Digital Craft

Course Code: PUFY 1225
CRN: 3581

Instructor: Barbara Compagnoni
E-mail: compagnb@newschool.edu
Office Hours: Friday Afternoon/Saturday Morning by appointment - Sign up HERE
Spring 2021

Online in Canvas
Synchronous 9:00am-11:40am / Monday / Synchronous zoom link / Password: 03428

Course Description
This course will introduce students to the building blocks of creative computing within a visual and media environment. Students will learn to create dynamic images, type and interfaces, that can translate into print, web, and other spatial forms. Through weekly topics, students will learn programming fundamentals that translate to virtually all programming languages and that will later be paired with various other platforms for creative input and output.

Learning Outcomes
By the successful completion of this course, students will be able, at an introductory level, to:

1. Demonstrate basic understanding of the history of the internet, it's architecture and current best practice standards.
2. Develop a basic understanding of interactive web media to both give and respond to critique.
3. Demonstrate an understanding of the responsive and iterative design process in web including an understanding of content hierarchy scaling and structure, and self directed troubleshooting.
4. Understand the underlying concepts of logic, procedure, and objects as they apply to computer code and design.
5. Use code structures to express visual, multimedia, and interactive ideas.
6. With a working knowledge of syntax and structure in a coding environment, build a foundation in programming that can be applied to other languages, forms, and physical spaces.
7. Prototype your own ideas in traditional and code based forms and be able to comfortably collaborate with other designers and developers in digital media.

Week 1 3/22/2021	Content & Tasks	Total Time (19.5 hrs. per wk.)
Introduction	**Introduction To Web**	
(ASYNC) **Canvas Assignments Due 3/27 by 11:59pm**	**YOUR PROJECT WORK/ "HOMEWORK"** ● Post in the "Who We Are" discussion a brief introduction to who you are. Read your classmates, and comment on similarities you share. ● Submit a link to your Github Repository (github.com/user) ● Using the code we started in class, create a boilerplate to host assignments on GitHub. Upload to Github and submit the link (githin.io page).	7 - 9 hrs

(ASYNC)
 	
Project Work Due 3/27 by 11:59pm
	ASYNC ASSIGNMENTS/ BEFORE OUR NEXT MEETING
	● Team Assignment
	  ○ Find 2 websites you like and break it down into simple structures, like done in the reading assignment. Post assignment canvas.
	● Solo Assignment
	  ○ Add WORKING LIST Topics (As needed)
		7 - 9 hrs

(SYNC)
 	
Face to Face Session #1 3/22/2021
	SYNC SESSION/ TOGETHER ON ZOOM
	● Lecture
	  ○ Introduction to course, syllabus, assignment, presentation requirements & what to expect
	  ○ How The Internet Works
	● Demo/Break-out Activity
	  ○ Student introductions, who we are, areas of study, what we would like to do?
	  ○ Assign Homework Buddies
	  ○ Github Setup
	  ○ HTML Basics
		.5 - 2.5 hrs

Resources & Materials	How The Web Works Reading, HTML Structure Reading, GitHub Documentation (linked in canvas)	

Week 2 3/29/2021	Content & Tasks	Total Time (19.5 hrs. per wk.)
Style!	**Style!**	
(ASYNC) **Canvas Assignments Due 4/3 by 11:59pm**	**YOUR PROJECT WORK/ "HOMEWORK"** ● Code the two web pages chosen in the website exploration assignments. Make sure to include an external stylesheet to apply style attributes. Post to github and submit urls in canvas. ● Update the homework page html assignment from last week with assignment links, use style elements in your update to personalize and help make the page easier to navigate.	7 - 9 hrs
(ASYNC) **Project Work Due 4/3 by 11:59pm**	**ASYNC ASSIGNMENTS/ BEFORE OUR NEXT MEETING** ● Team Assignment ○ Using the same web pages selected from last week, break down structural changes that are needed to implement styles. Discuss what style attributes are needed. . Post assignment canvas. ● Solo Assignment ○ Add WORKING LIST Topics (As needed)	7 - 9 hrs
(SYNC) **Face to Face Session #2 3/29/2021**	**SYNC SESSION/ TOGETHER ON ZOOM** ● Review ○ Working List ○ Boiler Plate Homework ● Lecture ○ Links & File Management ○ Style/Css ● Demo/Break-out Activity ○ Set-up HTML with Style Template	.5 - 2.5 hrs
Resources & Materials	Links & File Management Reading, CSS Reading, Fonts Reading, Color Reading, Boxes Reading	

