

CM312.01: Web I, Spring 2020

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COURSE INFORMATION

[3 credit hours]

Class Schedule: Tuesdays & Thursdays, 10:50 a.m. – 12:05 p.m., College Center M024

Instructor: Masudul (Mas) Biswas, Ph.D.

E-mail: mkbiswas@loyola.edu

Office: College Center, Room M026A

Office Phone: 410.617.6753

Office Hours

Tuesdays, Thursdays: 9:30 – 10:30 a.m., 12:30 – 1:30 p.m., and 3 – 4 p.m.

Mondays/Wednesdays: By appointment

Course Description (from Loyola Undergraduate Catalogue): This course offers students the conceptual understandings, such as design principles, Web usability, and search engine optimization associated with website design and development. Additionally, students spend much time learning HTML & CSS as they develop websites in this course. In addition, while learning other related programs needed to build a functional website, students gain more experience in web with a Content Management System.

Curriculum Note: Web I can be a communication elective or a digital media specialization course for communication majors. For others, I am quoting Loyola College of Arts and Sciences Dean Stephen Fowl, “Please refer to your degree audit for confirmation as to whether this course fulfills the requirement that you intend.” Also, it is always a good idea to ask your advisors or office of Academic Advising if you have any questions regarding degree audit or completion of your program study requirements.

COURSE OVERVIEW

This course is your first step to be a **front-end web developer** with **essential knowledge on backend of web development**. This course is designed to provide you with an opportunity to develop basic- to intermediate-level skills and understandings of web design and development. This course will address many of the methods and tools that are being used to support communication on the Web. *Even you do not want to be a web developer, the learning outcomes of this course can be useful and applicable if you plan to pursue a career in digital media and communication.*

Lab time during class periods is limited and students are expected to spend additional time working in the labs or on their own computers to complete assignments.

Learning Outcomes: On successful completion of the course, students will:

- Be able to design and develop a responsive website with *web-development languages (HTML, CSS)* and supporting application software (such as text editor Brackets and/or Adobe Dreamweaver);
- Gain knowledge of terminologies, concepts and other various techniques associated with web development;
- Be able to create optimized visual content (such as digital images, logos, icons), interactive (e.g. forms, custom site search, slideshows, tabbed content, accordion, social media widgets) and multimedia content for a website in compatible formats;
- Be able to identify and address web *accessibility* and *usability* issues;
- Demonstrate their understanding of the process of web analytics -- tracking, monitoring and interpreting website traffic through *Google Analytics*;
- Implement *search engine optimization (SEO)* strategies and techniques in the creation of a website;

COURSE MATERIALS

Textbook:

Campbell. *Web Design: Introductory* (6th Edition). 2018, Cengage Learning.
ISBN-10: 1-337-27793-2, ISBN-13: 978-1-337-27793-8.

HTML & CSS Learning Website:

[W3School's HTML Tutorial](https://www.w3schools.com/html/default.asp), free (<https://www.w3schools.com/html/default.asp>)
[W3School's CSS Tutorial](https://www.w3schools.com/css/default.asp), free (<https://www.w3schools.com/css/default.asp>)

Software & Learning Tools:

- **Brackets:** Please install this *free* text editor software from <http://brackets.io/>
- **Adobe Dreamweaver CC:** Though we will not use it a lot in our class activities, it will be good to know how this web development software works. So please download the latest version of Dreamweaver through Adobe Creative Cloud. Free for Loyola Students. [Apply for your Creative Cloud license](#) here, <http://www.loyola.edu/departments/technology-services/services/software/adobe-creative-cloud>
- **WOWSlider:** You can download the *FREE* version from <http://wowslider.com/>
- **FTP software** (free): CyberDuck at <https://cyberduck.io/>

Links to free online tools for the following applications will be shared through various lessons on Moodle:

- Image optimization,
- Web icons (including Favicons),

- CSS3 Effects,
- Forms,
- Social widgets,
- Google Analytics,
- Custom Site Search, and
- HTML & CSS Validator.

Supplies:

A dedicated portable USB storage device [minimum 5GB is preferred] for this class should be brought to each class meeting, on which you should back up your work. Additionally, you are expected to back up your recipes (completed class activities), completed and draft versions of homework assignments and projects on OneDrive or Google Drive or Dropbox. Therefore, excuses such as losing files and having corrupt files because of computer issues may not be accepted/considered as valid excuses in this course.

