ART 3030 Digital Communication for Art and Creative Entrepreneurship

Instructor Contact

Name: Dr. Lauren Cross
Pronouns: she/her/hers
Office Hours: Virtual Office Hours by appointment via Zoom
Email: Contact via Canvas Inbox Messages
Communication Expectations: If you have a question, please contact me via Canvas Inbox Messages and I will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

Digital Communication for Art and Creative Entrepreneurship is an intensive, investigation in the conceptual, technical and practical uses of digital tools for communication and promotion in the art and design fields. In this course, students will learn a diversity of techniques applied in art studio practice, social media practice, arts administration, museology, and the creative economy at large using digital applications, computer programs and technology. The course will focus on the creation of various digital products for arts promotion and entrepreneurship using applications in Adobe Creative Cloud and existing web-based platforms.

Course Structure
This is a 100% online course, which means that all content such as videos/lectures/presentations, readings, self-tests, quizzes and assignments will exist in our virtual Canvas course shell. As an online studio-oriented course, students will be expected to review course content and prepare for assignments independently while reaching out to the professor for questions and feedback. This course will use readings and video tutorials to review technical concepts in digital imaging processes and feature on-campus resources where students can witness the impact of computer-generated images and objects within creative communities. Because our course has students with a diverse body of knowledge and skill-level in the art, design, and media, students should expect to spend time viewing video demonstrations posted on Canvas that provide background knowledge to assignments and engage on independent studio time to complete course assignments. The class will include virtual critiques on the
discussion board along with class discussions in preparation and at the completion of course projects. All projects are designed to be implemented in different ways so if a student feels more advanced the student can pursue a project that is a little more ambitious while also considering the time-commitment that will be required to complete the project.

**Course Prerequisite (s)**

ART 1440, 1450, 1500 and 1510, or consent of instructor.

**Course Objectives**

Students who complete this course successfully will be able to:

- Demonstrate knowledge of the visual arts and creative communities in the digital world and the creation of digital promotional products using applications in Adobe Creative Cloud.
- Apply understanding of trends within studio practice, diverse media promotion (i.e., print, interactive, social media), arts administration, and entrepreneurship in the digital world using digital technology.
- Develop a wider understanding of how studio artists/designers, arts organizations and creative communities’ digital fabrication for a range of interdisciplinary projects.
- Produce digital images and digitally fabricated objects for art-making and for the creative economy.
- Discuss the history of computing and its applications by artists, designers, and the creative economy.
- Work both individually and collaboratively to produce works and projects that ask critical questions about the role of technology within the creative economy.
- Research and present upon readings based on digital visual culture and creative communities.

**Materials**

1. Assigned online content, videos, and articles/chapters/essays will be posted on Canvas.
2. Laptop or Computer
3. Adobe Creative Cloud (i.e., Photoshop, Illustrator, InDesign, Premiere, Spark, Spark Video)
4. Access to Smartphone or mobile device
5. Lynda Tutorials/LinkedIn Learning (as assigned)
6. An External Hard Drive
   
   Having an external hard drive will be essential to backing up your work and transporting it. If you are a mac user, LACIE and OWC make excellent hard drives for MACs. If you are a PC user or like to go between MAC and PC, Seagate makes affordable and decent hard drives. For transporting between home + class, an external hard drive of 1 TB or larger that doesn't need to be plugged into the wall would be ideal.

**Adobe Creative Cloud Access**

Adobe Creative Cloud is available to students to purchase at a heavily discounted price. The price of a student subscription through our program is $50 (+$5.55 processing fee). The subscriptions will be valid for the full 2021-2022 Academic Year, through August 31st. On or before August 1st, they will have the option to renew their subscription for the same price for the 2022-2023 Academic year. Further details and the option to purchase a subscription is available here: [http://www.unt.edu/adobe](http://www.unt.edu/adobe). This offer is only available to students.

A subscription to Adobe Creative Cloud allows for on and off-campus use of all of the applications: on UNT or personally-owned laptops, as well as on the remote lab computers.
If a student is currently paying for a subscription through Adobe ($239-$359 per year) but would like to take advantage of the lower cost of a subscription through this program: they are eligible to cancel an existing subscription without an early termination fee or further obligation once they have purchased a subscription through our program. They must contact Adobe Customer Care within fourteen days of purchasing this subscription to inform Adobe of their wish to opt-out of an existing subscription in order to have the early termination fees waived. Adobe will not provide a refund, however – only the months left on the current subscription will be cancelled. We are not able to process the opt-outs on their behalf. The subscription they would be opting out of is an agreement between the student and Adobe. The subscription through our program would be a new subscription, not an extension of the current subscription.

