

## Layout ART 2355-002/001 Spring 2018

INSTRUCTOR	Pauline Hudel Smith
OFFICE	FA-379
OFFICE PHONE	817.272.2891 [LEAVE A MESSAGE]
EMAIL ADDRESS	phudel@uta.edu
OFFICE HOURS	4:30 - 5:30PM
COURSE & SECTION	ART 2355-002 24698 / ART 2355-001 24697
TIME & PLACE	MW 8:00 TO 10:50 AM IN FA 358
PREREQUISITE	ART 2304 OR PERMISSION OF ADVISOR

### DESCRIPTION COURSE CONTENT

GRAPHICS: LAYOUT (2-4) 3 hours credit. Development and application of concept, layout, and design as related to graphic communication and advertising design.

### STUDENT LEARNING OUTCOMES

After the successful completion of this course, a student will be able to

- apply design principles to graphic elements in a layout
- apply visual hierarchy through arrangement of elements
- find solutions to visual problems using the Design Process
- develop and apply the grid, understand the structure of layouts
- apply critical thinking and analysis to current design trends
- complete a visual and verbal professional presentation

### TEXTBOOKS - REQUIRED

*Classroom in a Book* - InDesign

(What version depends on your personal computer)

*Design Basics for Creative Results* by Bryan Peterson

*Graphic Design The New Basics* by Lupton

*Layout Essentials* by Beth Tondreau

*Indie Publishing* - How to Design and Produce Your own Book Edited by Lupton

*Sappi Standard #6* - Binding

### READING MATERIAL - OPTIONAL

*Making a Good Layout* by Lori Siebert

*The Layout Workbook* by Christian Cullen

*Making and Breaking the Grid* by Timothy Samara

### SUPPLIES

- usb drives or blank CDs • Design Process Journals
- 1 package of high quality 11 x 17 Ink Jet or Laser paper
- 1 package of 8 1/2 x 11 standard typing paper
- 2 - (15 x 20) sheets of black core board
- Printout posters at 20 x 30.

The Library has large format printing you will have to put money on your card for that purpose. \$5 a print

- Magazines • 2 white crescent illustration boards 15 x 20
- Graphic Layout Pad 14 x 17 100 Sheets
- Inking 45-12" triangle • Drafting Tape
- Mars Plastic Eraser • Metal 24" Calibrated T-Square
- PMA mounting adhesive sheets or roll and rubber cement
- Xacto knife and blades • Straight edge for cutting

**Spray Adhesives have been banned from use at the school.**

## Course Outline

DESIGN ELEMENTS/ COMPOSITION	<b>01/17</b>	Introduction to course. Gestalt Composition Homework A.	
	<b>01/22</b>	Gestalt Composition A Critique. Design lecture. Gestalt Composition In class B.	
	<b>01/24</b>	Gestalt Composition B Critique. Mac intro. InDesign intro.	
	<b>01/29</b>	InDesign intro. Label Warmup 4 - group-line 4 - hierarchy-alignment.	
	<b>01/31</b>	Label Warm-up 8 - alternative hierarchy, go wild. InDesign demo	
	<b>02/05</b>	Label Warm-up 4 - grid Value and contrast. InDesign demo	
	<b>02/07</b>	Label Warm-up 8 - typeface	
	<b>02/12</b>	Label Warm-up 4 - ttypeface.	<b>02/14</b> Label Warm-up 8 - by hand.
	<b>02/19</b>	Label Warm-up 3 - 3-D final picks.	<b>02/21</b> Label Warm-up 3 - 3-D final picks.
	<b>02/26</b>	Label Warm-up 3 - 3-D final picks.	<b>02/28</b> Label Warm-up Critique. Directional Poster
	<b>03/05</b>	Directional Poster	<b>03/07</b> Directional Poster
	<b>03/12</b>	spring break - no class.	<b>03/14</b> spring break - no class.
	<b>03/19</b>	Directional Poster	<b>03/21</b> Publication - Grid and Concept.
	<b>03/26</b>	NEWSLETTER. InDesign demo. Publication	<b>03/28</b> No Class - Advisathon
	<b>04/02</b>	Publication - Grid	<b>04/04</b> Publication - Grid.
FORMATS/ CONCEPTS	<b>04/09</b>	Publication - Field Trip Clampitt.	<b>04/11</b> Publication. Bookbinding demo.
	<b>04/16</b>	Publication.	<b>04/18</b> Publication.
	<b>04/23</b>	WEBSITE.	<b>04/25</b> Publication and Web
	<b>04/30</b>	Publication.	<b>05/02</b> Publication Due. Portfolio Pick Up. Monday. 12-2pm.
	<b>05/07</b>	FINALS WEEK. Portfolio Pick Up. Wednesday. 12-2pm. (Some semesters Alternative turn in)	