Course Moodle Site (<http://moodle.loyola.edu>):

Course materials (i.e. handouts and supplemental readings) will be posted to Moodle. Students will be informed in class or by email, as they become available. Online course discussions will be hosted and moderated through Moodle. If you need any assistance using Moodle, contact Technical Services at x5555, (410) 617-5555.

LEARNING ASSESSMENT

Methods of Evaluation: Requirements for this course include class participation (completion of class activities) and completion of homework assignments, writing analysis/reports, test/quizzes, and web development projects. *Your earned grade in this course will depend on the effort and quality of your work in the above-mentioned elements. The instructor uses point system to grade a project instead of 1 – 4 scale. Each assignment prospectus will include a rubric specific to the assignment.*

Grade Distribution (in points):

Homework Assignments (4): 45 points (15%)
 Analysis/Reports (2): 45 points (15%)
 Online Quizzes (6): 60 points (20%)
 Projects (2): 120 points (40%)
 Activities & Participation: 30 points (10%)
 Total: 300 points

Final Grading Scale (%):

A	93 – 100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	60 – 66.9
F	0 – 59.9

Grades are based on standardized criteria. Grade reports will be issued periodically. The reports show progress toward learning aims, attendance/class participation, and a prediction of the overall course grade, which might change, as additional grades are included. The purpose of the grade reports is to maintain accurate records. *Students are responsible for immediately notifying the course instructor of apparent recording errors. Students experiencing difficulties should request help from the course instructor.*

Class Participation (30 points): This class is designed to help students learn the web development tools hands-on. It will be a very activity-oriented course. Your *class participation points (30 points) will depend on the completion of all the activities assigned in the class and through Moodle (80%) and class discussion (20%).*

The instructor will provide recipes/instruction handouts for class activities. *If you fail to complete a recipe in class due to an absence from class, you will be expected to meet either of these two options: 1) you will meet with the instructor during his office hours within a week from the missed class and complete the recipe OR 2) you will complete the missed recipe/activity on your own following the handout/instruction available on Moodle and then show the completed recipe to your instructor.*

Please review the “Course Schedule” section of the syllabus carefully. You need to come to class **prepared** to do the activities on your own or with the instructor or to engage in class discussion as an informed participant. Therefore, I have added a column – “**Pre-class activities**” – with information about reading materials and tutorials for you to get ready for most of the class sessions.

Homework (45 Points): Homework assignments and projects will be due at the beginning of class on the designated dates, unless otherwise specified. You will be expected to work on FOUR homework assignments

In four homework assignments, you will apply what you will learn in different recipes on web development lessons. Homework assignments will help you master the applications of software in addition to class activities and working with the tutorials. In homework assignments, **you will get a chance to fix the errors within 48 hours of the instructor’s feedback to receive full points as long as you submit it by deadline. If you fail to complete homework correction correctly within that window of 48 hours, you will lose some points or full points depending on the nature of error you will have in the originally-submitted version of your homework.** The goal of such assignment is to prepare you for the projects.

Projects (120 points): Two projects in this course are interconnected. Project 2 will be an extension of project 1. In two projects, you will complete building a whole functional, interactive website. In project 1, you will create a 4-page website on a topic/entity/theme from the scratch with HTML and CSS, text and images. In project 2, you will add three new pages to your project 1 site. In this final phase, you will be expected to include favicon, multimedia content, interactive content, site search, social icons, Google Fonts for typography across your 7-to-8page website. You will be allowed to get help and ideas from completed recipes and homework assignments; additionally, you will be able to receive help and critiques on project draft versions. [Examples of student projects from past semesters are available here.](#) Project and homework assignment details to be available on Moodle will include information about submission format.

Quizzes (60 points): Throughout the semester there will be SIX online quizzes covering the materials from readings, lectures and HTML & CSS. You will complete these quizzes online within a certain timeframe; within 48 hours after the quiz will be posted. The instructor will notify the class by email and through in-class announcement when a quiz will be available.

