, creation of project prototypes, and submission of final project work.
4. Demonstrate functional fluency in creating project work that spans both print-based and digital-based media, through the creation of project prototypes and submission of final project work.

Design Program Learning Outcomes

1. Apply skills to generate design work through methodologies of process, production, and experimentation.
2. Synthesize design research and scholarship in history, theory and criticism.
3. Demonstrate fluency with diverse media and their accompanying technologies, along with the ability to accommodate new technologies as they emerge.
4. Articulate the role of design and the function of the designer as a leader in the social, cultural, and political landscape.
5. Engage in the practice of design professionalism and collaboration.

Prerequisites

Visual Communication

Design Personal Computing Policy

The Design program requires majors and minors to own and maintain a robust personal laptop equipped with the software they will need to excel in their coursework and effectively engage with their peers, instructors, and community partners. We will use the Adobe Suite in this class. View the policy: <https://myusf.usfca.edu/arts-sciences/xarts/tech/personal-computing/design>

Design Tutors

The Design program hires student workers who excel our Design curriculum as tutors. The tutors hold regular weekly drop in hours, and also are available by appointment. To see the Design Tutor hours, or contact a Design Tutor to make an appointment, visit <https://myusf.usfca.edu/arts-sciences/xarts/tech/schedules/design-tutor>.

Required Reading

There is one required textbook for this course. In addition, we will read from some of the books, articles and essays below—provided on Canvas. Readings may be added and redacted as the semester unfolds.

Textbook

(hardcopy recommended)

Duckett, Jon. HTML & CSS: Design and Build Websites. Wiley, 2011.

ISBN 978-1-118-00818-8 (see Canvas for link)

Required Supply List

During this course, you will need the following materials every class:

1. Digital file storage solution: Google Drive, Dropbox, USB flash drive
2. A pencil + sketchbook / notebook / journal
3. Project work/files from the previous classes
4. (Digital) folder for notes and hand outs
5. Portfolio Site Subscription ~\$120/year

On occasion you will need supplies to print and mock up materials for class. The list below is a start, supplies may be added / redacted depending on your project needs:

- X-acto Knife
- Bone folder
- Glue Stick, Double Stick Tape
- Paper for Printing

Data Management

All of your work for this course will be stored in digital form, so it is critical to manage your files carefully. “My hard drive crashed” is not a valid reason for failing to submit work on time.

Think about how much work you are willing to lose:

_____ minutes / hours / days / weeks / months

You should backup all of your digital files more frequently than the duration above. I recommend either using an online service (e.g., backblaze.com or mozy.com) or investing in an external hard drive (RAID-1 mirrored) and automated backup software (like Time Machine). Do not rely on a single hard disk or flash drive for your backups.

Classroom Etiquette + Technology Policy

It is expected that each student will conduct themselves maturely and respectfully in the classroom. It is important to be present and engaged with the course content while in class, for yourself and the class community. This course will follow a hybrid lecture/studio format. Most of this course will be spent in guided discussion as lectures, project critiques, and discussion. A moderate amount of time for project work and exercises will be provided during our meetings, but the majority of your individual project work will occur outside of class.

Please while we are meeting, refrain from unrelated email, text messaging, mobile devices, Facebook-ing, iTunes-playing, YouTube-watching, or other extraneous activities during class meetings. Please don't use your phone during our class time. Put your phone on silent and put it away.

Clearly we will be relying on technology a lot in this class, but we will also be conscious of its distracting nature, along with its pros and cons. The course technology policy is subject to change over the course of the semester as we work out what best serves us in this course.

Finally, please abide by all XARTS Computing Lab rules and procedures. Remember to respect your fellow classmates ideas, work, and lifestyles. You don't have to always agree, but you do always have to respect one another.

Email Etiquette

I will need to send you course-related information outside of class. My expectation is that you will check your email and Canvas at least once each day. Since I only have access to your @usfca.edu email address, be sure to check that account daily. If you primarily use another email account, I recommend setting your USF account to forward all mail to your primary account, so you never miss a message.

Email and Canvas is how you get in touch with me. On Mondays through Fridays, you can expect a response within one working day. Please be as specific as possible with any questions or concerns you may have, as this helps me offer the guidance and support you need. Note that, while email is a great tool for quick questions, office hour meetings can often be the best tool for longer questions and project support; I will suggest office hours as an option to you if I feel it would be beneficial.