**This schedule is tentative and is subject to change. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Pauline Hudel Smith.**

**If there are adjustments, I will advise the students in a timely manner.**

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## Attendance

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### ACADEMIC CALENDAR

<b>JAN 16</b>	First Day of Classes
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<b>JAN 6 -19</b>	Late Registration
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<b>FEB 16</b>	VCD Internship Workshop
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<b>FEB 23</b>	CPR
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<b>MAR 02</b>	Design & Diversity Workshop 2 to 9
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<b>MAR 12 -16</b>	Spring Break
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<b>MAR 22</b>	Advisathon
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<b>MAR 30</b>	Last Day to Drop Classes
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<b>APR 02</b>	Registration for summer
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<b>APRIL 7</b>	Clampitt Paper School - we will meet for lunch
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<b>APR 12-14</b>	DSVC Student Conference We are attending.
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<b>MAY 04</b>	Last Day of Classes
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<b>MAY 05 - 9</b>	Final Exams Week
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### ATTENDANCE POLICY

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At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, [insert your attendance policy and/or expectations, e.g. "I will take attendance sporadically" or "I have established the following attendance policy: ..."] However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

### OTHER REQUIREMENTS

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In addition to classwork and homework, there is the possibility we will be attending events and/or client related field trips outside of class which are required. DSVC National Student Conference, DSVC Monthly meetings, Clampitt Paper School. You are also encouraged to join the UTA/AIGA Student Chapter, subscribe to publications like Communication Arts, Print and How. Join Lynda.com for software tutorials.

### EXPECTATIONS FOR OUT-OF-CLASS STUDY

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Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 10-15 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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## Grading Policy

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30% – Attendance/Time management  
50% – Projects/Design Process Journal  
20% – Final Portfolio Review

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(A) 90 – 100	EXCELLENT. Based on superior visual and conceptual solutions. Above and beyond what is required for each assignment showing effort, multiple successful solutions, superior final and design process.
(B) 80 – 89	GOOD. More than what is required with above average visual/conceptual solutions and experimentation.
(C) 70 – 79	FAIR. The basic and minimum visual/concept requirement for each assignment. Minimum Design Process.
(D) 60 – 69	WEAK. Failure to full fill the basic project requirements.
(F) 0 – 59	UNACCEPTABLE. Failure to maintain 80% participation and projects.

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### VISUAL ASSESSMENT

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Graphic designers are problem solvers. Their main job is to solve visual problems. Therefore the focus of the class and the majority of your grade evaluation will be based on the success of the final design and the process and experimentation related to it. This includes both visual and conceptual solutions.

### CONCEPT/DESIGN

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Thoughtful use of visual elements. Graphic elements are arranged in an interesting way using Design Principles to create a gestalt composition or layout. Appropriate type. Faithful to the assignment. Design communicates intended idea.

### VISUAL/DESIGN

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Thoughtful use of visual elements. Visual elements are arranged in an interesting way to create a composition. Appropriate type. Faithful to the assignment. Design communicates intended idea to the viewer. Execution is faithful to concept. Demonstrates innovative and original thinking in solutions and execution is faithful to the original concept.

### DESIGN PROCESS

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Researched ideas. Followed the development of ideas. Brainstorm for variety of solutions. Thumbnails, drawings, research materials. Design Process should be organized and included with Project at turn in. See Design Process page.

### EFFORT

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Involved in the project development. Eager to accept instruction, seeks new opportunities for improvement. Good craftsmanship.

### MANAGEMENT ASSESSMENT

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In addition to visual solutions, designers solve problems related to producing the visual. Time management, printing, computer, software, budgets, etc. Therefore you will be assessed on both your visual understanding and management of the project.

### PRESENTATION

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Prepared to present work at the beginning of class. Communicated clearly.  
Responded to questions. Attentive. Clean Presentation. Meets deadlines.

### CRITIQUE PARTICIPATE

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Involved in the discussion. Offered insightful comments in a professional way.  
Asked questions

### ATTENDANCE

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Punctual. Stays the whole class session. Comes to class prepared. Uses work days wisely.  
instruction. Follows instructions accurately - both written and verbal.

**Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.**

## Grading Sheet

STUDENT: \_\_\_\_\_

PROJECT: \_\_\_\_\_

# Layout ■

## Grade Sheet

### Visual Assessment: Grade average X 3

**Creativity/Concept.** Demonstrates innovative and original thinking in solutions and execution is faithful to the original idea.

A	B	C	D	F
95	85	75	65	0

**Visual/Design.** Thoughtful use of visual elements. Graphic elements are arranged in an interesting way using Design Principles to create a gesalt composition or layout. Appropriate type. Faithful to the assignment. Design communicates intended idea to the viewer.

A	B	C	D	F
95	85	75	65	0

**Design Process.** Researched ideas. Followed the development of ideas. Brainstorm for variety of solutions. Thumbnails, drawings, research materials. Design Process should be organized and included with Project at turn in. See Design Process break down page in syllabus.

A	B	C	D	F
95	85	75	65	0

- |                                     |   |                                     |
|-------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Thumbnails | <input type="checkbox"/> Alt heierarchy     | <input type="checkbox"/> Typography |
| <input type="checkbox"/> Research   | <input type="checkbox"/> Research           | <input type="checkbox"/> By hand    |
| <input type="checkbox"/> Lines/12pt | <input type="checkbox"/> Grid - dialitation | <input type="checkbox"/> 3-D        |
| <input type="checkbox"/> Hierarchy  | <input type="checkbox"/> Grid - radial      |                                     |

**Effort.** Demonstrates involvement in the development of the project. Eager to accept instruction, seeks new opportunities for improvement. Good craftsmanship.

A	B	C	D	F
95	85	75	65	0

### Management Assessment: Grade

#### Presentation.

Prepared and ready to present work at the beginning of class.  
Communicated clearly.  
Responded to questions well.  
Attentive. Clean Presentation.  
Meets deadlines.

A	B	C	D	F
95	85	75	65	0

#### Critique.

Participate.  
Involved in the discussion.  
Offered insightful comments in a professional way.  
Asked questions.

A	B	C	D	F
95	85	75	65	0

#### Organization.

Stays the whole class session.  
Comes to class prepared.  
Uses work days wisely.  
Follows instructions accurately - both written and verbal.

A	B	C	D	F
95	85	75	65	0

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# Be Bulletproof

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## OR HOW TO SURVIVE LAYOUT CLASS

### 1. BULLETPROOF YOUR WORK

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- Have a well thought out layout. Be able to talk about it using design principles
- Make sure the concept is clear in the work.
- Answer your own questions. Should the headline be bigger?
- Show lots of options. Should the background be blue or green?  
Work through it using design principles.

### 2. BULLETPROOF YOUR PRESENTATION

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- Have your work ready. Be prepared. Don't wait to the last minute to print.
- Have intelligent things to say about your work.  
Is it working or not? If not, is there really a need to explain it?  
Articulate quickly and clearly.  
Let the work speak for itself.

### 3. BULLETPROOF YOUR LIFE

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- THE DEADLINE DOESN'T CARE.  
In your job, you will be required to meet deadlines. Failure to meet deadlines will get you fired. When deadlines are blown, businesses lose money and face huge consequences with their customers. Businesses don't like it when that happens.
- DEADLINES DON'T CHANGE. And if by some miracle they do - **you had nothing to do with it.**  
Deadlines don't care about work load, personal obligations, illness or even deaths in the family. Humans can be very understanding, but they typically can't do a thing about deadlines.

- DEADLINES ALWAYS WIN.

You can cry, complain and whine - all that will happen is you will be labeled a cryer, complainer or whiner.

- NO EXCUSES. To quote Yoda, "Do or do not. There is no try."

- GIVE YOURSELF TIME.

- Understand how you work best.
- Structure your time and your life around maximizing your creativity.  
If you think best in the morning, try to schedule PM classes. If you need silence, schedule quiet time and control your environment. Going to a movie can be helpful! If you've allowed time for it, then make it a part of your process and enjoy.
- Anticipate problems.  
Computers lock up. Printers stop working. Photographers have to re-schedule. Weather, traffic and personal crisis happen. If you're waiting until the very last minute, there's no room for the unexpected.

- THE ONLY THING YOU CAN CONTROL IS YOUR WORK.

Are you doing everything you can to give yourself every opportunity to create your best work?