Week 3 4/5/2021	Content & Tasks	Total Time (19.5 hrs. per wk.)
P5.JS	**P5.JS**	
(ASYNC) **Canvas Assignments Due 4/10 by 11:59pm**	**YOUR PROJECT WORK/ "HOMEWORK"** ● Using the code in the canvas reading & assignments create 3 p5.js sketches inspired by a place or an object that you have documented. Post to github or share on P5 editor and submit urls in canvas. ● Update your homework page with assignment links ● Create a P5 Editor account and a shared collection for working documents. Submit url for collection in canvas.	7 - 9 hrs
(ASYNC) **Project Work Due 4/10 by 11:59pm**	**ASYNC ASSIGNMENTS/ BEFORE OUR NEXT MEETING** ● Team Assignment 　○ Pick an object or a place that interests you to share with your homework partner. Write a brief paragraph about what about the object/place interests you, include any feedback your partner gave you. ● Solo Assignment 　○ Add WORKING LIST Topics (As needed)	7 - 9 hrs
(SYNC) **Face to Face Session #3 4/5/2021**	**SYNC SESSION/ TOGETHER ON ZOOM** ● Review 　○ Working List 　○ Coding Homework ● Lecture 　○ P5.js Basics ● Demo/Activity 　○ Template 　○ Mondrian's 'The Quiet Life'	.5 - 2.5 hrs
Resources & Materials	P5 Shapes Reading	

Week 4 4/12/2021	Content & Tasks	Total Time (19.5 hrs. per wk.)
2D: Generative Art	**2D: Generative Art**	
(ASYNC) **Canvas Assignments** **Due 4/17 by 11:59pm**	**YOUR PROJECT WORK/ "HOMEWORK"** ● Create 3 generative patterns based on a physical space or object that you have documented. ● Complete Laser Lab Tier 1 Orientation. Write a brief paragraph of something you learned that impacts your project. ● Update your homework page with assignment links	7 - 9 hrs
(ASYNC) **Project Work & Learning Portfolio Reflection**	**ASYNC ASSIGNMENTS/ BEFORE OUR NEXT MEETING** ● Create documentation of your 2D generative design. Include urls, and photos of completed objects in 2D form. If 2D output is not an option, schedule a consultation with Laser Lab technicians and discuss your proposed output. Include insights, improvements desired and future planning in your post. Submit this documentation on your Learning Portfolio and Canvas. **Due 4/24 by 11:59pm** ● Solo Assignment **Due 4/17 by 11:59pm** 　○ Add WORKING LIST Topics (As needed)	7 - 9 hrs
(SYNC) **Face to Face Session #4** **4/12/2021**	**SYNC SESSION/ TOGETHER ON ZOOM** ● Review 　○ Working List 　○ Coding Homework ● Lecture 　○ P5.js Loops, Logic & Functions Demo ● Demo/Activity 　○ Vector Art Template	.5 - 2.5 hrs
Resources & Materials	Loops & Logic, Laser Cutter Basics, Exporting SVG, Laser Lab Consultation, Laser Lab Tier 1 Orientation,	