Adobe Customer Care can be reached by phone at 1-800-833-6687, you may also visit their support website and talk to someone via chat.

Please contact us at untadobe@unt.edu if you have any further questions.

Student Access to Equitable, Inclusive Design Frameworks Using Universal Design

In addition to alternatives to Adobe Creative Cloud platforms, we recognize that in order to be equitable to all student needs in an online learning environment we must consider the inclusivity of different design thinking and communication methods that expand learning beyond those that are primarily visual-based. Additionally, we believe it is important to expose students to digital inclusion where we can translate a multiplicity of accessibility needs in mind. While visual forms of communication are certainly important, students are also encouraged to consider other strategies that might be sound-based and textual as well.

For inspiration into sonic design, textual design, universal design, as well as accessible and inclusive design read James Cartwright's "Can Designers Create Work Without Any Visuals?" and Design Indaba's article on the work of designer Simon Dogger. Additionally, students should read more about the distinctions between accessible design and inclusive design by reading UX Collective's article "Understanding the key differences between Accessible Design and Inclusive Design."

Accessible Alternatives to Assignments

While using Adobe Creative Cloud platforms are highly preferred in the course due to the marketable skills they provide within the field of art and design, other tools and approaches are acceptable in order to support students in need of accommodations. Additionally, students interested in pursuing universal design, accessibility, and inclusive design strategies for digital communication are encouraged to consider how tools and ideas pursued in Adobe platforms may be translated into projects that engage different accessibility needs and inclusion concerns.

Here are a list of alternatives that students might pursue for each project:

- Students can pursue the same or similar project result using a different software (e.g., PowerPoint or other software listed on the Student Remote Access to CVAD Computer Resources page.)
- Students can pursue a project that achieves an equivalent effect through the lens of sonic design or textual design using a different sense (e.g., layer audio tracks rather than layer images, using captions rather than voice recording).
- Students can create a narrative that describes an imagined image and how it reflects their understanding of design thinking or a concept. Textual design created using the alternative text of images.
- Other suggestions can be determined in advance and in consultation with the instructor.
Teaching Philosophy

Online learning modules require reading, viewing videos, quizzes, and written assignments. All major written assignments focus on active learning, discussion and developing marketable skills. Each online module allows students to progress through readings and assignments at your own pace with select deadlines throughout the sixteen weeks. This allows you to work ahead, but not fall behind.

Course Technology & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.
Success in an Online Course
While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations. I recommend reviewing the following tips to prepare yourself for taking an online class: “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
  • Sunday: noon-midnight
  • Monday-Thursday: 8am-midnight
  • Friday: 8am-8pm
  • Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

  • Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
  • Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
  • UNT Care Team (https://studentaffairs.unt.edu/care)
  • UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
  • Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other student support services offered by UNT include

  • Registrar (https://registrar.unt.edu/registration)
  • Financial Aid (https://financialaid.unt.edu/)
  • Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
  • Career Center (https://studentaffairs.unt.edu/career-center)
  • Multicultural Center (https://edo.unt.edu/multicultural-center)
  • Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
  • Pride Alliance (https://edo.unt.edu/pridealliance)
  • UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)
Major Course Assignments

Module 1: An Introduction to Digital Communications: Design Thinking and Photoshop
For this project, students will use Adobe Photoshop to create a collection of 5 digital works for the purposes of marketing one of our course case study clients, the Denton Black Film Festival and the Greater Denton Arts Council.

Using the Module exercises as a guide, students should apply the basics of digital photography, photo collage, compositing, masking, GIF making, design thinking, and digital communication for the creation of these images/works, and should be creating images or works that ultimately advertise, market, or sell to a targeted audiences of one of our course case study clients.

Students will submit images along with a one-page paper (500 words) that cites sources for the assignment, summarizes the creative brief or message behind the work produced, and discusses the relevancy for the course case study client chosen for the project.

Module 2: Illustrator, InDesign, Marketing and Promotion
For this project, students will use Adobe Illustrator, InDesign, and tools learned from Adobe Photoshop to design promotional materials for a proposed start-up company. Students will expand on the previous project by applying the basics of design for the arts including the use of composition, layout, typography, digital photography, and digital imaging in platforms for arts marketing and promotion.