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## Design Process

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### DESIGN BRIEF

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Student use and awareness of the design process as means of tapping introcreative and intellectual thinking is crucial. I am looking for good initial design problem solving as well as a well-presented, well-concepted final comprehensive. I stress problem research, thumbnails, roughs, and highly polished comps as solutions. Restate the initial problem assignment in a design brief, typeset and turn in along with research for every project.

### RESEARCH

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Look at professional designer's work, review through books, design annuals, articles, online web sites, etc. Document the research via short page papers. Individuals, schools, art and design movements are all fair game (such as Herbert Bayer, April Greiman, Paula Scher, Wolfgang Weingart, Charles Anderson, Bauhaus, Basel School of Design, International Typographic Style, New Wave, Post-Modern, etc.) These can be graded individually or as part of an overall research grade.

### FOCUS ON CONCEPT

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Produce at least 50 thumbnail sketches per project that explore a wide variety of concepts and visual styles.  
Fostering a habit of thumbnail sketches strengthens creative problem-solving skills.

### ROUGHS

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Present roughs during individual critiques or class critiques.

### DESIGN PROCESS JOURNAL

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Turn in a presentation folder containing all research (thumbnails, roughs, alternate comps, project briefs, concept statements, any research papers or samples of professional work that inspired them). This should be well organized, neat and comprehensive. The design process journal is 25% of each project grade.

### FINAL PORTFOLIO

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Present a final compilation of the work in the class. The final portfolio is a significant portion of the overall class grade, and include presentation, organization, and quality of the work. The final portfolio is worth 10%-20% of the entire class grade.

**I will be looking for a stack of research materials measuring  
1 inch high, minimum - turned in with each assignment**

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## Critique

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Critique is a critical evaluation or analysis. The critique is a useful tool to help you consider and evaluate certain aspects of producing a design. It is the communication of information to the designer concerning how the work is perceived by others. This feedback is important due to a lack of objectivity in the creation of design, (you are too close to the design and can't see the problem areas), helps promote objectivity (non emotional response to analysis) and gives the designer a verbal forum to evaluate a design's success or failure. Critique is just one of the many processes a designer goes through.

### OBJECTIVE

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A critique requires a lowering of personal defenses to be effective. The designer has to learn to be objective. By the same token those offering critical evaluation of design should not get personal or evaluate the person.

### SPECIFIC

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Broad general comments tend to create ambiguity and are less helpful than those directed towards particular aspects of a work. Constant repetition of how well you like some ones work without specifics will always be followed by the question why?

### CONSTRUCTIVE

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You should give/receive specific ideas for positive change.

### VERIFIES COMMUNICATION

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When feedback is given in a group critique, both the giver and the receiver have the opportunity to check with others in the group on the accuracy of the comments. Is it one individuals impression or the impression shared by others?

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## General School Policies

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### DROP POLICY

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Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

### DISABILITY ACCOMODATIONS

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UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

### COUNSELING AND PSYCHOLOGICAL SERVICES, (CAPS)

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[www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

### NON-DISCRIMINATION POLICY:

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The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

### TITLE IX:

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The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).

### ACADEMIC INTEGRITY

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All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

### ELECTRONIC COMMUNICATION

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UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

### CAMPUS CARRY:

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Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>



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## General School Policies

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### STUDENT FEEDBACK SURVEY

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At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs.Final Review Week>

### FINAL REVIEW WEEK

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For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate

### EMERGENCY EXIT PROCEDURES

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Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Evacuation plans may be found at [http://www.uta.edu/campus-ops/ehs/fire/Evac\\_Maps\\_Buildings.php](http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php).**

### EMERGENCY PHONE NUMBERS

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In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003, (campus phone). 2-3003 You may also dial 911. Non-emergency number 817-272-3381

### STUDENT SUPPORT SERVICES

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UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

### CLASS & FOOD/DRINK POLICY

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Turn beepers and cell phones off during class. Leave the class room if you are going to make a call. No surfing during lectures. Additional work will be assigned to students who are not working or are working on assignments from other classes. Except where otherwise determined by a faculty member, no eating or drinking is allowed in the classroom. Currently, this class policy is: Food & drinks - All food and drinks should be kept off the desktops. Drinks should be in a closed container and kept on the floor. If there is a consistent problem, the policy will become no food or drinks

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Course Name and Section Number \_\_\_\_\_

☐ I have read the syllabus and understand what is required of me in this course.

☐ I have had the opportunity to ask the instructor questions about the syllabus.

Student Signature \_\_\_\_\_