Week 5 4/19/2021	Content & Tasks	Total Time (19.5 hrs. per wk.)
Midterm	**Midterm**	
(ASYNC) **Canvas Assignments Due 4/24 by 11:59pm**	**YOUR PROJECT WORK/ "HOMEWORK"** ● Choose one of the 3 patterns created and export the code to an SVG file, and prepare it for laser cutting or alternate output. ● Create and design 2 3D Objects in TinkerCads based on a physical space or object that you have documented. ● Update your homework page with assignment links ● Proposal for Final submitted in canvas.	7 - 9 hrs
(ASYNC) **Project Work Due 4/24 by 11:59pm**	**ASYNC ASSIGNMENTS/ BEFORE OUR NEXT MEETING** ● Read TinkerCad Exercise documentation. ● Proposal for Final submitted in canvas. ● Solo Assignment 　○ Add WORKING LIST Topics (As needed)	7 - 9 hrs
(SYNC) **Face to Face Session #5 4/19/2021**	No in-person class this week. Sign-up HERE for an individual check-in.	.5 - 2.5 hrs
Resources & Materials	3D Modeling Walk Through	

Week 6 4/26/2021	Content & Tasks	Total Time (19.5 hrs. per wk.)

3D	3D	
(ASYNC) **Canvas Assignments** **Due 5/1 by 11:59pm**	**YOUR PROJECT WORK/ "HOMEWORK"** ● Complete 3D Lab Tier 1 Orientation. Write a brief paragraph of something you learned that impacts your project. ● Utilize the 3D object in an interactive p5.js sketch pr choose 1 of the 2 objects created and prepare it for laser cutting, 3d Printing or alternate output. ● Update your homework page with assignment links	7 - 9 hrs
(ASYNC) **Project Work &** **Learning Portfolio** **Reflection** **Due 5/1 by 11:59pm**	**ASYNC ASSIGNMENTS/ BEFORE OUR NEXT MEETING** ● Create documentation of your 3D project. Include urls, and photos of completed object in 3D form. If 3D output is not an option, schedule a consultation with 3D Lab technicians and discuss your proposed output. Include insights, improvements desired and future planning in your post. Submit this documentation on your Learning Portfolio and Canvas. ● Solo Assignment ○ Add WORKING LIST Topics (As needed)	7 - 9 hrs

(SYNC)
 	
Face to Face
Session #1
4/26/2021
	SYNC SESSION/ TOGETHER ON ZOOM
	● Review
	   ○ Working List
	   ○ Coding Homework
	● Lecture
	   ○ 3D Printing Basics
	● Demo/Activity
	   ○ 3d in P5js
		.5 - 2.5 hrs

Resources & Materials	3D Printing Basics, 3D in P5.js	

Week 6 5/3/2021	Content & Tasks	Total Time (19.5 hrs. per wk.)
Final Prep	**Interactivity**	

(ASYNC) **Canvas Assignments Due 5/8 by 11:59pm**	**YOUR PROJECT WORK/ "HOMEWORK"** ● Final Project 1st Iteration, should post to github and submit the url in canvas. ● Update your homework page with assignment links	7 - 9 hrs
(ASYNC) **Project Work Due 5/8 by 11:59pm**	**ASYNC ASSIGNMENTS/ BEFORE OUR NEXT MEETING** ● Proposal for Final submitted in canvas. ● Solo Assignment ○ Add WORKING LIST Topics (As needed)	7 - 9 hrs

(SYNC)
 	
Face to Face Session #1 5/3/2021
	SYNC SESSION/ TOGETHER ON ZOOM
	● Review
	    ○ Working List
	    ○ Coding Homework
	● Lecture
	    ○ Interactivity
	● Demo/Activity
	    ○
		.5 - 2.5 hrs

Resources & Materials	P5 Interactivity Reading	

Week 7 5/10/2021	Content & Tasks	Total Time (19.5 hrs. per wk.)

