

COM 107: Digital Imaging with Photoshop



Course Format Information	
Course Credit Hours:	3 Credits
Course Format:	Lecture/Studio
Classroom Website	Canvas: https://cedarcrest.instructure.com/ <--Go here for class materials, grades, discussions, and assignment submissions!

Instructor Information	
Instructor Name:	Steven Weitz
Instructor Email:	sjweitz@cedarcrest.edu (or steven.weitz@cedarcrest.edu) <i>Both will reach me at the same place!</i>
Instructor Phone Number:	610-606-4666 ext. 4483 (<i>try email first</i>)
Instructor Online Office:	I will be available to meet with any student online as needed via GoToMeeting at the following link: http://gotomeet.me/ProfessorWeitz (or using the Access Code 315-871-165 if you need it)

Course Objectives and Requirements	
Course Description:	As all digital art relies on two-dimensional images in some way, it is vital to understand the concepts behind digital imaging in order to create and manipulate photographs, illustrations, and other graphics. In this course, students will learn the principles behind digital images, as well as how to use Adobe Photoshop, a foundational piece of software upon which digital artwork is created, and an industry-leading solution for digital imaging across all fields. Instruction in Photoshop covers topics and usage from an introductory level through advanced features and workflows. No prior Photoshop knowledge is required for this class, and students of all skill levels will learn new concepts, tricks, and techniques.

Course Requirements:

REQUIRED: *Creativity and a drive to work hard and think harder!*

Intelligent and safe file saving/back-up techniques

1. Save FREQUENTLY

Never go more than 10-15 minutes without saving your file

2. Save Multiple VERSIONS

Never have only 1 version of your file – what if mess something up or the file corrupts? Frequently use “save as” to save out other versions (for example: file_v01.psd; file_v02.psd; etc.)

3. Save in Multiple PLACES

Never have your files saved in just 1 place – what if you lose your flash drive or the file gets accidentally deleted or corrupted? Back up your files: use a flash drive, email them to yourself, save them on your home computer (even if you don’t have Photoshop!).

The best and easiest option? Upload it to OneDrive – every Cedar Crest student has 1TB of free storage!

You are required to have Adobe Photoshop and Windows or Macintosh computer capable of running Photoshop for this class.

This can be via your own personal computer or a computer lab on campus. Note that Chromebooks and Mobile Devices WILL NOT work for this class, as the version of Photoshop available for them is extremely limited.

If you do not currently have access to Adobe Photoshop in some way, you have two

1. Buy a student All Apps license via adobe.com (\$19.99 a month, but requires you to commit for 12 months)
2. Buy a non-student Photography Plan license via adobe.com (\$9.99 a month, again requires you to commit to 12 months, and is not recommended if you have any intention of using other Adobe software [*we will discuss this more*])

Adobe Photoshop Version:

Files made/edited in a different version of the software may not include the same features as the version used in class. If using the software at home, try to **USE THE VERSION USED IN CLASS (CC 2020).**

**Course Requirements
(continued):**

There are no required textbooks...

... but if you prefer a book, one is *recommended* as a general guide:

Adobe Photoshop Classroom in a Book (2020 release), by
Andrew Faulkner and Conrad Chavez
ISBN#: 9780136447993

**Course Student Learning
Outcomes (SLO's):**

Upon successfully completing this course, students will be able to:

1. ... effectively communicate through multiple formats, including presentations, papers, and projects, while demonstrating an understanding of ethical communication practices
5. ... build a portfolio targeting career goals, which includes examples of media analyses, as well as projects that demonstrate a foundational knowledge and skill in media production.

These are SLO's 1 and 5 of the Media Studies/New Media Majors

Cedar Crest LAC

This course counts toward an ART LAC

Courses in the ART LAC "...help students develop creative and critical thinking skills" and "...help students understand the value systems that have developed over the centuries, underpinning the rationale for determining the great works and their creators."

This class will meet the ART LAC by examining how photo manipulation, particularly collage, ties into the movement away from realism in the early-to-mid 20th century art world, and how students can use Digital Imaging techniques to produce their own socially and intellectually relevant artwork.

Assessment of Learning and Course Policies

Course Structure

The course will consist of recorded, studio-based lectures. Lectures will involve demonstration and discussion of digital imaging concepts and/or will be delivered using Adobe Photoshop through instructor-lead exercises. Students will utilize the lecture material to develop computer-generated/manipulated images and projects, and will be assessed for mastery of course material through out-of-class assignments, including visual projects and online discussions/writings.