Students will submit images along with a one-page paper (100 words) that cites sources for the assignment, summarizes the creative brief or message behind the work produced, and discusses the relevancy for the course case study client chosen for the project.

Module 3: Social Media Storytelling with Adobe Spark
In this project, students will use what they have learned about social media platforms to create a social media marketing plan that helps one of our course case study clients, Denton Black Film Festival, Greater Denton Arts Council or a proposed start-up company to extend their digital marketing strategy for their brand onto Instagram and/or Facebook.

Students will 1) create one social media video or interactive post using Adobe Spark Video or any other related tool that is less than 2 minutes, 3) Upload the video into YouTube or another accessible platform 4) Post a screenshot of the video or interactive post with a link to the work onto the discussion board, including a 100-word statement that outlines your social media marketing plan for the proposed client and inspiration for the project in the space provided in the template.

Module 4: Digital Marketing, Promotion and Adobe Premiere
In this project, students will explore Adobe Premiere for the purposes of digital communications and storytelling, and to market one of our course case study clients Denton Black Film Festival, Greater Denton
Arts Council, or proposed start-up company. The project will allow students to tell a unique story for the purposes of a) marketing a relevant service, product, event for the organization or b) creating awareness about an initiative, community organization, or creative that you believe would be valuable to the target market of the organization/business. Students will write a 200-word summary of the overarching themes and/or message you are communicating in your project.

Module 5: Adobe After Effects and Digital Advertising & Promotion

In this project, students have explored Adobe After Effects for the purposes of digital advertising and promoting one of our course case study clients Denton Black Film Festival, Greater Denton Arts Council, or proposed start-up company. The project will allow students to tell a unique story for the purposes of a) advertising a relevant service, product, event for the organization or b) creating awareness about an initiative, community organization, or creative that you believe would be valuable to the target market of the organization/business. Students will write a 200-word summary of the overarching themes and/or message you are communicating in your project.

Module 6: Digital Fabrication and New Forms of Display for Artists & Arts Organizations

In this project, students will apply what they have learned about the various equipment and tools available in the CVAD Digital Fabrication and Textile labs to develop a digital fabrication project that extends the digital strategy of one of our three course case study clients. Students will propose to create either a 1) sign using the laser cutter or other relevant equipment, 2) a three-dimensional object using the 3D printer or 3) a physical or digital product/merchandise using one or more digital fabrication tools that has been created for sale or promotion.

Students will write a 200-word description in the space provided explaining what you would propose to create, including what specific equipment you would like to use in the CVAD Fabrication Labs to create your project. If there is equipment more accessible to the student that is being used please describe the equipment and why it is relevant for universal design principles. Students will describe software or other tools they would need to use in order to use the equipment and reflect on how this specific object or digital fabrication process could be used in helping other artists, designers, businesses and organizations to communicate ideas or experiences.

Then, students would discuss how the use of online websites like Zazzle, CustomInk, Shopify, Printify, and others could be used to create low-run and custom on-demand products for organizations, start-ups, and businesses; reflect on which of the mentioned online website(s) you would be interested in using to create custom products if funds were raised for such a project.

Module 7: Final Project & Digital/Online Portfolio

For this project, students will create a portfolio-worthy marketing campaign for an artist, arts organization, or arts/design business of their choosing that features a minimum of 5 digital elements using any creative tools available. This assignment allows students to demonstrate the development of high-level digital strategy for the purposes of helping artists, arts organizations, and creative businesses in need of visibility. Students will write a one-page paper (500 words) citing their sources and rationale for specific digital communication and marketing strategies.

Lastly, students will create an digital/online portfolio, which would include not only the Final Project but work produced in other five Module assignments as well as any past related work.

Class Participation
As a student in an online course, you agree to participate actively as a civil, respectful, and supportive member of an inclusive learning environment for all. Students are encouraged to take risks in their work, and speak to faculty directly, the department chair, or an advisor, about any concerns they may have about classroom participation and classroom dynamics.

As an active member of this classroom, you will be evaluated based on your participation in online course discussions where we will hold virtual critiques.