Analysis/Reports (45 points): You will work on TWO analysis papers/reports where you will be expected to demonstrate your learning on web design concepts, terminologies and principles from Campbell’s textbook and

other reading materials (such as Internet articles, presentation slides). One of these reports will be about analysis of web usability and accessibility. In another assignment, you will be expected to interpret various design elements and components on a website. Details about these assignments and submission format will be available on Moodle.

COURSE SCHEDULE

UNIT 1: WEB DESIGN FUNDAMENTALS (Weeks 1 – 2)

Jan. 14 Course Overview

READING:

Syllabus

ACTIVITY:

Interaction about web design world and professional opportunities.

Jan. 16 Web Design Environment and the Tools.

READING:

Chapter 1 (Campbell)

ACTIVITY:

Activities related to Chapter 1 terms and concepts

Jan. 21 Basic Web Design Principles, Writing for the Web, and Web Publishing Issues.

READING:

Chapters 2 (Campbell).

ACTIVITY:

You will be expected to use WordPress or another CMS for these lesson-related activities.

Unit 2: PLANNING A WEBSITE: WEB DESIGN ELEMENTS & STRUCTURE (Weeks 2 - 3)

Jan. 23 Purpose, Audience, Content and Structure of a Website

READING:

Chapter 3 (Campbell)

ACTIVITY:

Developing Information Architecture/Sitemap and a mock-up for a website

Online Quiz: Chapters 1-2 by Jan. 23.

Jan. 28 Navigation System & Look and Feel of a website

READING:

Chapter 4 (Campbell)

ACTIVITY:

Identifying design and structural elements on a website

UNIT 3: WEB DEVELOPMENT: HTML, CSS & SEO (Weeks 3 – 4)

Jan. 30 HTML (1)

- Recipe 1: Creating a basic HTML page with text, image, caption and links.

READING:

Chapter 5 (Campbell)

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 3.

ACTIVITY:

Recipe 1

Online Quiz: Chapters 3-4 by Jan. 30.

Feb. 4 HTML (2) and SEO

- Recipe 2: Formatting lists and horizontal line, modifying font-face, and implementing SEO techniques.
- Discussion on Homework 1

READING:

- Notes on Search Engine Optimization (Moodle, Weeks 4 - 5),
- Web Typography: Modifying Fonts (Moodle, Weeks 4 – 5)
- Appendix D (Campbell)

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 3.

ACTIVITY:

Recipe 2

Report 1 is due on Feb. 4.

UNIT 4: BAKING WEB LAYOUT WITH HTML & CSS (Weeks 4 - 5)

Feb. 6 Introducing CSS

- Recipe 3: Creating a responsive landing page layout with HTML and CSS (1)

- Discussion on Homework 2

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 4.

READING:

Appendix C (Campbell)

ACTIVITY:

Recipe 3

Homework 1 is due on Feb. 6.

Feb. 11 Creating a landing page layout with HTML and CSS (2)

- Recipe 4: Creating a landing page layout with HTML and CSS (2)
- Embedding images/graphics in CSS selectors.

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 4.

ACTIVITY:

Recipe 4

Online Quiz: Chapter 5 & SEO Notes by Feb. 11.

Feb. 13 Creating a Responsive Layout with HTML & CSS

Recipe 5: Creating a Simple Responsive Layout with HTML & CSS (3)

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 4.

ACTIVITY:

Recipe 5

Homework 2 is due on Feb. 13.

UNIT 5: CSS NAVIGATION (Week 6)

Feb. 18 Recipe 6: Simple, horizontal navigation bar with CSS

LEARN & PRACTICE

[W3Schools Practice Schedule](#) for Unit 5.

ACTIVITY:

Recipe 6

Online Quiz (HTML) by Feb. 18.

Feb. 20 Recipe 7: Navigation bar with dropdown options

LEARN & PRACTICE

[W3C tutorials for Unit 5.](#)

ACTIVITY:

Recipe 7

Homework 3 is due on Feb. 20.

UNIT 6: MULTIMEDIA AND INTERACTIVE CONTENT (Weeks 7 – 10)

Feb. 25 Slideshows/Content Rotators

READ & EXPLORE

Recipe 8: Slideshow documents and resources (Moodle, Unit 6)

ACTIVITY:

Recipe 8

Online Quiz (CSS) by Feb. 25.