Final	Final	
(ASYNC) **Canvas Assignments Due 5/8 by 11:59pm**	**YOUR PROJECT WORK/ "HOMEWORK"** ● Final Project Completion, should post to github and submit the url in canvas. ● Update your homework page with assignment links	7 - 9 hrs
(ASYNC) **Project Work & Learning Portfolio Reflection**	**ASYNC ASSIGNMENTS/ BEFORE OUR NEXT MEETING** ● Create documentation of your Final Project. Include Videos, Photos, documentation of user testings, insights, improvements desired and future planning in your post. Submit this documentation on your Learning Portfolio and Canvas. **Due 5/10 by 11:59pm** ● Solo Assignment **Due 5/8 by 11:59pm** ○ Add WORKING LIST Topics (As needed)	7 - 9 hrs

(SYNC)
 	
Face to Face Session #1 5/10/2021
	SYNC SESSION/ TOGETHER ON ZOOM
	● Review
	   ○ Working List
	   ○ Final Projects
		.5 - 2.5 hrs

Resources & Materials		

Projects & Assessable Tasks

There are three main projects in the class and each has multiple work-in-progress due dates that act as check-in points and also as opportunities to receive feedback. Each project has detailed grading criteria included in the Canvas assignment.

2D: Generative Art

In this project you create a piece of generative art through code. Despite the fact that this project will not need to take on a physical form, it presents a rather difficult challenge: to create a generative shape using clean code enabling a user to output if desired. The project begins by creating patterns based off a physical space or object you have documented. This project requires the completion of a Laser Lab Tier 1 Orientation (in Canvas) and a consultation with a Laser Lab Technician.

Assessable Tasks:
(activities, assignments, projects that satisfy the course's learning outcomes)
1. *Manage workflow by meeting multiple work in progress due dates*
2. *Use pre-visualizing techniques (drawing/diagramming) to explore the form of a place or object to replicate it through code*
3. *Respond to peer and instructor feedback in creating iterations of your sketches.*
4. *Code a visual form by using basic computation concepts logic, procedure, and functions*

3D
In this project asks you to create a 3D object and further manipulate it using visual coding techniques. This project not only requires the building of a three dimensional form, but also understanding 3D manipulations and texturing techniques within JS to further enhance the users experience of the object. This project requires the completion of a 3D Tier 1 Orientation (in Canvas) and a consultation with a 3D Technician.

Assessable Tasks:
(activities, assignments, projects that satisfy the course's learning outcomes)
1. *Manage workflow by meeting multiple work in progress due dates*
2. *Use pre-visualizing techniques (drawing/diagramming) to explore the form of a place or object to replicate it in 3D form Digitally*
3. *Respond to peer and instructor feedback in creating iterations of your sketches.*
4. *Use code techniques to visualize 3D manipulations to further enhance*

Final
In this project, you will propose a project to complete using the coding techniques learned..
Assessable Tasks:
(activities, assignments, projects that satisfy the course's learning outcomes)
1. *Manage workflow by meeting multiple work in progress due dates*
2. *Use pre-visualizing techniques (drawing/diagramming) to explore your concept*
3. *Respond to peer and instructor feedback in creating iterations of your sketches.*
4. *Use code techniques to visualize your concept*

Reading, Listening, and Reflection
Throughout the semester you will be assigned readings and digital works and you are asked to respond in Canvas discussions.
Assessable Tasks:
(activities, assignments, projects that satisfy the course's learning outcomes)
1. *Close attention to various assigned readings and works to build upon activities in class..*
2. *Write online reflections in Canvas that connect readings and media examples to our activities in class.*

Learning Portfolio
The Learning Portfolio is a tool that will create connections between all years of study. It is meant to be a place of reflection across all courses. While the portfolio is being introduced through the Integrative Studio and Seminar it is important to manifest learning in this class. Use the Learning Portfolio to act as a place for considering the path taken to get to a final idea and image. Document process and enter posts

that tell the story of a project and the steps that led up to its completion. **This is a place to exhibit the process that paves the way for final work.**

You will get a thorough introduction to the Learning Portfolio in your Integrative Studio and Seminar class. But as a reminder: to launch your portfolio, visit the Learning Portfolio Help Site for comprehensive tutorials. **Make sure to use the MANDATORY Parsons Learning Portfolio Template** - and do not change the template as this is a shared component of the Parsons experience. **Also please add a Learning Portfolio link to your** Canvas Bio**.** This allows fellow students and faculty to access your portfolio.