**Course Schedule and Requirements**

<table>
<thead>
<tr>
<th>Module</th>
<th>Weekly Schedule</th>
<th>Points Possible</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Start Here Confirmation Quiz</td>
<td>5 points</td>
<td>January 19</td>
</tr>
<tr>
<td></td>
<td>Week 1: Meet Your Instructor/Introduce Yourself</td>
<td>10 points</td>
<td>January 19</td>
</tr>
<tr>
<td></td>
<td>Course Goals Quiz</td>
<td>5 points</td>
<td>January 21</td>
</tr>
<tr>
<td></td>
<td>Studio Critique Quiz</td>
<td>5 points</td>
<td>January 21</td>
</tr>
<tr>
<td></td>
<td>Introduction: Understanding Your Client, Using Design</td>
<td>20 points</td>
<td>January 26</td>
</tr>
<tr>
<td></td>
<td>Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 1: An Introduction to Digital Communications</strong></td>
<td>Module 1: Using Digital Strategy in the Creative Economy</td>
<td>20 points</td>
<td>January 26</td>
</tr>
<tr>
<td></td>
<td>Module 1: Adobe Photoshop and Digital Imaging Exercise 1</td>
<td>20 points</td>
<td>February 4</td>
</tr>
<tr>
<td></td>
<td>Module 1: Adobe Photoshop &amp; Digital Communication</td>
<td>20 points</td>
<td>February 4</td>
</tr>
<tr>
<td></td>
<td>Exercise 2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Module 1: Virtual Critique</td>
<td>20 points</td>
<td>February 9</td>
</tr>
<tr>
<td></td>
<td>Module 1 Final Project</td>
<td>100 points</td>
<td>February 11</td>
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<tr>
<td></td>
<td>Module 2: Illustrator Vector Brand Exercise</td>
<td>20 points</td>
<td>February 25</td>
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<tr>
<td></td>
<td>Module 2: Bean Coffee Brand Virtual Critique</td>
<td>20 points</td>
<td>March 2</td>
</tr>
<tr>
<td></td>
<td>Module 2: Bean Coffee Brand Assignment</td>
<td>60 points</td>
<td>March 4</td>
</tr>
<tr>
<td></td>
<td>Module 2: Bean Coffee Digital Poster Virtual Critique</td>
<td>20 points</td>
<td>March 9</td>
</tr>
<tr>
<td></td>
<td>Module 2: Bean Coffee Digital Poster Layout Assignment</td>
<td>60 points</td>
<td>March 11</td>
</tr>
<tr>
<td>Spring Break</td>
<td>No Class/Assignments</td>
<td></td>
<td>March 14-18</td>
</tr>
<tr>
<td>Module 3: Social Media for Digital Communications</td>
<td>Module 3: Storytelling for Social Media using Adobe Spark Video</td>
<td>20 points</td>
<td>March 23</td>
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<tr>
<td></td>
<td>Module 3: Social Media for Digital Communications Virtual Critique</td>
<td>20 points</td>
<td>March 23</td>
</tr>
<tr>
<td></td>
<td>Module 3: Social Media Marketing Plan &amp; Social Media Video Post</td>
<td>50 points</td>
<td>March 25</td>
</tr>
<tr>
<td>Module 4: Premiere, After Effects, Marketing &amp; Promotion</td>
<td>Module 4: Adobe Premiere Virtual Critique</td>
<td>20 points</td>
<td>April 6</td>
</tr>
<tr>
<td></td>
<td>Module 4: Adobe Premiere Marketing, Promotion and Storytelling</td>
<td>80 points</td>
<td>April 8</td>
</tr>
<tr>
<td>Module 5: Adobe After Effects for Digital Advertising and Promotion</td>
<td>Module 5: Adobe After Effects Virtual Critique</td>
<td>20 points</td>
<td>April 20</td>
</tr>
<tr>
<td></td>
<td>Module 5: Adobe After Effects for Digital</td>
<td>80 points</td>
<td>April 22</td>
</tr>
</tbody>
</table>
### Course Schedule

<table>
<thead>
<tr>
<th>Module 6: Digital Fabrication for Digital Strategy</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 6: Digital Fabrication: CVAD FabLab Virtual Critique</td>
<td>20 points</td>
<td>April 27</td>
<td></td>
</tr>
<tr>
<td>Module 6: Digital Fabrication Project</td>
<td>50 points</td>
<td>April 29</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 7: Final Project &amp; Digital/Online Portfolio</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 7: Final Project Proposal</td>
<td>20 points</td>
<td>April 27</td>
<td></td>
</tr>
<tr>
<td>Module 7: Final Project &amp; Portfolio Virtual Critique</td>
<td>20 points</td>
<td>May 4</td>
<td></td>
</tr>
<tr>
<td>Week 15: Final Project &amp; Digital/Online Portfolio</td>
<td>100 points</td>
<td>May 6</td>
<td></td>
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</tbody>
</table>

**Total Points**: 945 points

*Note: I reserve the right to change the course schedule, assigned readings, and assignments at will where deemed necessary.*

### Course Grading

Student’s performance is evaluated based on their visual, written and oral demonstration of the practices and concepts acquired during this course. Your participation in class critiques will also affect your project grade. Late work will be graded down one letter grade per class period. Work later than one week will not be accepted and will receive the grade of F.