Feb. 27 Applications of Tabbed content

TUTORIAL:

Tabbed Content (Moodle/[Tutorial for Unit 6](#))

ACTIVITY:

Recipe 9

March 10 Applications of Accordion

TUTORIAL:

Accordion (Moodle/[Tutorial for Unit 6](#))

ACTIVITY:

Recipe 10

March 12 Web Design: Multimedia and Interactivity

- Recipe 11: Adding audio & video content (HTML5 and embedded codes), Cross-browser compatibility

READING

- Chapter 6 (Campbell)
- Lecture Notes on Multimedia and Interactivity (Moodle, Unit 6)

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 6.

ACTIVITY:

Recipe 11

March 17 Social Media Widgets and Social Share Icons

- How to add social media widgets and social share icons to a webpage

ACTIVITY:

Recipe 12

March 19 Custom Site Search and Form Applications

- Recipe 13: Creating a Custom Site Search with Google CSE
- Recipe 14: Creating a form application with HTML as well as JotForm
- Discussion on homework 4.

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 6.

ACTIVITY:

Recipes 13 - 14

UNIT 7: ADVANCED CSS APPLICATIONS (Week 11)

March 24 CSS Effects

- Recipe 15: Creating CSS3 Effects – transparency, opacity, border-radius, box-shadow, text-shadow.

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 7.

ACTIVITY:

Recipe 15

Project 1 is due on March 24.

March 26 CSS Transition and Animation

- Recipe 16: Creating CSS transition and animation.

LEARN & PRACTICE

Please see [W3Schools Practice Schedule](#) for Unit 7.

ACTIVITY:

Recipe 16

UNIT 8: TESTING/EVALUATING A WEBSITE (Week 12)

March 31 Web Usability: How to measure usability of a website

- Web usability guidelines and checklist
- Web Usability vs. User Experience
- Use of favicon on a website – why we use it? How to create it? How to add it to a site?

READING:

Notes on Web Usability [Moodle, Unit 8]

ACTIVITY:

- Web usability exercise
- Favicon activity

Homework 4 is due on March 31.

April 2 Understanding Web Accessibility and how to assess it.

READING:

Notes on Web Accessibility [Moodle, Unit 8]

ACTIVITY:

Web Accessibility Analysis with AChecker/WebAIM

UNIT 9: WEBSITE PROMOTION & MAINTENANCE (Weeks 13 - 14)

April 7 Promoting and Maintaining a Website

- Publishing a website on a server via FTP software

READING:

- Chapter 7 (Campbell)
- Lecture Notes on Promoting and Maintaining a Website (Moodle, Unit 9)

ACTIVITY:

Publishing a Website with a FTP software (FileZilla/CyberDuck)

Report 2 is due on April 7.

April 14 Promoting and Maintaining a Website

- Recap of server-side website management and testing a two-page Site Search application
- Adding social share feature to a website

ACTIVITY:

FTT + Google CSE applications

Online Quiz on Chapters 6 – 7 (Campbell) by April 14.

UNIT 10: ANALYTICS (Weeks 14 - 15)

April 16 Google Analytics:

- What it tracks about users/site visitors and how it works with a website

READING:

Notes on Google Analytics (Moodle, Weeks 14 – 15)

ACTIVITY:

Generating Google Analytics tracking code/ID and adding it to a webpage;

April 21 Google Analytics Follow Up

- *Interpretation of Google Analytics Report*
- *Few new applications, such as Dropcap with CSS and table application.*

ACTIVITY:

Interpreting Google Analytics Report

New application activities

April 23

- Web I/Project 2 review.

April 28

- Project 2 day

Final Exam Week

Project 2 is due by 4pm on April 30 (Thursday).