If you are having challenges accessing the Learning Portfolio platform from your location, communicate with your instructor to determine an alternate submission format for your process and reflection, such as weekly process pdfs submitted to canvas.

Materials and Supplies

You are required to use different code languages in this class as well as specialty software for finalizing and creating files for digital output. I will be conducting a series of demos on using the software in class, but if you are having any trouble with your laptop or the ability to run the software necessary for the projects, please let me know and also visit IT Central to diagnose and address the problem. . (www.newschool.edu/information-technology/help)

- **Desktop/Laptop** - We will make heavy use of digital tools in this class. Your laptop is an essential tool and should be equipped with enough RAM (memory) and free storage space to be fast and functional.
- **GitHub Account and Desktop App** - We will need to post our assignments to a live server in order for others to view them. Github will allow us to have server space free to use, and the Desktop app is the best way to keep our repositories organized and up to date. You will be required to do so for the completion of your first assignment.
- **Sublime Text (or equivalent code editor)** - We will be coding every week, multiple times. It is important that you have sublime text or an equivalent code editor installed on your computer. If you don't already have one, you will need to install it during our first class.
- **P5.JS Main Library -** By the 3rd week of class we will begin using Javascript. The P5.js library will be used to create visual graphics and digital interactions.
- **P5.JS SVG Library** - I will supply an additional SVG library template for the completion of the 2D assignment at week 4.
- **Adobe** - We will use Adobe Illustrator and so you should have this installed on your computer in order to complete your 2D assignment.
- **TinkerCad (or equivalent 3d modeling software)** - We will need this in order to complete your 3d assignment.

Online Weekly Format and Communication with Faculty

- **Stay Organized.** The activities of the class can be found in two places on this syllabus as well as within the canvas modules.

- **Be mindful of project due dates.** All assignments are due Saturdays at 11:59pm EST. This is to ensure I have enough time to review and compile them for our class review.
- **Email me through Canvas or my newschool email.** I will respond to your email as promptly as possible.
- **Office Hours are on Saturday mornings.** If you would like to meet with me, you can sign up [HERE](#) or we can schedule an alternate time if needed.
- **Feedback on projects and classwork** will be provided both in written and verbally on canvas.

Online Participation

Full participation is essential to the successful completion of online coursework and enhances the quality of the educational experience for all. Online class participation includes: keeping up with asynchronous assignments and submitting by the stated due date, contributing meaningfully to synchronous meetings and active participation in group work. Communication with your faculty is of primary importance.

Checking in with Canvas

Students are expected to log into the online class at least four times a week. Weekly attendance is mandatory in all online courses. Students will be marked as absent for the course in a particular week if they do not contribute meaningfully to the class during that week. The instructor shall set the pace of the course, and the due dates for each assignment.

Attendance will be recorded for students in Canvas (Starfish, the Student Success Network), every week. Students who are following the online attendance policy are considered "present"; those who do not contribute meaningfully to the class that week will be marked as "absent" in Canvas or Starfish.

Late projects, sporadic or no synchronous class participation, failure to complete asynchronous assignments and failure to communicate with the professor will jeopardize the successful completion of this course.

Varied methods of engagement

I will use a variety of methods in both our synchronous and asynchronous sessions. The aim is to provide opportunities for multiple learning-types and preferences within the class. For example sometime we will talk about work outloud and have a zoom discussion. Other times we may discuss a work through the chat feature in zoom, and yet other times we might use breakout rooms to have a conversation. You are expected to participate in all of these forms of participation.

First Year Community Agreement & Online Etiquette
Online Learning Guidelines

- **Download the Zoom** application to your system for best performance (as opposed to using Zoom from the web site) or update Zoom software to the latest version.

