



COMM 3510-070 Intro to Web Design

Summer Semester 2025

Instructor Information

Instructor: Jeremy Freed
Assistant Professor (Lecturer)

Email: jeremy.freed@utah.edu

Preferred Contact: Please contact me via my umail (above) or through Canvas Inbox (preferred)

It is a FERPA violation for me to discuss your coursework or grades via outside electronic communication (e.g., Gmail). I will only respond to communication from your Umail or Canvas Inbox.

NOTE: Canvas assignment comments are not an effective way of contacting me. Use Canvas Inbox or Umail.

Office Hours: By appointment
To request an appointment outside of office hours, send an email where you propose at least three specific date/time options.

Office Location: TBD

Web Version: [This syllabus is available as a web page here.](#)

Course Description

Introduces the basics of web site design with emphasis on the design process; visual communication principles; usability; and current web communication theory and criticism. Computer literacy is required.

This course does not fulfill any general education (GE) requirements.

Prerequisites

This course has no pre-requisites beyond computer literacy.

Course Format

This course is a three (3) credit hour **in-person** course. This means that you are expected to attend in-person meetings for 3 hours each week. Class time will be divided between theoretical, practical, and hands-on work.

In-Person Meetings and Attendance

Each week we will meet on Monday from 6:00pm-9:00pm in SANDY 103 on the Sandy Center campus. In-person attendance is expected per university policy. We have a total of 9 class meetings this semester. **You can miss class a total of two times (~20%) before your final course grade will be impacted. Each absence beyond two will reduce your final course grade a full step (i.e., from an A to a B).**

NOTE: *One of the prime predictors of student success in higher education is active participation within the course.*

NOTE: *Unless I specifically request documentation of illness, do NOT send doctor's notes.*

Canvas

We will use the Canvas learning management system (LMS) for this course. Log into Canvas (<https://utah.instructure.com>) and choose the course from your Dashboard.

NOTE: The Canvas course will not be visible until published. The course will be published before the first in-person meeting (but may be published earlier).

I divide Canvas up into modules. Modules typically follow the weekly semester schedule. Each module contains information about the in-person meeting(s) for the week and additional items, including refresher lecture videos, links to assigned readings, assignments, etc.

You are responsible for completing assigned readings and assignments in Canvas.

Budgeting Adequate Time

Make sure you budget sufficient time per week to complete all assigned coursework. **A three (3) credit hour course requires budgeting approximately nine (9) total hours per week.** While some weeks may require less time on course activities and some weeks may require more, you should budget sufficient time, particularly since the design process and developing coding and layout skills takes repetition and practice.

NOTE: We will utilize some, but not all, of our in-person meetings for troubleshooting and practicing layout and code editing processes. Bring questions and issues with the code to class.

In-person meetings are NOT a suitable time to work on readings or outside (i.e., unrelated to this course) work.

Required Course Activity	Estimated Time to Budget Per Week
In-Person Meetings	3 hours
Assigned Readings	1 hour
Skill Development	2-3 hours
Assignments	1-2 hours

NOTE: These are recommended estimates. You should anticipate the need for some flexibility. For example, some weeks you will spend less time working on skill development and more time working on assignments.

Technology vs Attention

Our classroom is a computing lab. You may choose to bring your own laptop computer. Writing, proofreading, and editing code requires using a computer. Electronic devices make finding information much easier. However, taking notes by hand using a tactile (pen/pencil) tool is far more effective for memory retention and understanding. Learning occurs through making neural connections in your brain.

The more connections you make, including between ideas and between different sensory functions (i.e., tactile, auditory, visual, etc.) the better you will understand and be able to use concepts and skills.

Be cautious about the distracting potential of electronic devices. Use your tools as tools to aid your learning. Off-topic device usage (i.e., texting friends, scrolling social media, etc.) impedes learning, reduces memory retention, and leads to lower educational and grade outcomes.

See [Distraction, not the device.](#)

Course Materials

Required Texts:

You need to use the following textbooks for this course:

Canziba, E. (2018). *Hands-on UX design for developers: Design, prototype, and implement compelling user experiences from scratch*. Packt.

Krug, S. (2006). *Don't make me think! A common sense approach to web usability* (Second edition). New Riders.

Licensed electronic copies are available through the university library system.

NOTE: There is a third edition of Krug's book. While some of the examples are updated and there is one new chapter, overall the principles are identical to the second edition (as is most of the text).