SNAPSHOT OF ASSIGNMENT DEADLINES:

Online Quiz: Chapters 1 – 2	January 23
Online Quiz: Chapters 3 – 4	January 30
Report 1	Feb. 4
Homework 1	Feb. 6
Online Quiz: Chapters 5, Appendix D	Feb. 11
Homework 2	Feb. 13
Online Quiz: HTML	Feb. 18
Homework 3	Feb. 20
Online Quiz: CSS	Feb. 25
Project 1	March 24
Homework 4	March 31
Report 2	April 7

Online Quiz: Chapters 6 – 7	April 14
Project 2	April 30

NOTES ON COURSE SCHEDULE:

- *Details about projects 1 and 2 are usually shared 3 to 4 weeks in advance from the submission deadline. And, you will be expected to schedule a mandatory project draft meeting with the professor.*
- *Students usually get minimum 36 hours to five days to work on a homework assignment, depending on the nature of the assignment.*
- *What you should study/practice for quiz will be available on Moodle in “Topics for Quizzes” document located inside “Syllabus and Assignments” folder.*
- *Homework assignments and project details will be available on Moodle (in “Syllabus and Assignments” folder).*

CLASS POLICIES

Late or Missed Work Policy: Late homework assignments and project 1 will not be accepted more than a day after a deadline and will receive a letter grade penalty for late submission. *No extension will be granted for project 2 since it is equivalent to final in this course.*

You can make up a quiz within one week from the deadline of a quiz. You have to have an excusable reason to qualify for a make-up quiz. In case you are allowed to make up a missed quiz, remember that make-up version of quiz can be different from the original version.

Attendance: Students are expected to come to every class session unless it is a project day or an online class session. The success of many aspects of class, like discussion, peer critiques, and class activities, will depend on attendance. Attendance is recorded at the beginning of each class session.

Students who choose not to attend will be penalized for excessive absences, as follows:

- 1 or 2 unexcused absencesNo effect on the final course grade
- More than 2 unexcused absencesMinus one letter grade for each absence

Grade Reduction Examples. A student earning an overall “B+” on all the assigned work and having four unexcused absences will receive a penalty of two grades or a Final Class Grade of “B-.” Another student earning a “C+” and having six unexcused absences will receive a penalty of 4 letter grades or a Final Class Grade of “F.”

If, for reasons of health or other emergency, a student knows that he/she will be absent from class for several days, the student should inform the Academic Advising and Support Center (AASC) by telephone (410) 617-5050 or respective Class Dean. The AASC will, in turn, notify the student’s instructors. *Only instructors can excuse absences.*

Definition of an Excused Absence: Excused absences are identified by the *course instructor*. Such excused absences include health problems, family and personal emergencies, absence from campus on official University activities such as athletic competition or academic field trips. In some of these cases, students will be expected to provide appropriate documentation (e.g., doctor’s note). In any case, if you need to miss a class for an unavoidable reason, please let the instructor know by email, if possible, before a class meeting time. In case of prolonged absence of class for any reason, please contact or have your friends/family member contact your class Dean about your situation.

Excused Absence for University-approved activity: The student is responsible for personally informing the course instructor of such University-approved activities and must not expect other persons to convey such

information to the course instructor. Therefore, absences for official university activities will not be excused unless the student personally informs the course instructor about them.

Class Policy on Absences: If you are absent, it is your responsibility to get notes from a classmate and to make up missed assignments; quizzes cannot be made-up following an unexcused absence. Exceptions are intended to accommodate illness, emergencies, religious holidays, and university-sponsored trips. Documentation for illness and emergency situations or prior notification for religious holidays and university-sponsored trips will be expected.

Class Policy on Excessive Absences: If a student's absences, both excused and unexcused, reach what the course instructor considers to be unacceptable proportions, *the course instructor reserves the right to make a professional judgment* that a student has not satisfactorily completed the course and to record a final grade of "F" for the student.

Professional Etiquette on Smartphone and Computer Use. Except for urgent alerts or class activity purposes, you can check emails, text messages or visit social media sites or any other websites, not related to class, *only after a lecture is complete and you have completed all the activities.*

Student Athletes: Each student athlete is required to provide to the course instructor printouts of documents indicating class absences for athletic events. While absences for mandated athletics events are excused, missed work is not excused and must be made up. When necessary, negotiate deadline extensions with the course instructor.

Learning Disabilities: To request academic accommodations for a disability, contact the Disability Support Services (DDS) Office at (410) 617-2062. It is your responsibility to present letters from the DSS Office indicating your need(s) for accommodation of disabilities to the course instructor within the first two weeks of class. Every effort will be made to provide such accommodations in this course while respecting the student's privacy.

Loyola University Deadline for Course Withdrawals: The [Academic Calendar](#) gives the university's deadline for withdrawing from a course with a grade of "W." Following this date, students not successfully completing the course will receive a final grade of "F."

