

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Art Date: 9/23/19

Title Of Course/Degree/Concentration/Certificate: ART 2500 - UX Visual Design

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

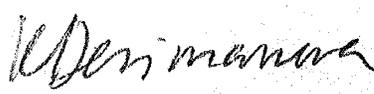
Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: 

Kingsborough Community College

The City University of New York

New Course Proposal Form

1. Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):

ART 2500- UX Visual Design

2. Does this course meet a General Education/CUNY Common Core Pathways Category? **N/A**

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

If **YES**, complete and submit with this proposal a CUNY Common Core Pathways Submission Form.

3. Describe how this course transfers (required for A.S. Degree course). If A.A.S. Degree course and does **not** transfer, justify role of course, e.g. describe other learning objectives met.

This course originated from a US Department of Labor funded initiative of CUNY Central's Office of Continuing Education and Workforce Programs entitled "CUNY TechWorks". At Kingsborough, CUNY TechWorks partnered with our Graphic Design faculty (Art Department) to create a User Experience (UX) Design Program. Data gathered through the grant have confirmed (1) a robust market exists for these type of technical skills and (2) these skills directly align with our Graphic Design and Illustration degree, allowing our students to be even more marketable within this field. In turn, a proposal for a future concentration in UX Design is planned under the A.S. in Graphic Design and Illustration. This course will be one of three courses that will comprise the new concentration. Currently, this course will count as the "Art Elective" under the Graphic Design and Illustration Concentration under the degree of the same name. Currently there are no equivalent courses offered at other institutions.

4. College Catalog description of course:

This course will immerse students in the practice of UX and Visual Design for Digital Interfaces. Students will learn the process for visualizing and designing apps for all platforms. The process includes planning, design thinking, visual design, and interaction design. Emphasis will be placed on learning the UX process, design principles, aesthetics, web and mobile design concepts, color, typography, visual communication, design elements and patterns, and design process from concept to completion.

5. Credits and Hours Based on *College Credits Assigned for Instructional Hours** (Please check **ONE** appropriate box below based on credits):

1-credit: 1 hour lecture
 2 hours lab/field/gym

2-credits: 2 hours lecture
 1 hour lecture, 2 hours lab/field
 4 hours lab/field

3-credits: 3 hours lecture
 2 hours lecture, 2 hours lab/field
 1 hour lecture, 4 hours lab/field
 6 hours lab/field

4-credits: 4 hours lecture
 3 hours lecture, 2 hours lab/field
 2 hours lecture, 4 hours lab/field
 1 hour lecture, 6 hours lab/field
 8 hours lab/field

More than 4-credits: Number of credits: ____ (explain mix lecture/lab below)

 ____ Lecture ____ Lab

Explanation: _____

***Hours are hours per week in a typical 12-week semester**

6. Number of Equated Credits in Item #5 N/A (For Developmental Courses ONLY)
7. Course Prerequisites, Corequisites, and Selected Populations (If NONE, please indicate “NONE” for each):
- A. Prerequisite(s): **Department Permission Only**
 - B. Corequisite(s): **NONE**
 - C. Pre-/Co-requisite(s): **NONE**
 - D. Open ONLY to selected Students (specify population): **NONE**
8. Brief rationale to justify proposed course, include:
- A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number): **Not offered as an 82 course, however, since its inception on February 28, 2017, the CUNY Tech Works program has enrolled 133 students in its pilot program in UX Design**
 - B. Projected Enrollment: **15**
 - C. Suggested Class Limits: **20**

D. Frequency course is likely to be offered: **Fall and Spring**

E. Role of course in Department's Curriculum and College's Mission: **This course will be one of three courses that will comprise the new UX Design concentration planned under the A.S. in Graphic Design and Illustration. Currently, this course will count as the "Art Elective" under the Graphic Design and Illustration Concentration under the degree of the same name.**

9. List course(s), if any, to be withdrawn when course is adopted (Note: this is NOT the same as deleting a course): **N/A**

10. If course is an internship, independent Study, or the like, provide an explanation as to how the student will earn the credits awarded. The credits awarded should be consistent with the student efforts required in a traditional classroom setting. **N/A**

11. Proposed textbook(s) and/or other required instructional materials(s):

Sketch Pads (\$25)

USB storage device (\$50)

Type on Screen: A Critical Guide for Designers, Writers, Developers, and Students (Design Briefs)

Paperback – May 15, 2014 by Ellen Lupton (Author), Maryland Institute College of Art (Author)

12. Is the course REQUIRED for a Major, Concentration, or Certificate? **N/A**

If **YES**, – Submit a separate Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate" as well as a Proposal that MUST include a rationale for inclusion of the course within the curriculum and the following additional information:

A. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.

B. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)

30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)

20 credits of Liberal Arts Course work for an Applied Associate of Science (A.A.S.)

13. Explain what students will know and be able to do upon completion of course:

At the completion of this course, students will:

Utilize the Foundations of UX

Utilize the Visual Design Principles

Develop Adobe XD and InVision skills

Develop studio skills (sketching, wireframing, mockups/comps) that include the preliminary design process.

Explore the design process for an interactive project from initial concept to completion.

Design and develop responsive layouts for multi-device, and multi-channel applications.

Collaboration/working in teams

Apply Presentation Skills

14. Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:

A class made up of 2 hours of lecture and 2 hours of lab is ideal because the objective of this course is that every student should be able to conceive of functional user interface design ideas and be able to bring those designs to life.

User Interface design is best thought of as a series of experiments. The designer has a hypothesis about a design that would work well for users but must validate it by putting the design into practice. Following his observation of the design’s effectiveness, the designer should go back and iterate on the design. What results is a continual process of theory and implementation.

The 2 hours of lecture and 2 hours of lab will serve to provide students with the specific user interface design knowledge and technical implementation skills.

15. Assignments to students:

Students will ideate, sketch, wireframe, create lo fidelity comps and high fidelity prototypes of an app or website and resolve all design related issues including layout, color and type. Students will work individually and in pairs and groups of 3.

16. Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a Developmental Course, include how the next level course is determined as well as Next Level Placement.

On-going Discussion, Critique, Participation	20%
Homework #1	10%
Homework #2	10%
Homework #3	10%
Homework #4	10%
Homework #5	10%
Final Presentation:	30%
Total:	100%

17. Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:

Week Number	Weekly Two Hour Lecture	Weekly Two Hour Lab
Week 1	Research and The Creative Idea: <ul style="list-style-type: none"> • Class overview and Introduction to UX/Visual Design • Research and Creative Briefs • Objectives and Strategies • Audience and Competition Surveys • Keywords <i>Homework 1:</i>	Understanding Website Strategy – In small groups students, will reverse engineer the strategy, objectives, audience and competitor’s of websites and applications.

	<p><i>Start a deck with intro slide, objective and strategy, research on competition and keywords.</i></p> <p>OUTCOMES: <i>Introductory knowledge of UX and UI, Research and Ideation</i></p>	
Week 2	<p>Software Class in Adobe XD:</p> <ul style="list-style-type: none"> • Introduction to Adobe XD for UX and Visual Design • In-Class Assignments <p>Readings/Videos: Get to know Adobe XD (4m)</p> <p>OUTCOMES: <i>Software Training</i></p>	Adobe XD Basic Mechanics – Each student must re-create an existing 3 pages of a website or application of their choosing.
Week 3	<p>User Experience and Wire-framing:</p> <ul style="list-style-type: none"> • Definition of UX and User Experience • Where does it fit in the process • UX terminology and Vocabulary • User Flows and User Journeys • Wireframing <p><i>Homework 2:</i> <i>Create wireframes that show your users journey on 5 screens. Black and white.</i></p> <p><i>Homework 1 DUE</i></p> <p>OUTCOMES: <i>Further knowledge of the UX process and wire framing.</i></p>	<p>Web Layouts – Students will work in groups to sketch improved design user flows and wireframes for examples of websites that face user experience issues</p> <p><i>In-Class Assignment:</i> <i>Start Sketching your app or website with pencil and paper.</i></p>
Week 4	<p>Visual Design and Design Principles:</p> <ul style="list-style-type: none"> • The Ideation Process • Creating a Look and Feel • Idea Creation • Mood boards and Inspiration Boards • Use InVision for Mood boards 	Mood board Development – In groups, develop several mood board concepts for a hypothetical website project