- **Synchronous class time** is to be respected by students and instructors alike. Please concentrate on the conversation exclusively, without allowing yourself to be distracted by other activities on your screens or beyond. You are in class!
- **Please present yourself as you would for an in-person class.** You are attending a class, even if you might be at home. Make sure your background is appropriate.
- It is your responsibility to **secure a reliable internet connection** if at all possible. Try your best to attend class from a quiet place with the best possible internet connection. You will have a more stable connection if you use a desktop/laptop wired connection instead of wifi. Consider this if you are experiencing connectivity issues.If possible, be sure to be using headphones to hear and be heard with greater clarity. "Earbud" style headphones are perfectly fine.
- **Ideally, all participants will have their camera on in order to establish a vital sense of presence, connection and community in the class**. However, there are valid reasons why someone may choose to turn their camera off. If you are not willing or able to have your camera on during class, please contact your faculty member to discuss the situation privately and to determine a mutually agreeable solution. If you must unexpectedly turn off your camera during class, please send your faculty a private chat message to let them know why.
- **Using chat does not replace verbal participation, and please be mindful of how much you chat while others are speaking.** We will use chat in other ways throughout the semester, such as brainstorming and responding to discussion questions or prompts. Keep the Zoom public chat relevant to the topic at hand. This may be a reflection, reaction, or insight into the conversation. Do not use the chat feature for side conversations.
- **The classroom is a classroom space for all participants.** If your instructor is recording the session for your later review, please do not post or share any part of that recording in any public forum. Your instructor will always inform you if any part of the class will be recorded, and the red "recording" icon will be visible in your Zoom window.
- **Asynchronous Canvas discussions** are an extension of our classroom. When providing feedback to others, comments are meant to be productive. Keep suggestions encouraging and respectful.

Learning Together/Community Agreement

- As in a traditional classroom setting, **our class time together is valuable.** While in class, I ask that you concentrate exclusively on our conversation and activities. Do not allow yourself to get distracted by other activities on your screen(s) and beyond.
- Please present yourself as you would for an in-person class. You are attending a class, even if you might be at home. Make sure your background is appropriate.
- **Download Zoom** to your system for best performance (Please keep it up-to-date with the latest version.)
- Are you in a time zone that makes 9am EST a problem for you? It is your responsibility to work with me to come up with alternative solutions.
- **It is your responsibility to secure a reliable internet connection if at all possible.** Try and attend class from a quiet place with the best possible internet connection. You will have a more stable connection if you use a desktop/laptop wired connection instead of wifi. Consider this if you are experiencing connectivity issues.If possible, be sure to be using headphones to hear and be heard with greater clarity. "Earbud" style headphones are perfectly fine.

- **Ideally, all participants will have their camera on in order to establish a vital sense of presence, connection and community in the class**. However, there are valid reasons why someone may choose to turn their camera off. If you are not willing or able to have your camera on during class, please contact your faculty member to discuss the situation privately and to determine a mutually agreeable solution. If you must unexpectedly turn off your camera during class, please send your faculty a private chat message to let them know why.
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- **The classroom is a classroom space for all participants.** If your instructor is recording the session for your later review, please do not post or share any part of that recording in any public forum. Your instructor will always inform you if any part of the class will be recorded, and the red "recording" icon will be visible in your Zoom window.
- **All classroom interactions should be in support of group and individual learning.** Please reach out to me if you have any concerns about the learning environment or classroom dynamics.

Grading and Evaluation

Your final grade will be calculated based on canvas assignments, meaningful contributions to face to face/ synchronous meetings and long term projects. I will assess each student's performance against all of the assessment criteria in determining your final grade.

The following grade calculation demonstrates the need for your consistent and active engagement in each step of the learning process. Weekly participation will allow you to successfully complete course projects and contribute to our learning community.

Students' ability to meet the course's learning outcomes will be evaluated based on the following criteria:

- evidence of the ability to solve problems, both creative and technical;
- evidence of the understanding of the project assignments and course material;
- the correct use of materials and formats specified;
- quality of work as evidenced in canvas exercises, final projects, sketchbook exploration and the learning portfolio;
- improvement in technical, creative, and problem solving abilities;
- participation and the timely completion of projects.