Evaluation of Student:

Students will be evaluated on how well they grasp the concepts being presented, and how they use the concepts/tools/techniques in creating visual artwork (digital images)

While all artistic classes include some degree of subjectivity (how “good” is the artwork), grading is predominantly focused on how successful students are at using the techniques and concepts shown to achieving the goals of the assignment.

All visual/artistic assignments will have a very clear breakdown of how the grade for that assignment is being evaluated. Most of that breakdown relates to how concepts/tools/techniques are being implemented, are NOT subjective. Even visual quality/aesthetic, grading is largely objective, since there are some clear technical concepts related to visual quality, as well.

Students may always ask questions relating to their grades and have a discussion with me about the reasons behind the grade. Debate about the merits of a grade are welcome and can lead to reconsideration at my discretion, however, there will be no bargaining for grades. The grade you earn is the grade you will receive.

Assignment Types:

Assignments will fall under one of three categories: Exercises, Projects, and Progress Checks.

Projects will consist of larger designs, typically completed in stages, and counted individually in the final semester average.

Exercises will be small, meant to get students used to concepts, tools, and techniques being discussed and demonstrated.

Progress Checks (showing work completed on a project thus far) will be required on most projects. What is needed for each progress check will always be made clear.

NOTE: Since a Progress Check grade just evaluates what you have completed at *that point* and you are expected to revise/improve on things for the final submission, **a grade earned on a progress check is NOT indicative of the grade you will likely earn on a final submission.** It is very common for Progress Check grades to be *higher than grades for the final submission of a Project!*

Assessment of Student Learning Outcomes:

SLO 1 – Students will be evaluated on how well they convey ideas and messages through visual projects, predominantly through the Projects assigned in this class (see “Assignment Types” later in the syllabus).

SLO 5 – In addition to producing digital art pieces that could be used in a student’s portfolio, students will gain digital imaging skills that can be used to produce additional portfolio pieces in the future.

Assignment Submissions:

All assignments will be submitted via Canvas, via the appropriate Assignment Submission area.

Assignments can be submitted early, and as many times as a student wants up until the due date and time.

I will be able to see all submitted versions, but will grade the most recent submission, unless told otherwise (if you want me to grade a different submission, please include that in the comments or send me an email).

The due date for assignments typically coincides with the start of a class period, and will always be clearly listed on Canvas. If due dates need to change, there will typically be an email from me coinciding with a change to the Canvas date.

Late Submissions:

All assignments will be due on time, typically the start of the class when the assignment is due.

Assignments will only be accepted and evaluated late with permission – as such, you MUST reach out to me to ask to be able to submit something late. Under most circumstances, assignments will not be accepted late (feel free to email me and try to make your case, though!)

Claiming that an assignment could not be completed due to not having enough time (see “Out of Class Work Time” below) or not having access to the software (see “Course Requirements” earlier) is not a valid excuse.

If a student is permitted to submit their assignment late, their grade for that assignment will be affected as described on the following page:

**Late Submissions
(continued):**

- **1 day late:** 10 points deducted from assignment grade.
- **2 days late:** 20 points deducted from assignment grade.
- **3 days late:** 30 points deducted from assignment grade.
- **More than 3 days late:** assignments will not be accepted, and the student will receive a 0 for that assignment.

There may be rare exceptions to the above scale. You are always welcome to reach out to me to discuss.

Out of Class Work Time:

It is your responsibility to manage your time, in order to ensure that you complete assignments by the due date.

Producing Digital Art content (and creating any kind of media) can be mentally demanding, technically finicky, and quite time consuming.

Expect to put in at least 5-8 hours of time doing work for this class (in addition to watching the lectures) every week.

While you may always reach out to me for help and with questions, it is VITAL that you give yourself AMPLE time to work on the assignments for this class. **It is very unlikely that you will be able to produce quality content for most assignments at the last minute.**

Class Participation:

Participation is expected of all students and requires more than simply completing assignments. As such, **participation is being graded, using a 0-3 scale PER LECTURE, with 0 being absent or no participation, and 1-3 ranging from low to high participation.**

Students can show participation for a lecture by contributing to discussions located on Canvas. Since the participation grade is done per-lecture, **each lecture has its own discussion forum related to that particular class.**

Lecture videos can be watched at any time – but must be watched/discussed prior to the posting of following week’s lecture in order to count toward participation.

Grading Scale:	A	93 – 100
	A-	90 – 92
	B+	87 – 89
	B	83 – 86
	B-	80 – 82
	C+	77 – 79
	C	73 – 76
	C-	70 – 72
	D+	68 – 69
	D	65 – 67
	F	Below 65

Final Grade Calculation:

Your Final Semester grade is a combination of Exercises, Progress Checks, and Projects.