Other assigned readings are available through the university library and are linked in Canvas. Assigned readings that are not available from the university library will be provided via Canvas as hyperlinks or in Portable Document Format (pdf). All materials (i.e., videos, podcasts, articles, visuals, etc.) that supplement our learning will be included in the weekly Canvas modules.

Optional Texts:

You do not need to purchase or use these texts. I have included books that are worth reading if you have time and interest that will help push your thinking and creativity further. A copy of these books may be available from the university library or you can find them from most book retailers.

[Beaird, J. \(2020\). *The principles of beautiful web design* \(Fourth edition\). Sitepoint.](#)

[Norman, D. A. \(2013\). *The design of everyday things* \(Revised and expanded edition\). Basic Books.](#)

Course Outcomes and Objectives

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

- **explore** strategic communication principles related to digital communication
- **enhance** problem-solving skills by analyzing complex problems
- **build** a portfolio showcasing your layout and coding skills

To meet the course objectives, you will:

- **apply** fundamental principles of ux, ui, and design
- **demonstrate** file, folder, and content management process skills
- **create** functional html and css front-end web pages that reflect principled layout

Evaluating Learning

Assessments - Overview

Your work will be assessed in terms of completeness, application of design principles, and quality. Grading will be determined by the totality of your work during the course. This course has no quizzes or tests (including mid-term or final exams). Assignments build on each other – completing assignments in sequence will help you successfully complete later assignments as you will need to re-use applicable skills across the course as each skill set supports skills that come after.

Your work will be evaluated through the following assignments:

- | | |
|--------------------------------------|------------------|
| • Directory Creation | 5 points |
| • Client Assessment/Development Plan | 15 points |
| • Coding & FTP | 10 points |
| • Site Content | 15 points |
| • Site Layouts | 15 points |
| • Prototype Site | 15 points |
| • Debug Process and Report | 10 points |
| • Style Guide | 15 points |
| | 100 points total |

Assignments will receive points based on meeting criteria specified in rubrics attached to the assignment instructions.

Assignment Descriptions

Directory Creation

You will use file transfer protocol (ftp) to create directories on your server space. NOTE: You will use ftp through the semester to manage content and site pages for both your blog and client site so this is a crucial skill.

Coding & FTP

You will practice writing code and working with content and file management on your server space. You will complete a variety of short tasks involving coding html,

coding css, and using FTP to manage files each week during the first half of the semester.

Client Assessment & Development Plan

You will develop a website for a client. In order to develop that site, you will first need to determine the specific needs and aesthetics that the client wants for the site, including target audience/users, aesthetics, and general content. You will interview your client and document their needs. You will then write a development plan for your client's site. Your plan will serve as a guide that will help drive your development of the site and as a foundation for your style guide.

Everyone will serve in both developer and client roles.

Site Content

As a client, you will curate/create content for the site you want your developer to produce. You will ensure that your developer has access to all content necessary for your desired website, including images, videos, audio, copy, etc. as appropriate. You will need to provide a documented list of content and licensing information for that content as well as copies (or appropriate embed codes) of every piece of content to your developer.

Site Layouts

You will create layouts for each page necessary for your client's website (minimum of four pages in the site) using a wireframe-to-photorealism layout process. Your layouts should reflect UX and UI design principles and meet the needs of your client in terms of visual design, aesthetics, and content presentation.

Prototype Site

You will develop your client's site from layout to coded html and css. Your coded website should align with your client assessment, reflect the content your client provided, and be coded to appear as closely as possible to the layouts you mocked up.

Debug Process and Report

You will use the w3 validator to check your prototype site code for bugs and errors. You will check every page of your client's site. You will then work to correct any coding errors reported by the validator. You will then re-validate and, if errors are still present (or new errors are reported), continue the debugging process until bugs are reduced as far as possible. Once you have reduced errors as far as you can, you will write a report detailing your debugging process that includes copies of the clean(est) w3 validator reports and explaining what steps you took to correct any remaining errors.

Style Guide

You will document the specific choices, both aesthetic and pragmatic, that you made while developing your client's site. This includes color, typography, layout, etc.

Your total course grade will be determined as follows:

Add the points you receive for all assignments together. Divide the number you have received by 100. The total is your course grade.