Student Responsibilities

Students are responsible for all information presented in lectures and demonstrations, through assigned readings and individual research. Since there is so much technical, conceptual, and design information to absorb, regular attendance is vital to succeeding in this course. Students are expected to present and critique their projects in class. Most importantly students are responsible for actively engaging in the course material by coming to class prepared, participating in discussions, asking questions, and by completing all course assignments and readings. Additionally students are responsible for their own well-being. If you need help, it is your responsibility to ask for it.

Grade Definitions

In each course within the Design program, an average amount of work, participation, and progress at the level expected of a college student will earn a “C” grade. “A” and “B” grades will be awarded to those students whose effort or improvement reaches levels above average. The value of each grade is defined as follows:

A = Excellent progress and participation each class. Excellent quality work.

B = Good progress and participation each class. Good quality work.

C = Adequate progress and participation each class. Average quality work.

D = Poor progress and participation each class. Poor quality work.

F = Very poor progress and participation each class. Very poor quality work.

Semester grades will incorporate a variety of factors, notably conceptual development, engagement with design process, quality of presentation, effort, and level of interest and participation in class.

Each project will be evaluated on:

PROCESS (25% of Project Grade)

Research, Progression / Iteration, & Exploration

Project 1..... 15%

Project 2..... 30%

Project 3..... 20%

PROFESSIONALISM (25% of Project Grade)

Meeting deadlines, Communication skills, &
Teamwork / Participation

Exercises, Reading/Responses 20%

Artist Presentations..... 10%

Participation..... 5%

PRACTICE (50% of Project Grade)

Creativity / Innovation, Execution / Craft, &
Technical skills

Specific rubrics for each assignment will be provided before the due date. Make sure to read these carefully.

Any project that receives a grade below “D” must be reworked. No student will be able to pass the course with an “F” grade for any project, and no student will be able to achieve prerequisite status with an “F” grade for the course.

Each project must be turned in for grading following the final critique, and projects cannot be returned until grading is completed. High-resolution, digital files of each project in its final form (including visuals and text) must be submitted to the professor on Canvas.

Course Structure

This studio course will be divided into lecture, tutorials, discussion/workshop sessions, one-on-one meetings, and critique sessions. On discussion/workshop days, we will review reading and other related work. Critique sessions will be spent exploring student work.

Reading Responses

Reading responses are a written opportunity for you to begin digesting a text on your own, before we discuss it in class. Each reading response should be about 200-300 words. Questions to consider when reading are posted on Canvas.

I will accept these reading responses in other forms as well -- for instance, as comics with words; as dialogues; as video responses video 'vlog'; as audio responses; as Snapchat stories; etc. The goal, here, is to have you engage with the readings as much as possible.

Critiques

Participation at all critiques is ABSOLUTELY mandatory. Students are expected to be on time, actively contributing to discussion and presenting work. Failure to participate in critiques can and will be reflected in your final grade. Learning to discuss design and your own personal work is a vital component of this class and succeeding outside of the classroom.

Class Archive

At the end of the term, you will be required to send me an archival .zip file to document your projects. **If you do not send the archive, you will fail the class.**

Please follow the instructions below:

1. Title your archive folder *Lastname_Firstname_Archive*
2. Divide your materials into three folders: Project, Documentation, Description.
 - a. Project folder: put all of your project materials (images, video, code, pdfs of books, etc.)
 - b. Documentation folder: place a images of your work If your project was physical (at least 8 high quality photographs, including detail shots); if your work was digital, make a roughly 1-minute video screen capture (made using Quicktime) to concisely document your project. You must include at least 2 photographs of your final installation.
 - c. Description folder: place a text file containing a paragraph-long description of your project.
3. Compress your archive folder into a .zip file and send it to me over Canvas.

Final Exam

There will be no final exam for this course. The final exhibition and class archive will take the place of a final examination.

Turning in Work - Late Policy

Assignments are expected to be turned in on time and in full. An assignment will not be considered complete until all elements are turned in (ie: it's uploaded, all links are working, written elements are typed and printed, process sketches if required are attached). **Projects turned in late automatically have a start value grade of C.** A project is late if you are not on time on the day of critique or if you do not present it at critique, unless your absence is excused. There are no re-do's on any project or exercise without prior agreement. Extensions are only granted under extreme circumstances with faculty permission given in advance of the due date. Extensions are never granted on the same day, or the day before, an assignment is due.