	<p>Readings: Chapter 2, Designing for Emotion</p> <p><i>Homework 3:</i> Create Mood boards based on handout passed in class and your research. Create 3-5 Mood boards.</p> <p>OUTCOMES: Knowledge of Visual Design Principles</p>	
Week 5	<p>Software Class: Create Wire Frames and Low-Fi Comps:</p> <ul style="list-style-type: none"> • Adobe XD Continued & Prototyping Lesson • Wireframing and Layout Exercises • InVision prototyping <p>OUTCOMES: Intermediate Software Training</p>	<p>Wireframe and Prototyping – Students will work in groups to design website concepts, and divide efforts to create the websites wireframes and prototype the project</p> <p><i>In-Class Assignment:</i> Start turning your sketch into wireframes using Adobe XD.</p>
Week 6	<p>Color Harmony for Digital Interfaces:</p> <ul style="list-style-type: none"> • Color Theory Basics for Web • Color Harmony and Harmonic Rules • Cultural Significance of Color • Obtaining Color Palettes and Swatches for Project <p><i>Homework 3 DUE</i></p> <p>OUTCOMES: Knowledge of Color Harmony and Color Theory</p>	<p>Color System – Students will develop a Color System for the hypothetical website project, apply it to the wireframe and test its application with their class peers.</p> <p><i>In-Class Assignment:</i> Apply color to pre-made wireframes to support task completion and readability.</p>
Week 7	<p>Responsive Design and Building a Site:</p> <ul style="list-style-type: none"> • Introduction to Responsive Design • Mobile-First Design • Discussion on Adaptive and Atomic Design • How are Apps and Websites Built • Building Low-Fi Comps 	<p>Responsive Web Design – In groups, students will review and critique existing responsive websites. And develop responsive solutions based on their findings.</p> <p><i>In-Class Assignment:</i> Start turning your wireframes into various sizes so they reflect large, medium and small screens.</p>

	<p>Readings: Mobile-First Design, Chapters 3 and 4</p> <p><i>Homework 4:</i> Start creating low-fi comps for your main landing page for mobile and laptop viewports. Two options with two different color palettes.</p> <p>OUTCOMES: Demonstrate an ability to identify different ways websites are built.</p>	
<p>Week 8</p>	<p>Typography and Responsive Typography:</p> <ul style="list-style-type: none"> • Introduction to Typography • Typography Anatomy • Typography Vocabulary • Type Pairing • Type Tools in Photoshop and XD <p>Readings: Type on Screen, Chapters 1 and 2</p> <p><i>In-Class Assignment:</i> Learn to use type tools. Typeface exploration. Type pairing basics.</p> <p><i>Homework 5:</i> Create 10-15 type pairings that reflect your design AND start laying out all the content for your app or website using Adobe XD.</p> <p><i>Homework 4 DUE</i></p> <p>OUTCOMES: Proficiency in Typography Elements and Vocabulary</p>	<p>Typography Selection – In groups, students will review and critique the typography used on sites based on website strategy. Students will research and select new typography, and test the difference with their peers.</p>

<p>Week 9</p>	<p>Workshop: Develop Designs for Assigned Client for Small, Medium and Large Screens:</p> <ul style="list-style-type: none"> • Guided workshop class for students to keep developing their projects. • Get a Behance account and work on creating mock-ups for portfolio <p><i>Homework 5 DUE</i></p> <p><i>OUTCOMES: Proficiency in high fidelity compositions, mock-ups and prototyping.</i></p>	<p>Web Designing– Students will work in groups to generate and prototype a website design in a short period of time</p>
<p>Week 10</p>	<p>Software Class and Final Project Workshop:</p> <ul style="list-style-type: none"> • Adobe XD Continued • Final Workshop for final projects. • Art Direction and Feedback <p><i>OUTCOMES: Proficiency in Adobe XD</i></p>	<p>Final Project Workshop – Students will work on their final project in class, and can garner feedback from their peers and Instructor</p>
<p>Week 11</p>	<p>Final Presentations</p> <p><i>OUTCOMES: Demonstrate the ability to bring a concept to life through Art Direction, UX, Visual Design and Prototyping.</i></p>	<p>No lab as full class time will be used for Final project presentations.</p>
<p>Week 12</p>	<p>Review and Critique / What's Next / Portfolio Site</p> <p><i>OUTCOMES: Demonstrate the ability to bring a concept to life through UX, Visual Design and Prototyping.</i></p>	<p>No lab as the class will be treated more like a workshop, where students give each other feedback on their final presentations. There will also be a group discussion on what makes a good UX portfolio.</p>

18. Selected Bibliography and Source materials:

Type on Screen: A Critical Guide for Designers, Writers, Developers, and Students (Design Briefs)
Paperback, Chapters 1-2 – May 15, 2014 by Ellen Lupton (Author), Maryland Institute College of
Art (Author)

Mobile-First Design, Chapters 3 & 4 - 2011 by Luke Wroblewski

Designing For Emotion, Chapter 2 - 2011 by Aaron Walter

**Kingsborough Community College
Of the City University of New York**

Department of Art

**Art 2500 UX and Visual Design
Syllabus**

Semester:

Professor:

Email:

Tel:

Course Description:

This course will immerse students in the practice of UX and Visual Design for Digital Interfaces. Students will learn the process for visualizing and designing apps for all platforms. The process includes planning, design thinking, visual design, and interaction design. Emphasis will be placed on learning the UX process, design principles, aesthetics, web and mobile design concepts, color, typography, visual communication, design elements and patterns, and design process from concept to completion.