Exercises all average together to form ONE grade for your final semester. So, if you earn a 100% on Exercise 1, an 75% on Exercise 2, and a 95% on Exercise 3, there will be one entry of 90% (an average of the 3 exercises) called “Exercises” in your final semester grade.

Progress Checks, like Exercises, are all averaged together for your final semester grade. So, if you receive a 100% on the first progress check for Project 1, a 100% for the first progress check for Progress 2, and an 85% on the second progress check for Project 2, there will be one entry of 95% (an average of the 3 progress checks) called “Progress Checks” in your final semester grade.

Projects are all counted INDIVIDUALLY in your Final Grade calculation. If you earn an 82% on Project 1 and a 88% on Project 2, each of those will be their own entries in your Final Semester grade.

Participation is evaluated on a class-by-class basis, on a scale of 0-to-3 [0 being absent; 3 being high participation] as explained earlier (in the “Class Participation” section above). The final semester participation is determined by adding up your participation scores for each class, then dividing that by the total POSSIBLE score (a 3 for each class). So, if we have 4 classes, and you earn a 3 on the first 2 (high participation), a 1 on the third (low participation), and a 0 on the last (absent), that adds up to 7, which is then divided by the total possible score of 12, which come out to a 58.33%

Final Grade Calculation (continued):

The **Final Semester Grade** will be an average of all of the ENTRIES noted above (the single “Exercises” entry, the single “Progress Checks” entry, individual Projects entries, and the single “Participation” entry).

To make it clearer, a final grade calculation would look something like this:

Exercises	Progress Checks	Project 1	Project 2	Participation	Final Grade
90	95	82	88	58.33	82.67

The “Exercises” entry above is an average of multiple exercise grades – for example: $(100 + 75 + 95) / 3 = 90$

The “Progress Checks” entry above is an average of multiple progress check grades – for example: $(100 + 100 + 85) / 3 = 95$

The “Project 1” entry is the direct, final submission grade for Project 1 (your grade one this ONE project = this ONE entry!)

The “Project 2” entry is the direct, final submission grade for Project 2 (your grade one this ONE project = this ONE entry!)

The “Participation” entry is an average of all of your class participation grades – for example: $3 + 3 + 1 + 0 = 7$ out of a possible of 12, which is calculated as $7/12 = 58.33\%$

The “Final Grade” entry is an average of all of the preceding entries – for example: $(90 + 95 + 82 + 88 + 58.33) / 5 = 82.67$

The example above is just that: an example of potential grades. There may be more Exercises/Projects/Progress Checks assigned, depending on the needs of the class.

You DON'T NEED to keep track of any of this if you don't want to – all of your grades will be in Canvas and automatically calculated for you!

Important takeaways:

Individual Projects count THE MOST toward your semester grade, since they are being directly counted toward your final grade (*think about it: all Exercise grades average together up to be the equivalent of ONE project grade!*). **A 0 on a Project can RUIN your semester grade!**

**Final Grade Calculation
(continued):**

Individual Exercises and Progress Checks count less in your semester grade– and have similar impact to your final grade (since there will be a similar number of them). **Low grades (or 0's) on Exercises/Progress Checks will hurt, but not ruin your grade!**

Individual Participation grades have a MUCH LOWER impact on your semester grade (since there will be 28 of them over the course of the semester!). **Lower grades (or O's) on Participation won't hurt the much on their own – but they add up and can have a big impact!**

Course Schedule

Class Subjects

Syllabus and Class Overview
(setting the stage... it has to be done!)

Photoshop Intro – Interface, Navigation, and, Pixel Concepts

(Zoom/Pan; Resolution and Aspect Ratios – Image Size vs. Canvas Size – Cropping vs. Resizing – Quality vs. Resolution – Pixilation and Compression Artifacts)

EXERCISE ----- Exercise 1: Image Comparison ----- EXERCISE
(Requirements and Due Date will be posted to Canvas)

Image Processing

(Hue, Saturation, and Brightness/Value; Image Adjustments)

EXERCISE ----- Exercise 2: Image Adjustments ----- EXERCISE
(Requirements and Due Date will be posted to Canvas)

Brushing and Layer Concepts

(Brush Properties, BG/FG Colors, Color Chooser, Background vs. Layer, Content vs. No Content, Order, Name, Visibility, Deleting)

Working with Layers

(Opacity vs. Fill – avoid Fill for now!; Grouping, Intelligent Naming, Duplicating, Merging, Introducing Blending Modes)

EXERCISE ----- Exercise 3: Brushing and Layers ----- EXERCISE
(Requirements and Due Date will be posted to Canvas)

Selections – Creating, Modifying, Saving, and Working with
(Marquees and Lassos, Fill/Delete/Move Pixels, Copying/Pasting)

Course Schedule

Class Subjects

Careful Selections, the Problems with Auto-Select Tools and Feathering

(Analyzing Edges, introducing Aliasing vs. Anti-Aliasing, Magic Wand and issues, Modify Selection)

EXERCISE ----- Exercise 4: Selections ----- EXERCISE
(Requirements and Due Date will be posted to Canvas)

Collage and the Impact of Photography on the Art World

Starting to Build a Collage

(Working with 11x17 at 300dpi – it's bigger than you think!; finding appropriate size/quality images; Starting to select/arrange images – careful selections!)