Incompletes

No incompletes will be granted short of well-documented, catastrophic events.

Course Schedule

The schedule below is tentative. Always check [Notion here](#) for the current schedule and [Canvas](#) for assignments descriptions and deadlines. Also note that each project includes interim milestones, the due dates for which will be announced or modified in class and posted on Canvas.

Week 1-3 Getting Started with Web Design

8/20	.....	Introductions
8/22	.....	Intro to Web Development & HTML

Week 4-6 Basic HTML & CSS // PROJECT 1

9/5	.....	Introduce Project 1
9/10	.....	Presentations Begin
9/19	.....	In Progress Critique
9/24	.....	Introduce Project 2
9/24	.....	Project 1 Due

Week 7-11 WIREFRAMING & WEB DEVELOPMENT // PROJECT 2

10/15	.....	FALL BREAK// No Class
10/29	.....	Critique
10/31	.....	Introduce Project 3
11/5	.....	Project 2 Due

Week 12-16 WIREFRAMING & TEMPLATE SYSTEMS // PROJECT 3

11/21	.....	Critique
11/28	.....	ThxGiving Break
12/3	.....	Project 3 Presentations & Last Day

Some Tips for Success

BE PRESENT in class! Students who show up to class and consistently engage with course content thrive in this class. Missing just one class can leave you feeling lost and behind. I strongly advise that you do your best to keep up with course material, ask for help when you need it, and be patient with yourself.

Expect to spend at least as much time working on this course outside of classroom time, or more. We will spend about 5 hours per week together, and you will easily spend this much on homework and projects. Creative works take time. Especially technical and creative work!

Do the readings!! Students who read the text and are able to take notes and test out concepts as they read—are able to absorb and engage with course material best. As we all spend more and more time with screens, sometimes it is (paradoxically) more useful to take moments away from them by printing out the article, then reading it.

Be willing to take risks. This class is a laboratory for you to learn and create. Most artists and designers have drawers and suitcases full of bad ideas and failed attempts—this is all part of the process. In this course, I encourage you to take risks, even if you stumble along the way.

Office hours are for you—use them! I highly encourage in-person meetings for questions, thoughts, brainstorming, and project support. Don't be shy: I am a resource for you during this semester!

Use your resources—the TA, each other, the library, Google! Part of this class is learning to problem solve. Use different methods for developing your projects. I am always happy to help, but make sure to explore all resources on your own as well.

Plan ahead and don't leave things to the last minute.

Course Website

[Use Notion for the Calendar](#)

[Use Canvas for Assignments](#)

The course website includes the current schedule, plus links to handouts, project assignments, and other online resources. It will be updated and changed frequently. It is your responsibility to check for updates and stay on top of deadlines. Canvas will automatically send you notifications when new assignments are posted, and when deadlines are changed. Please read these notifications closely. You will use Canvas to submit your work, and review your grades and project evaluations. Since your grades will be recorded in Canvas, you can review your progress in the course at any time.

Attendance Policy

Attendance in every class session for the full session is vital to succeeding in this course. **Students are allowed two absences.** Three absences will lower a student's final grade by one entire grade level. Four or more absences will result in an unconditional F for this course. Students will be counted as late if they appear in class more than ten minutes late. Two such late arrivals will count as one absence. If you must miss class for a medical appointment, family emergency or other conflict please advise in advance of your absence, or immediately after.

Field trips, outside lectures, and any other special events that take place outside of the classroom during class time will also count towards final attendance.

Student Athletes

All University Athletes must provide the Professor with an official letter from the Athletics Office noting any excused absences at the start of the semester. Only absences indicated on the official letter will be excused from class.

Academic Integrity

As a Jesuit institution committed to cura personalis—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. All members of the USF academic community are responsible for maintaining the standards of honesty and integrity. The [honor code](#) applies to all students (undergraduate and graduate) in the College of Arts and Sciences, the School of Education, the School of Management, and the School of Nursing and Health Professions. Faculty and students in the School of Law should review their own honor code for policies and procedures. Students enrolled in distance learning (online courses) are subject to these policies as well as supplemental policies set forth by their program. All students should review and familiarize themselves with the honor code, prohibited conduct, and procedures.

- Plagiarism -- intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the internet (this includes AI programs like Chat GPT).