Final Grade Calculation

Participation /Attendance: 20%

- 10% Attendance, Preparedness and professional communication in and out of class.
- 10% Participation in class discussions

Projects*: 60%
- 15% 2D Project
- 15% 3D Project
- 30% Final project

Projects*: 20%
- 10% Reflections/Sketchbook
- 10% Canvas Discussion

University, College/School, and Program Policies

Resources
The university provides many resources to help students achieve academic and artistic excellence. These resources include:

- **The University (and associated) Libraries**
- **The University Learning Center**
- **University Disabilities Services** - *In keeping with The New School's policy of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. Students Disability Services (SDS) assists students with permanent or temporary disabilities in need of academic and programmatic accommodations as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1*
 In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations must contact SDS. There are several ways for students to contact the office: via email at StudentDisability@newschool.edu, through the Starfish service catalog, or by calling the office at 212.229.5626. A self-ID form can also be completed on the SDS webpage at www.newschool.edu/student-disability-services. Once you contact the office, SDS staff will arrange an intake appointment to discuss your concerns and, if appropriate, provide you with accommodation notices to give to me. Please note that faculty will not work unilaterally with students to provide accommodations. If you inform me of a disability but do not provide any official notification, I must refer you to SDS.

- **Making Center** - The Making Center is a constellation of shops, labs, and open workspaces that are situated across the New School to help students express their ideas in a variety of materials and methods. We have resources to help support woodworking,

metalworking, ceramics and pottery work, photography and film, textiles, printmaking, 3D printing, manual and CNC machining, and more. A staff of technicians and student workers provide expertise and maintain the different shops and labs. Safety is a primary concern, so each area has policies for access, training, and etiquette with which students and faculty should be familiar. Many areas require specific orientations or trainings before access is granted.

- **Health and Wellness**: additional services and support available to New School students.

Grading Standards

What follows is Parsons' grading standards. You should articulate your own policy for work taking other forms (e.g. presentations, critiques, visuals). Use clear criteria, specifying how both you and your students will know whether they have achieved the learning outcomes. The full grading policies and procedures may be found here.

Undergraduate

A student's final grades and GPA are calculated using a 4.0 scale.

A [4.0] Work of exceptional quality, which often goes beyond the stated goals of the course
A- [3.7] Work of very high quality
B+ [3.3] Work of high quality that indicates higher than average abilities
B [3.0] Very good work that satisfies the goals of the course
B- [2.7] Good work
C+ [2.3] Above-average work
C [2.0] Average work that indicates an understanding of the course material; passable.
Satisfactory completion of a course is considered to be a grade of C or higher.
C- [1.7] Passing work but below good academic standing
D [1.0] Below-average work that indicates a student does not fully understand the assignments; Probation level though passing for credit
F [0.0] Failure, no credit
GM   Grade missing for an individual

Graduate

A   Work of exceptional quality
A-   Work of high quality
B+   Very good work
B   Good work; satisfies course requirements
Satisfactory completion of a course is considered to be a grade of B or higher.
B-   Below-average work
C+   Less than adequate work
C   Well below average work
C-   Poor work; lowest possible passing grade
F   Failure
GM   Grade missing for an individual
        Grades of D are not used in graduate level courses.

Grade of W

The grade of W may be issued by the Office of the Registrar to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript.

Unofficial Withdrawal (Grade of Z)

This grade is to be assigned to students who have **never attended or stopped attending** classes. Exceptions can be made if the student has completed enough work to warrant a grade (including a failing grade), and arrangements have been made with the instructor(s) and the Dean's Office prior to grade submission. The Z grade does not calculate into the student's GPA. Though a Z grade does not have a failing penalty it still carries a myriad of consequences for students on visas or receiving financial aid. Only issue the Z grade when a student meets the above criteria.