For example, if you have completed the Directory, Coding & FTP, Client Assessment, Site Content, and Site Layouts assignments and received a total of 55 points, your current grade would be 55/100. Assuming that the Prototype, Debut, and Style Guide assignments are yet to be submitted, you would have the potential of an additional 40 points, giving you a potential maximum final grade of 95/100, which is an A. Remember that potential is potential: You still have to successfully complete the work.

You should not rely on Canvas as Canvas grade totals are not accurate until all assignments are completed/graded.

I do not offer extra credit and I do not round grade percentages. Please do not ask.

Late Work

Meeting deadlines is a crucial skill, particularly in content management. All assignments have a set due date. Assignments will remain unlocked in Canvas for seven (7) days after the due date. Assignments submitted after the due date but before the lock date will receive a 15% penalty. This penalty is not negotiable. **No work will be accepted after the assignments lock.** Plan accordingly.

Assignment Extensions

You may request that an assignment's due date be extended. Assignment extensions may be made for any reason; you do not need to explain why you are making the request. To request an extension, email your instructor before the due date. Your request must be time-stamped before the due date and must include a specific new due date that is no more than one week after the original due date.

NOTE: The Style Guide and Debug Process and Report assignments cannot be extended.

Grading Scale

All assignments will total 100 points. Final grades will be determined by meeting specific percentages along a 100-point scale.

Grading Scale, Achievement & GPA Equivalence

Points Earned	Letter Grade	Performance & Achievement	GPA
94.0+	A	excellent performance, superior achievement	4.0
90.0-93.9	A-		3.7
87.0-89.9	B+	good performance, substantial achievement	3.3
84.0-86.9	B		3.0
80.0-83.9	B-		2.7
77.0-79.9	C+	standard performance and achievement	2.3
74.0-76.9	C		2.0
70.0-73.9	C-		1.7
67.0-69.9	D+	substandard performance, marginal achievement	1.3
64.0-66.9	D		1.0
60.0-63.9	D-		0.7
≤59.9	E	unsatisfactory performance and achievement	0.0

Expectations

I expect you to...

Be self-motivated. You need to budget sufficient time to complete and understand the readings and lectures. Additionally, you need to plan to spend time working on coding. Practice, experimentation, and troubleshooting code takes time.

Budget sufficient time. You will need to budget nine (9) total hours per week for successful completion of this course. Use your time effectively and **be cautious of overcommitting**. For example, if you enroll for 24 credit hours and have full-time employment, you are committing to a minimum of 112 hours per week (not counting commuting), which is precisely the number of hours in one week available when accounting for healthy sleep (8 hours/day = 56 hours; 168 hours/week – 56 = 112). Operating under sleep deprivation and consistent elevated cortisol levels is deleterious to your health and will negatively impact your ability to process information, complete work, and focus.

NOTE: *The most common issue that negatively impacts successfully completing this course is not budgeting sufficient time.*

Carefully read. Attention to detail is a highly sought after skill in most fields. Carefully read this syllabus. Fully read assignment descriptions. Read assignment rubrics. Read the assigned readings. Student success is predicated on spending sufficient time and effort to read and understand expectations, instructions, and concepts.

Take notes as you read and ask yourself if you can explain the main idea (i.e., the gist). Note areas that remain unclear or confusing. Regularly refer to Canvas demo videos. You can pause, rewind, control playback speed, etc. when watching videos. You can also perpetually refer back to written instructions and the textbook.

Be present. Our in-person meetings are designated time for introducing new concepts and principles, analyzing case studies, discussion, asking for clarification, brainstorming, as well as practicing writing and troubleshooting html/css code. Do not expect to use our in-person meeting time to complete other work.

Ask questions. Be willing to not be an expert. Don't be shy about bringing questions to class. The only dumb questions are questions that are not asked. Let's engage in dialogue.

Understand your rights and responsibilities as a student: [Student Handbook](#) and [Code of Student Rights and Responsibilities](#)

Not be perfect. Learning is a process. First, you need to exposure to and understanding of core concepts. Then you need to analyze those concepts by studying the work of others. Then you need to try applying those concepts to your own projects. During this process you need to be willing to be wrong, make mistakes, screw up, iterate, and revise. We learn most when we fail and try again.

You should expect me to...

Curate course content. I curate and create content that is intended to help you understand concepts with the intent of helping you achieve the course learning objectives.