Transformations

(Move, Rotate, Scale, Distort, etc.; Image Transformations vs. Selection Transformations; Be wary of scaling UP!)

Collage Tips

(Overlapping Images, Avoiding Straight Lines/Cut Offs, Controlling Color via Layers, More on Blending Modes!)

Layer Styles and Basic Filters

(Understanding what they do; going beyond the defaults; how to use under different circumstances; Blurs and other Simple Filters)

PROJECT ----- Project 2: State of Mind Postcard ----- PROJECT
(Requirements and Due Dates – including details on Progress Checks – will be posted to Canvas)

Clipping Masks

EXERCISE ----- Exercise 5: Clipping Masks ----- EXERCISE
(Requirements and Due Date will be posted to Canvas)

Text Tool and Vector vs. Raster

(Fonts, Resizing without Pixilation, Rasterization; Note: Illustrator is much better for Vector Artwork!)

Photo-Retouching

(Clone stamp, Healing Brush, Content-Aware, etc.)

Smart Objects and Smart Filters

(Non-destructive Transformations! Non-destructive Filters! Instances!)

Course Schedule

Class Subjects

EXERCISE ----- Exercise 6: Smart Objects ----- EXERCISE
(Requirements and Due Date will be posted to Canvas)

Liquefy

(or “When things get creepy and potentially unethical” ... and some genuinely good uses, too)

Layer Masks and “Alpha Channel” Concepts
(Everything can be non-destructive now!)

EXERCISE ----- Exercise 7: Layer Masks ----- EXERCISE
(Requirements and Due Date will be posted to Canvas)

Adjustment Layers and Thinking Entirely Non-Destructively

Basic Digital Photography Concepts, Image Formats, and Phone Cameras
(Digital vs. Film; File Formats; Working within the Limitations of Phone Cameras)

PROJECT ----- Final Project: Collage Portrait ----- PROJECT
(Requirements and Due Dates – including details on Progress Checks – will be posted to Canvas)

Disclaimer:

You have likely noticed that no class-dates are listed with the content above. That is because this is not a definitive week-by-week schedule – questions and additional topics may be brought up by the class that will make certain topics take longer (or shorter!), and additional topics may be added, as needed, making it near-impossible to definitively say what topic will occur on what exact date. What is above, however, is roughly the order of material as it will be discussed.

Cedar Crest Policies and Procedures	
Cedar Crest College Diversity Statement:	Founded under the mission to expand women’s access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.
Cedar Crest Honor Philosophy:	The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.
Classroom Protocol:	<p>Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College’s community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.</p> <p>The college expects students to conduct themselves in a manner that best realizes their own and other students’ education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.</p>

Tutoring and Academic Support Resources:	<p>The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. Smarthinking, on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to the Tutoring and Support Resources page on MyCedarCrest, located under the “Academic Services” page in the “Current Students” Section</p> <p>Students can reach this page directly via the following link:</p> <p>Tutoring Support Resources my.cedarcrest.edu/ICS/Current_Students/Academic_Services/Tutoring_Support_Resources.jnz.</p> <p>The Student Success Center may also be contacted at 610-606-4628 or advising@cedarcrest.edu.</p>
Resources for Students with Disabilities:	<p>Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information (https://www.cedarcrest.edu/ada_file.shtm).</p> <p>Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.</p>
Class Recording:	<p>Classes may be recorded by instructors in both in-person and online formats. Students will be notified in advance if classes are being recorded. These recordings may be made available through</p>

the course website in Canvas (the College's Learning Management System). These recordings are used for educational purposes only and may not be shared with anyone else or posted anywhere online (outside of the Canvas course site). The dissemination of class recordings other than in Canvas is only permitted with the speaker's (including any identifiable student on the recording) explicit written permission.