The use of generative AI tools is only permitted within given parameters. In alignment with the [USF Honor Code](#), students must present work that is authentically their own. In this course, the use of generative AI tools is only permitted within the parameters provided by the instructor, specific to each assignment, with appropriate attribution. As this policy may be different from other course AI policies, please ask your instructor to clarify any questions you may have. To mitigate risks associated with the use of generative AI, please review the [Guidelines for Responsible Use of Artificial Intelligence \(AI\) at USF](#).

Basic Needs: Food Pantry

The pantry is an intermediate, short-term solution for any registered USF student to receive food and toiletry resources. More info.

Students with Disabilities

The University of San Francisco is committed to providing equal access to students with disabilities. If you are a student with a disability, or if you think you may have a disability, please contact Student Disability Services (SDS) at sds@usfca.edu or (415) 422-2613, to speak with a disability specialist. (All communication with SDS is private and confidential.) If you are determined eligible for accommodations, please request that your accommodation letter be sent to me as soon as possible; students are encouraged to contact SDS at the beginning of the semester, as accommodations are not retroactive. Once I have been notified by SDS of your accommodations we can discuss your accommodations and ensure your access to this class or clinical setting. For more information please visit the SDS website: <https://www.usfca.edu/student-disability-services>.

Behavioral Expectations

The University of San Francisco is committed to providing an environment consistent with the academic nature and core values of the institution in which students can participate in learning as a humanizing, social activity rather than a competitive exercise to support the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others.

It is important you know what is expected of you academically and behaviorally through the published course syllabus, the [Student Conduct Code](#), and other instructions provided by the instructor. Therefore, you are expected to uphold the following:

- Behave in accordance with the Student Conduct Code and other USF policies
- Refrain from disrupting the ability of fellow students to learn or the instructor's ability to teach.
Examples of disruption include:
 - Cell phone or computer use that significantly or repeatedly distracts others
 - Coming to class late, leaving early, or excessively physically relocating oneself in the classroom
 - Speaking frequently without being called on
 - Yelling, cursing, or engaging in aggressive behavior
- When interacting online, communicate in a respectful fashion. This includes, but is not limited to:
 - Refraining from name calling, profanity, or typing in all capital letters
 - Sending multiple emails with one sentence
 - Avoiding rants or discussing non-relevant topics

Open discussion and disagreement are encouraged when done respectfully and in the spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Center for Academic and Student Achievement (CASA)

The Center for Academic and Student Achievement (CASA) provides compassionate academic and personal support to the undergraduate student population at USF. All students are assigned an Academic Success Coach (ASC) in CASA and a major adviser as part of their success team. Academic success coaches support students from orientation to graduation, often collaborating with faculty, to deliver the holistic student support that we are committed to at USF.

Academic Success Coaches are primarily available for one-on-one academic coaching, providing a safe environment where students can discuss personal or academic challenges they may be experiencing. This can range from getting advice about changing or exploring majors, study skills, self-advocacy, personal matters (stress, homesickness, financial needs), managing a work-life balance, connecting to campus resources, or preparing for graduation. We recommend all new students meet with their Academic Success Coach at least once before the end of their first semester at USF.

Academic Success Coaches are available to meet with students by appointment Monday through Friday, from 9 a.m. to 5 p.m. PT, or during their weekly [drop-in hours](#). To make an in-person, zoom, or phone appointment, students should utilize the Student Hub [online portal](#)

.Appointments can also be made by calling 415-422-5050 or emailing casa@usfca.edu.

Learning & Writing Center

The Learning, Writing, and Speaking Centers at USF provide individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Writing Center helps students develop their writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking — including speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact us to learn more about communicating with professors and general academic study skills. The Learning, Writing, and Speaking Centers are located on the Lower Level of Gleeson Library. Please contact them at (415) 422-6713 for further assistance or visit the [LWC website](#) to make an appointment.

Counseling and Psychological Services (CAPS)

Many college students experience mental health complexities. Counseling and Psychological Services (CAPS) is a great source of support for addressing a range of mental health needs, including anxiety, loneliness, struggles with relationships, stress, identity development, racial/cultural concerns, and mild to moderate depression. Students are seen within a brief, intermittent treatment model, and CAPS does not have a psychiatrist on staff and does not prescribe medication. As such, students with more complex mental health concerns are referred off-campus for specialized, comprehensive, and/or ongoing, long-term treatment.