Provide access, support, and encouragement. I design course structures, create course content, put ideas together to push connections, and aim to push you to think harder and more complexly. My role is not to do your coursework or assignments for you.

Respond to your emails. I will do my best to respond to electronic communication (email) within 48 hours. *This does not count holidays or weekends.* If you have not received a response after 48 hours, then contact again. For best results, talk to me before, during, or after class.

Promptly evaluate your work. I will do my best to grade assignments within seven (7) days. If an assignment is ungraded after fourteen (14) days (not counting holidays), please contact me and hold me accountable.

Foster a classroom experience that respects the dignity of each member.

Push your thinking and ability. We are here to learn and part of learning is pushing past your comfort zone. Don't be afraid of your own potential. Safe may be comfortable but discomfort is the key to creativity and to making multiple neural connections.

Course Schedule

In-Person Meeting Date:	May 12
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	Course Overview, Tools, Directories, "Hello, World!"
Reading(s):	Brown, "Design Thinking" (pp. 1-9)
Graded Assignments Due:	Directory Creation due May 18th before midnight (11:59pm Mountain Time) Coding & FTP Week 1 due May 18th before midnight (11:59pm Mountain Time)

In-Person Meeting Date:	May 19
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	Brands, Design Principles, HTML Structure
Reading(s):	Krug, "Don't Make Me Think!" (Ch 1) Canziba, "Things you should know about psychology in UX" (pp. 82-87)
Graded Assignments Due:	Coding & FTP Week 2 due May 25th before midnight (11:59pm Mountain Time)

In-Person Meeting Date:	May 26 – MEMORIAL DAY HOLIDAY
In-Person Meeting Place/Time:	NO IN-PERSON MEETING THIS WEEK
Weekly Focus:	Information Architecture
Online Work:	Information Architecture (on Canvas)
Reading(s):	Krug, "How We Really Use the Web" (Ch 2) Krug, "Billboard Design 101" (Ch 3)
Graded Assignments Due:	Coding & FTP Week 3 due June 1st before midnight (11:59pm Mountain Time)

In-Person Meeting Date:	June 2
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	UI, UX, and Web Layouts
Reading(s):	Krug, "Animal, Vegetable, or Mineral?" (Ch 4) Krug, "Omit Needless Words" (Ch 5)
Graded Assignments Due:	Coding & FTP Week 4 due June 8th before midnight (11:59pm Mountain Time)

Course Schedule (continued)

In-Person Meeting Date:	June 9
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	Aesthetics, Cohesion, & Content
Reading(s):	Krug, "The First Step in Recovery is Admitting That the Home Page is Beyond Your Control" (Ch 7)
Graded Assignments Due:	Client Assessment due June 15th before midnight (11:59pm Mountain Time) Coding & FTP Week 5 due June 15th before midnight (11:59pm Mountain Time)

In-Person Meeting Date:	June 16 - JUNETEENTH HOLIDAY
In-Person Meeting Place/Time:	NO IN-PERSON MEETING THIS WEEK
Online Work:	Styling, CSS Intro, Mocking Up Layouts (on Canvas)
Reading(s):	Krug, "Street Signs and Breadcrumbs" (Ch 6)
Graded Assignments Due:	Site Content due June 22nd before midnight (11:59pm Mountain Time)

In-Person Meeting Date:	June 23
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	Box Model & Grid Structure
Reading(s):	Krug, "Usability Testing on 10 Cents a Day" (Ch 10)
Graded Assignments Due:	Site Layout due June 29th before midnight (11:59pm Mountain Time)

In-Person Meeting Date:	June 30
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	Advanced Styling Tricks
Reading(s):	Krug, "Usability as Common Courtesy" (Ch 11)
Graded Assignments Due:	No graded assignments due this week

Course Schedule (continued)

In-Person Meeting Date:	July 7
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	Moving Toward Responsive Design
Reading(s):	MDN Web Docs Responsive Web Design
Graded Assignments Due:	No graded assignments due this week

In-Person Meeting Date:	July 14
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	Documenting Style
Reading(s):	Starbucks Brand Guide
Graded Assignments Due:	Prototype Site due July 20th before midnight (11:59pm Mountain Time)

In-Person Meeting Date:	July 21-25
In-Person Meeting Place/Time:	NO IN-PERSON MEETING THIS WEEK
Online Work:	Debug Walkthrough (on Canvas)
Graded Assignments Due:	No graded assignments due this week