3 Credits, 4 Hours, 2hrs. lecture, 2hrs. lab

Pre-Requisites: Department Permission Only

Co-requisites: None

Student Learning Outcomes:

At the completion of this course, students will:

- Utilize the Foundations of UX
- Utilize the Visual Design Principles
- Develop Photoshop, XD and Illustrator skills
- Develop studio skills (sketching, wireframing, mockups/comps) that include the preliminary design process
- Explore the design process for an interactive project from initial concept to completion.
- Design and develop responsive layouts for multi-device, and multi-channel applications.
- Collaboration/working in teams
- Apply Presentation Skills

Required Materials: (approximate cost \$75)

Sketch Pads (\$25)

USB storage device (\$50)

Books:

Type on Screen: A Critical Guide for Designers, Writers, Developers, and Students (Design Briefs)
Paperback – May 15, 2014 by Ellen Lupton (Author), Maryland Institute College of Art (Author)

Designing for Performance: Weighing Aesthetics and Speed by Hogan,
Lara Callender

Course Topical Outline:

Week Number	Weekly Two Hour Lecture	Weekly Two Hour Lab
<p>Week 1</p>	<p>Research and The Creative Idea:</p> <ul style="list-style-type: none"> • Class overview and Introduction to UX/Visual Design • Research and Creative Briefs • Objectives and Strategies • Audience and Competition Surveys • Keywords <p><i>Homework 1:</i> <i>Start a deck with intro slide, objective and strategy, research on competition and keywords.</i></p> <p><i>OUTCOMES:</i> <i>Introductory knowledge of UX and UI, Research and Ideation</i></p>	<p>Understanding Website Strategy – In small groups students, will reverse engineer the strategy, objectives, audience and competitor’s of websites and applications.</p>
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Week 10	Software Class and Final Project Workshop: <ul style="list-style-type: none"> • Adobe XD Continued • Final Workshop for final projects. • Art Direction and Feedback <p><i>OUTCOMES:</i> <i>Proficiency in Adobe XD</i></p>	Final Project Workshop – Students will work on their final project in class, and can garner feedback from their peers and Instructor
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Week 12	Review and Critique / What’s Next / Portfolio Site <p><i>OUTCOMES:</i> <i>Demonstrate the ability to bring a concept to life through UX, Visual Design and Prototyping.</i></p>	No lab as the class will be treated more like a workshop, where students give each other feedback on their final presentations. There will also be a group discussion on what makes a good UX portfolio.

Grading system

Below is a list of assignments and their grade percentages for this course. If any of these projects or grades change, I will notify you of those changes before we continue with the project. Grades will be computed on a 100 point scale. Projects along with attendance, participation and presentation contribute to your final grade for the class.

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D (not passing)
- 59 or below = F (not passing)

- Weighted grade distribution:
- Ongoing Discussion, Participation // 20%
 - Homework 1 // 10%
 - Homework 2 // 10%
 - Homework 3 // 10%
 - Homework 4 // 10%
 - Homework 5 // 10%
 - Final Presentation // 30%

Attendance Policy:

Class attendance and punctuality are mandatory and essential to success. Absenteeism and Lateness will affect your grade. A student who has been absent 15 percent or more of the instructional hours that class meets during a term or session, will be considered excessively absent and the instructor has the discretion to issue a failing grade.

Access-ability Services:

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Accessibility office (D-205). Please contact AAS for assistance.

Plagiarism:

Please review CUNY's policy on plagiarism, as it is grounds for dismissal from the college in extreme circumstances. Copies of the CUNY Statement on Plagiarism are available on the college's website at: http://www.kingsborough.edu/faculty_staff/Documents/Academic_Integrity_Policy.pdf

Civility in the classroom:

Kingsborough Community College acknowledges that respect for self and others are the foundation of academic excellence. Respect for the opinions of others is very important in an academic environment. Courteous behavior and responses are expected. In the classroom, online or otherwise, any acts of harassment and/or discrimination based on race, gender, sexual orientation, religion or ability will not be tolerated. The text of this statement can be found on the college's website at: <http://www.kbcc.cuny.edu/sub-about/Pages/Civility.aspx>