Grades of Incomplete

The grade of I, or temporary incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student's academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only upon the student's request and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by the student and instructor. The time allowed for completion of the work and removal of the "I" mark will be set by the instructor with the following limitations: [

> **Undergraduate students:** Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than the seventh week of the following spring semester for fall term incompletes. Grades of "I" not revised in the prescribed time will be recorded as a final grade of "F" by the Registrar's Office.

College, School, Program and Class Policies

You should include the following headings with the recommended text. Any policy specific to your class must also be clearly written in the syllabus. For example, many instructors create their own policies to cover a variety of classroom situations, such as late assignments, rewrites and extra credit; the use of cellphones, laptops, and other technology in the classroom; your expectations should you be delayed, or makeup exams/absence on exam days.

A comprehensive overview of policy may be found under Policies: A to Z. Students are also encouraged to consult the Academic Catalog for Parsons.

Canvas

> Use of Canvas may be an important resource for this class. Students should check it for announcements before coming to class each week.

> **Electronic Devices**
> The use of electronic devices (phones, tablets, laptops, cameras, etc.) is permitted when the device is being used in relation to the course's work. All other uses are prohibited in the classroom and devices should be turned off before class starts.

Responsibility

Students are responsible for all assignments, even if they are absent. Late assignments, failure to complete the assignments for class discussion and/or critique, and lack of preparedness for in-class discussions, presentations and/or critiques will jeopardize your successful completion of this course.

Active Participation and Attendance

Class participation is an essential part of class and includes: keeping up with reading, assignments, projects, contributing meaningfully to class discussions, active participation in group work, and attending synchronous sessions regularly and on time.

Parsons' attendance guidelines were developed to encourage students' success in all aspects of their academic programs. Full participation is essential to the successful completion of coursework and enhances the quality of the educational experience for all, particularly in courses where group work is integral; thus, Parsons promotes high levels of attendance. Students are expected to attend classes regularly and promptly and in compliance with the standards stated in this course syllabus.

While attendance is just one aspect of active participation, absence from a significant portion of class time may prevent the successful attainment of course objectives. A significant portion of class time is generally defined as the equivalent of three weeks, or 20%, of class time. Lateness or early departure from class may be recorded as one full absence. Students may be asked to withdraw from a course if habitual absenteeism or tardiness has a negative impact on the class environment.

I will assess each student's performance against all of the assessment criteria in determining your final grade. [Students are expected to keep up with class activities and requirements each week. Also, describe additional expectations for <u>meaningful participation</u>. If students are unable to join synchronous sessions, how will they access the content and materials covered during the session so that they can keep up and "make-up" this absence? How will faculty and students interact on Zoom? Use the chat feature? Etc.]

Recording Synchronous Sessions

Faculty should describe their plans for recording. Guidelines for recording synchronous sessions can be found <u>here</u>.

Academic Honesty and Integrity

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the

responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. The full text of the policy, including adjudication procedures, is found on the university website under Policies: A to Z. Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website.

The New School views "academic honesty and integrity" as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this "accurate use". The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity. Please see the complete policy in the Parsons Catalog.

Intellectual Property Rights
The New School (the "university") seeks to encourage creativity and invention among its faculty members and students. In doing so, the University affirms its traditional commitment to the personal ownership by its faculty members and students of Intellectual Property Rights in works they create. The complete policy governing Intellectual Property Rights may be seen on the university website, on the Provost's page.

Student Course Ratings (Course Evaluations)
During the last two weeks of the semester, students are asked to provide feedback for each of their courses through an online survey. They cannot view grades until providing feedback or officially declining to do so. Course evaluations are a vital space where students can speak about the learning experience. It is an important process which provides valuable data about the successful delivery and support of a course or topic to both the faculty and administrators. Instructors rely on course rating surveys for feedback on the course and teaching methods, so they can understand what aspects of the class are most successful in teaching students, and what aspects might be improved or changed in future. Without this information, it can be difficult for an instructor to reflect upon and improve teaching methods and course design. In addition, program/department chairs and other administrators review course surveys. Instructions are available online here.