In-Person Meeting Date:	July 28
In-Person Meeting Place/Time:	Sandy 103; 6:00pm-9:00pm
Weekly Focus:	Finishing Up Lab
Graded Assignments Due:	Style Guide due August 3rd before midnight (11:59pm Mountain Time) Debug Process and Report due August 3rd before midnight (11:59pm Mountain Time)

Policies

Americans with Disability Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access
801-581-5020
disability.utah.edu
65 Student Services Building
201 S 1460 E
Salt Lake City, UT 84112

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety
801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action
801-581-8365
oeo.utah.edu
135 Park Building
201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students
801-581-7066
deanofstudents.utah.edu
270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:
Campus Police & Department of Public Safety
801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:
Center for Campus Wellness
801-581-7776
wellness.utah.edu
350 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Self-Plagiarism

You do not have permission to use work that you have submitted to previously completed course (at this or another institution). You do not have permission to use work that you are submitting to concurrent courses unless you specifically request and receive written approval from myself AND from the instructor of the concurrent course. Submitting your own work is self-plagiarism and is a form of academic misconduct.

Drop & Withdrawal

If you decide this is not the class for you, you can and should drop the course before Wednesday, May 21. After the drop date you will be charged full tuition and may receive failing grades if you do not attend classes or complete coursework.

If you decide this is not the class for you after the drop deadline, you can choose to withdraw from the course before the midpoint (Friday, June 20). Withdrawal means you are responsible for paying full tuition and will receive a "W" grade on your transcript. "W" grades are not calculated as part of your GPA.

You are solely responsible for dropping or withdrawing from this course. You are responsible for understanding university drop & withdrawal policies.

Content Accommodations

I select course content as a vehicle for learning, to help illustrate core principles, and to promote critical thinking. You may be exposed to ideas or concepts you might find discomforting or offensive, including concepts grounded in critical and cultural studies and rhetoric. I will not make accommodations to course content, requirements, or expectations. I suggest you try and keep an open mind and be willing to face challenging intellectual arguments. I will not suggest that you change deeply held beliefs, but you may be exposed to arguments and viewpoints that differ from those beliefs. **If you believe that exposure to course content will place an undue burden on your sincerely-held core beliefs, drop the class.**

Other Accommodations

Contact me at the beginning of the semester if you need accommodations for:

- Religious Practice
- Active-Duty Military
- University-Sanctioned Events
- Disability/Access

Online Submissions

You are responsible for submitting assignments with the required naming convention, correct file extension, and using the software type and version required for the assignment. All assignments are due at midnight (11:59pm Mountain Time).

Do not wait until the last second to submit your assignments.

Generative AI

Generative AI (e.g., ChatGPT, Adobe Express, etc.) is a new technology that has substantial potential for both benefit and harm. *Using generative AI to complete work for you (i.e., writing your assignments) is a form of plagiarism and will be treated as such.* Using generative AI as a study aid to help you improve your understanding of a topic is perfectly acceptable. Use generative AI responsibly.

Note: Generative AI is designed to provide human-like responses and has demonstrated a capacity for "hallucinating" or essentially making up information that sounds plausible but is factually incorrect.

Note: You may use Generative AI for creating content for your site (we will spend some time discussing writing effective generative prompts during the semester).

Any use of Generative AI for content creation must be documented. You CANNOT use generative AI to write your code for you – doing so will result in a grade of 0 points for that assignment.

Computer Literacy

I expect you to have a functional understanding of basic computer use (e.g., web navigation, word processing) and familiarity with the university Canvas system. You will need to also be familiar with Microsoft Word (or capable of exporting .docx files from alternatives). To use the lab computers you need a functional understanding of using Windows.

I am not your tech support for this course.

Electronic Equipment

It is your responsibility to maintain your computer and related equipment in order to participate in this hybrid online course.

Equipment failures are not an acceptable excuse for late or absent assignments.

If you do not have a personal computer you can check one out from the Marriott Library on main campus (Level 2: Knowledge Commons).

You will have access during in-person class meetings to use the class lab computers.

NOTE: The classroom computer lab is a closed lab (only available during the scheduled class meetings).

Not a Binding Contract

This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the course schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Grievances

If you have any concerns about the course, please contact me via email or in person to discuss your concerns as soon as possible. If we are not able to resolve your concerns, contact [Travis Ciaramella](#), the Director of Undergraduate Studies.