Counseling and Psychological Services (CAPS) offers in-person and remote individual and group therapy to students residing within California. Students seeking services are scheduled for a 15-20-minute phone screenings to assess immediate risk, as well as identify initial treatment needs, and make recommendations for next steps. These may include a crisis or risk assessment, brief individual therapy (every 2-3 weeks), single session therapy, weekly group therapy, or referrals to off-campus providers. To make an appointment, students must call 415.422.6352 or request an appointment via the [CAPS](#) website. CAPS does not accept walk-in appointments.

Students with urgent mental health needs can call CAPS during business hours, or call **CAPS All-Hours line (855-531-0761)** to immediately speak with a mental health clinician. The CAPS All Hours line is available 24/7, including weekends/holidays, and accepts international calls. Please note, the All-Hours line should only be accessed for mental health crises. **For all other mental health concerns, including scheduling, canceling, rescheduling, or leaving a message for a CAPS clinician, please call CAPS at 422-6352.**

If you are concerned about a student and would like someone to follow up, please contact the Dean of Students Office at 415.422.5330. If you know someone who is an immediate risk of harming themselves or others please contact Public Safety at 415.422.2911 in San Francisco, or out of state dial 911, or call the National Suicide & Crisis Lifeline by dialing 988. In addition, CAPS All Hours line can be reached 24/7 by calling 855.531.076. All students are encouraged to check out [CAPS](#) and access our extensive online resources, podcasts, mental health apps, videos, self-care strategies, and more.

Bias Education and Resource Team (BERT)

If you have witnessed, or been a victim of, a bias-related incident, hate crime, or microaggression, we encourage you to report to the University by calling the Office of the Dean of Students at (415) 422-5330 or [here](#). The University will respond in an effort to support affected students, educate our community, and ideally prevent similar occurrences in the future.

Black Achievement Success and Engagement (BASE) Initiative

The [Black Achievement, Success and Engagement \(BASE\) Initiative](#) provides a foundation for students to grow, learn, discover and thrive. By offering high-impact, academic and extracurricular programs that center on the unique and yet varied experiences of students of African descent, BASE equips students with the knowledge, resources, skills and support necessary to turn their dreams into reality.

BASE is proud to offer an array of resources including a need-based Tomasello-Millard BASE Economic Hardship Fund, BASE Donor Scholarships, and a BASE Graduate Student Travel Fund, as well as programs and workshops to support academic and post-graduate success. Additionally, the Black Resource Center, located in Gleeson Library Room 234, provides a safe, supportive space for undergraduate and graduate students of African descent to study, connect, and commune. To learn more about BASE resources and programs, visit the [BASE website](#) or email base@usfca.edu.

Studies from 2013-2021, mental health disorders have increased among university students across the United States, with a more than 50% increase in 2020 (Lipson, Zhou, Abelson, Heinze, Jirsa, Morigney, Patterson, Singh, & Eisenberg, 2022). Despite this increase, students from the African diaspora have continued to have the lowest rate in accessing mental health services. Research in this area identifies campus mental health programming through system-level change and clinical services as a significant way to increase Black student

engagement in mental health. To address the mental health needs of the Black students at USF, CAPS and BASE have connected with a **CAPS Staff Psychologist with a specialty focus on Black student mental health** to support brief individual therapy, group therapy, consultation, and outreach events that specifically target Black student mental health. To make an appointment, students must call 415.422.6352 or request an appointment via the [CAPS](#) website.

Case Management

Case Management provides support intervention, consultation, crisis management, and education to address student success, wellness, and the campus community.

The mission of Case Management is to:

- promote growth in self advocacy,
- identify and explore options to address student challenges and/or concerning behavior,
- facilitate connection to campus and community resources, and
- help the USF community build capacity to support students.
- Students, faculty, staff, visitors, family and/or other community members, can identify and request support for students in need.

Case Management works collaboratively with others to provide a caring and coordinated response to students with mental health needs. Discretion is used in communicating and collaborating with USF offices and community partners to collect available and pertinent information to assist in the identification of possible interventions, strategies, and resources to address the challenges a student may be facing.