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Module 1-5 Exercises-/Discussions</td>
<td>325 points</td>
</tr>
<tr>
<td>Module 1 Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Module 2 Project</td>
<td>160 points</td>
</tr>
<tr>
<td>Module 3 Project</td>
<td>50 points</td>
</tr>
<tr>
<td>Module 4 Project</td>
<td>80 points</td>
</tr>
<tr>
<td>Module 5 Project</td>
<td>80 points</td>
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</tr>
<tr>
<td>Module 6 Project</td>
<td>50 points</td>
</tr>
<tr>
<td>Module 7 Project</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>945 points</strong></td>
</tr>
</tbody>
</table>

A = 846 - 945 
B = 751 - 845 
C = 657 - 750 
D = 562 - 656 
F = 0 - 561 

**Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. **Course SPOT evaluations will become available on November 16, 2020.**

**Course-Specific Support or Supplementary Instruction**

There are a number of resources available to you for free at the University, this includes the UNT Writing Lab, the UNT Factory, free tutors at the Learning Center, academic coaching, and more. For a complete list visit: [https://www.unt.edu/features/newstudents/](https://www.unt.edu/features/newstudents/)

For this class, here is a list of resources that will help you succeed:

*LinkedIn Learning/LYND.A.com:*
- Photoshop CC 2017 Essential Training: The Basics Photoshop
- CC Introduction to Photo Compositing
- The Art of Photoshop Compositing
- GIF creation in Photoshop
- Illustrator CC 2017 Essential Training
- After Effects CC 2017 Essential Training: Motion Graphics
- Premiere Pro CC 2017 Essential Training: The Basics
- Processing: VIDEO TUTORIALS [https://processing.org/tutorials/](https://processing.org/tutorials/)

**Course Policies**

**Assignment Policy**

Assignment deadlines are listed both in the course syllabus and on Canvas; therefore, students must submit all assignments on time, using the templates provided. No late submissions will be accepted. For personal issues such as illness or emergency situations students may contact the Dean of Students office using the [Seeking Options and Solutions](https://www.unt.edu/seeking-options-solutions) resource to identify appropriate accommodations for personal, academic, and social issues. It will be the student’s responsibility to contact both the instructor and the Dean of Students office in writing so that a best course of action can be identified, particularly dealing with any missing assignments as a result of such unexpected circumstances.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the
situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**Instructor Responsibilities and Feedback**

As instructor, my mission is to help students reach their full potential through the development of professional work ethic, ability to meet deadlines, and to grow in knowledge of the field. The content in this course has been designed to prove useful insight for students as they navigate the job market post-graduation, and to prepare students for pursuing their own professional art and design projects. Because academic and professional success is an important outcome for the course, students should feel encouraged to reach out for clarification and further instructions on class projects and assessments. The instructor will provide access to grading rubrics and additional professional resources to enhance the student experience in the course. Any updates to course content and weekly assignments will be posted via the course Announcements page.

**Late Work**

Late work will not be accepted without prior approval from the instructor in writing. In order to arrange make-up work with the instructor, students should submit the proper documentation and receive approval from the Dean of Students for accommodation.

**Attendance Policy**

As an online course, your attendance is required in order to be successful. Student attendance is documented by your course participation. Any excused absences should be properly documented and submitted to the Dean of Students office for accommodation: https://deanofstudents.unt.edu/resources/seeking-options-and-solutions

**Class Participation**

Student class participation is a requirement within an online course. Each week your participation is required through discussion board assignments and engagement with fellow classmates.

**Syllabus Change Policy**

I reserve the right to make changes to the syllabus, course information, due dates where it seems appropriate. All course changes will be shared on Canvas via the Announcements page.

**Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.
Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.
Download the UNT System Permission, Waiver and Release Form
Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentation, he or she must obtain permission from the student using a signed release to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

   Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Disclaimer

The instructor reserves the right to make modifications to the course schedule, assignments, and information throughout the semester.