Inclement Weather: If the University, due to inclement weather or another event, cancels a class meeting we will follow the University's make-up schedule. Refer to the University's website or phone line to confirm that class has been canceled. *However, it is highly likely that a canceled class will be made up through online activities. The instructor will let you know by email how such class will be conducted online.*

Honor Code: Misrepresenting oneself by cheating on quizzes or tests, failing to cite sources for quotations, paraphrasing, or outside media assets, turning in another person's work, or turning one's own work for another class or university activity is a serious breach of faith with the academic community, as defined by the *Loyola University Honor Code Statement*:

The students of Loyola University Maryland are citizens of an academic community that will conduct itself according to an academic code of honor, following the Jesuit Ideal of cura personalis and keeping within the school motto, "*Strong Truths Well Lived.*"

"The students of this University understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the community. Students who submit materials

that are the products of their own minds demonstrate respect for themselves and the community in which they study.”

"All outside resources or information should be clearly acknowledged. If there is any doubt or question regarding the use and documentation of outside sources for academic assignments, your instructor should be consulted. Any violations of the Honor Code will be handled by the Honor Council.”

The course instructor is duty bound by membership in the Loyola academic community to report Honor Code infractions to the Honor Council. Honor Code violations confirmed by the Course Director are punishable by a grade of “F” for the test or assignment in the first instance and for the course in the second. For more information about the Loyola Honor Code, see <http://www.loyola.edu/academic/honorcode>

The Department of Communication Honor Code policy reiterates that the university honor code applies to all CM courses, including this one. The Course Director will follow the Department of Communication's policy guidelines for honor code violations if any infraction of the code occurs. The department's policy is available upon request.

All assignments and projects submitted in this course **must be your own work**. When an image or text is gathered from the Web and another source, proper **APA formatted citations** must accompany the assignment. Use library resources available at <http://www.loyola.edu/library/REF/apa.htm> to verify the format. In design document, you may want to link an electronic source information with the correct Web address or URL.

Appeal of a Grade: The grade appeal policy in the current *Loyola University Undergraduate Catalog* applies. This policy provides adjudication of written student appeals submitted with four months following issue of the grade in question. Appeals go first to the course instructor. Unresolved appeals are reviewed first by the department chair, and then, if still unresolved, to a two-person panel appointed by the department chair for final determination.

COMPUTER/TECHNOLOGY POLICIES

Computer Proficiency: General proficiency in using personal and Mac computers is assumed. Help is available from the course instructor and from Loyola University Technology Services (410) 617-5555, ots@loyola.edu. *A class policy excludes technology problems as an excuse for late submission of assignments. Therefore, make sure to begin working on your project and assignment well ahead of deadline and keep a back-up of your work-in-progress.*

Required Use of Loyola E-mail Account: The course instructor will post notices of class events, assignments, grades, and other course matters to the course Moodle site and also by e-mail to class members' Loyola University e-mail accounts or any other email addresses programmed with course Moodle. Students are obliged to check their accounts daily for course-related messages. The course instructor endeavors to protect the privacy of all students. Personal information such as grades & critiques are kept confidential.

Computer Facilities: Students will have access to Apple Macintosh® computers in Department of Communication media laboratories for working on course assignments so long as they abide by laboratory policies and provide for lab security. Use your Loyola ID card to gain access to the lab and to activate printing. This access means you can do homework and print in the lab whenever you want except for during classes (schedule posted). You are expected to follow posted lab rules. If you need help with your software and hardware questions, call Technical Services at x5555, (410) 617-5555. *Note:* Students are not required to use department-provided facilities to fulfill course assignments and may substitute their own resources, which are not necessarily supported by university resources.

UNIVERSITY RESOURCES

Food & Housing Issues: Any student who has difficulty securing their food or housing is urged to contact Christina Spearman, the Dean of Students, at cjspearman1@loyola.edu or 410-617-5171. Loyola may have resources available to help.

Statement about Title IX: Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct, including sexual harassment, sexual verbal abuse, sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. Reports of such offenses are taken seriously, and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University's policy on [Reporting Misconduct \(PDF\)](#) (pages 36-37). Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please visit [harassment and discrimination policy](#) (PDF).