Student recordings of class must have prior instructor approval and are prohibited except for the purposes of an individual student making the recording to achieve course learning outcomes (e.g., a student studying lecture material to prepare for an exam). Other students must be notified in advance if classes are being recorded; therefore, students should receive permission from an instructor to record class and the instructor will provide notice to other students that the course is being recorded. Such student recordings may not be disseminated or shared without explicit instructor approval in addition to the explicit written permission of any speaker (including any identifiable student on the recording). Students with approved accommodations may also be permitted to record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience and such requests are handled in accordance with the College's policies and procedures.

Note: Recordings may be prohibited, at the instructor's sole discretion, during portions of lectures or discussions that may involve personal, self-disclosure by other students. Instructors may also prohibit recordings to ensure the academic integrity of assignments (e.g., during reviews of exam answers). Please see your instructor if you have any questions or concerns about this policy.

Technology Support Resources:

Please refer to the Information Technology Support Center website and the IT HelpDesk for Cedar Crest College computer, software, and other technology resources available to students. The IT Support Center resources are available at the following website:

<https://cedarcrest.teamdynamix.com/TDClient/Home/>

The IT HelpDesk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and helpdesk@cedarcrest.edu).

Academic Integrity:

Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education.

Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees. In this course, instances of academic conduct will result in a 0 on that particular assignment, or a failure of the entire course (depending on severity), at the discretion of the instructor.

When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost's office. Reports are recorded in the Provost's office, which will notify the student of their receipt and the College's policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

**VeriCite Citation
Verification/Plagiarism
Detection:**

Cedar Crest College uses a citation verification service (VeriCite, www.vericite.com) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider's website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

COVID-19 College Policies

Attendance and COVID-19

Any student experiencing symptoms of COVID-19, with a suspected or positive diagnosis of COVID-19, or with known

	<p>exposure to COVID-19 is not permitted to attend class in person. Students who are absent for such reasons may choose to participate as their health permits in synchronous online class meetings. Class absences due to COVID-19 symptoms, diagnosis, or exposure will not be penalized. Students should contact their instructor if they have questions regarding how to access required academic material (such as lectures) and complete assignments during such absences.</p> <p>Absence notifications from the Dean of Students are not required for these absences. Students should refer to the Communicable Disease Policy for guidance regarding when they may return to class after a COVID-19-related absence.</p>
COVID-19 Symptoms, Exposure, or Diagnosis	<p>Students are required to monitor their symptoms daily through Healthy Roster. Traditional students who are experiencing symptoms or believe they may have been exposed to COVID-19 should call Student Health Services for guidance. SAGE students should contact their medical provider for guidance. Any student with a positive diagnosis of COVID-19 or with known exposure to COVID-19 must report that fact to Health Services (610-606-4640 or 610-437-4471, ext. 4640</p> <p>https://www.cedarcrest.edu/healthservices/.</p>
Face Coverings	<p>Face coverings must be worn by all students on campus when in the presence of others and in public settings where other social distancing measures are difficult to maintain, such as common and shared spaces, classrooms, meeting rooms, hallways or bathrooms. Face coverings must cover the nose and mouth, be secured to the head, and may include either fabric masks or plastic face shields. Students are expected to have a clean face covering each day. The College will strictly enforce the wearing of face coverings. Students without a face covering are not permitted to attend in-person class meetings and will be asked to leave by the instructor.</p> <p>Face coverings must be worn by all students on campus when in the presence of others and in public settings where other social distancing measures are difficult to maintain, such as common and shared spaces, classrooms, meeting rooms, hallways or bathrooms. Face coverings must cover the nose and mouth, be secured to the head, and may include either fabric masks or plastic face shields. Students are expected to have a clean face covering each day. The College will strictly enforce the wearing of face coverings. Students without a face covering are not permitted to attend in-person class meetings and will be asked to leave by the instructor.</p>

	<p>In addition, students must abide by all health and safety practices described in the College's Health & Safety Plan for Resuming In-Person Instruction. Failure to follow requirements for reporting COVID-19 diagnosis or exposure, for face-covering use, or for other practices outlined in the Health and Safety plan will be addressed through the College's Community Standards of Social Conduct process.</p>
Delivery of Instruction	<p>This course will provide instruction to students through both in-person and online means. Students will be able to demonstrate the learning outcomes of the courses through both in-person and online activities. Please refer to the College's Information Technology Support Center for information regarding required general computing resources to access online instruction, including Canvas (online Learning Management System) and Internet access (https://www.cedarcrest.edu/infotech/).</p> <p>The instructor is fully remote this semester, given students more flexibility in general, as described earlier in this syllabus (see "Attendance Policy" in the "Assessment of Learning and Course Policies" section on page 7).</p> <p>Students who choose to participate in online instruction for all of their face-to-face or hybrid courses must complete the Online Instruction Intent Form in the Canvas course COVID-19 Resources for Students.</p>