Specific services provided by Case Management include:

- Regular meetings/contact with students
- Consultation
- Connection to/Coordination with on-campus resources
- Off Campus Referral Support
- Crisis response and support
- Workshops and presentations

Confidentiality, Mandatory Reporting, and Sexual Assault

As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty. We are required to share information regarding sexual misconduct or information about a crime that may have occurred on USF's campus with the University. Here are some useful resources related to sexual misconduct:

- Students may speak to someone confidentially which will not generate a report to the Title IX Office by contacting Counseling and Psychological Services at (415) 422-6352 during M-F 9-4pm, or speaking to a clergy member in University Ministry at (415) 422-4463.
- If you need to speak to a mental health clinician immediately, please call the CAPS 24/7 All Hours Line at 855-531-0761 (available daily, including weekends and holidays, and accepts international calls), Public Safety (415-422-2911), 911, the Suicide Hotline (dial 988), or go to your nearest emergency room
- For off-campus resources and local Bay Area organizations go .

Cultural Centers: Gender & Sexuality Center and Intercultural Center

The Cultural Centers bring students together to increase their understanding, and embrace their roles, as members of a diverse community on the local and global levels. The Intercultural Center (IC) is our campus' center for students of color and students who are working in solidarity towards social justice at the intersections of race, ethnicity, class, and culture. The Gender and Sexuality Center (GSC) is our campus' gender justice and LGBTQ+ resource center, for student development opportunities and support.

The Gender & Sexuality Center also operates the [USF Gender Affirming Clothing Closet](#). Students who are unable to afford or otherwise shop themselves for gender affirming clothing are able to browse a selection of clothing ranging from outerwear, workout clothes, jeans, and more via drop-in or private styling appointment. Students can take as much clothing as they need, as many times a year as necessary, all at no cost. This service is made possible by donations from our USF community of students, staff, and faculty; if you would like to make a *small* donation of clothing, please email djperezsornia@usfca.edu.

The Cultural Centers coordinates the [Heritage Recognitions Initiative](#), a cross-campus collaboration with the Office of Antiracism, Diversity, Equity, and Inclusion (ADEI) to uplift USF's commitment to celebrating and honoring the many cultural heritages and identities of our vibrant community. The initiative highlights and promotes events around campus across 15 heritage recognitions via an events calendar found on the website and social media marketing from the Cultural Centers. Resources for event creation, support, and marketing as well as information about cultural affinity groups can also be found on the site. Looking to get connected to the initiative or one of the many heritage recognitions? Email Ann Le at ale32@usfca.edu.

The Cultural Centers lounges are warm and inviting spaces for all students. They are located in the University Center building at the USF Main Campus. Visit them on the UC Fourth Floor in Rooms 411/412, and 413 as both a community space and a programming space. Many students will stop by the lounges between classes to hang out with friends or may find the lounges to be a home away from home. Their student interns are happy to greet people and can provide information about resources in the space, or information about upcoming programs.

Open hours during the school year are:

- Monday-Thursday from 11 a.m. - 6:00 p.m.
- Friday from 11 a.m. - 5 p.m.

Emergencies on Campus

Call 415-422-2911

Non-Emergencies-Public Safety Related

Call 415-422-4201

Learning, Writing, and Speaking Centers

The Learning, Writing, and Speaking Centers at USF provide individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps students develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking - including speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact the Centers to learn more about communicating with professors and general academic study skills. The Learning, Writing, and Speaking Centers are located on the Lower Level of Gleeson Library. Please contact them at (415) 422-6713 for further assistance or visit <https://myusf.usfca.edu/lwsc> to make an appointment.

Communication

All course communications, like all other USF communications, will be sent to your USF official email address. You are therefore strongly encouraged to monitor that email account.

Gleeson Library

Looking for help with a research paper or project? Set up a consultation with a Librarian or get 24/7 research help [online](#).

Credit-hour Policy

One unit of credit in lecture, seminar, and discussion work approximates one hour of direct faculty instruction (or 50 minutes plus a break) and a minimum of two hours of out-of-class student work per week through one 15-week semester. For further details, see [USF's Credit Hour Policy](#).

Student Accounts + FAFSA Filing

Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at www.usfca.edu/schedules. The priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) is March 2nd for continuing undergraduates.

Campus Resources

[For a full list look here](#)

CASA

University Center, 3rd Floor

415-422-5050

casa@usfca.edu

<https://myusf.usfca.edu/student-life/CASA>

CAPS Counseling & Psychological Services

Gilson Hall, Lower Level

415-422-6352

<https://myusf.usfca.edu/student-health-safety/caps/services>

Student Disabilities Services

Gleeson LL 20

415-422-2613

<https://www.usfca.edu/student-disability-services>

Learning, Writing, and Speaking Centers

Gleeson Library, LL G03

415-422-6713

<https://myusf.usfca.edu/student-life/lwc%20>

