3D Compositing and Visual Effects

Department of Human-Centered Computing
Indiana University School of Informatics and Computing, Indianapolis
Fall 2015

Section No.: 33059  Credit Hours: 3
Time: Mondays 3:00 – 5:40 pm
Location: IT 255, Informatics & Communications Technology Complex
          535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class: In Instructor: Zebulun M. Wood, MS in Technology, Lecturer
Office Hours: Office: IT 463, Informatics & Communications Technology Complex
             535 West Michigan Street, Indianapolis, IN 46202 [map]
Phone: 317-278-4140 (Office),
Email: zwood@iupui.edu
Website: http://www.indianauploaded.org (personal affiliate)

COURSE DESCRIPTION

An advanced course covering the integration of CGI (computer-generated imagery) and digital effect techniques for video production, as used in industry. Students learn the techniques for creating digital effects, shooting video for effects, and the use of effects to aid in the telling of a story.

Extended Course Description

Course covers digital CG effects, by bringing together existing footage, modeling, texturing, lighting, camera techniques, matchmoving, compositing, filter layering, color correction, video effects and green screen. Students will design environments and create believable, cohesive production shots. This is a course in Hollywood Visual Effects production and common methodologies.

Graduate Cross-listing

This course is a cross listed course with both undergraduate and graduate students. Expectations from week to week will differ for each level of student. Graduate students are often requested to implement double the workload on assignments as undergrads, research new problems, and summarize solutions to problems to their undergraduate peers.

Required Text:

Equipment needed:
- [http://www.box.iu.edu](http://www.box.iu.edu) for file sharing

Software used:
- Autodesk Maya
- Autodesk Matchmover
- Zbrush 4.7 or higher
- Adobe Production Suite
- Nuke if interested

Teaching and Learning Methods

The course structure is composed of these parts:

- **Lectures / Lab**
  - This activity will be the majority of class time. It will include critical review of contemporary media as appropriate to class. Use of software packages to implement concepts into practice.

- **Projects**:
  - Weekly tasks will be assigned for each team member.
  - Students MUST have their work completed weekly for credit in this class. Weekly assignment sheets will be collected for use in assessing student work.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>*RBT</th>
<th>PGPLs</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Upon completion of this course, students will</td>
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<tr>
<td>1. Explain core and advanced compositing methods for incorporating CG with video.</td>
<td>4,5,6</td>
<td>1-3</td>
<td>Assign, 1-10</td>
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<tr>
<td>2. Create quality visuals that deliver advanced aesthetics, fluidity in animation,</td>
<td>6</td>
<td>1</td>
<td>Milestone 1-3, Final</td>
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<tr>
<td>and mastery of Composite/3D production workflow.</td>
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<tr>
<td>3. Analyze tradeoffs for incorporating 2D or 3D effects considering costs.</td>
<td>4</td>
<td>1-3</td>
<td>Milestone 1-3, Final</td>
</tr>
<tr>
<td>4. Explain the core challenges and costs of any proposed effect.</td>
<td>4,5,</td>
<td>2,3</td>
<td>Milestone 2-3, Final</td>
</tr>
<tr>
<td>5. Demonstrate and compare methods of camera tracking, node based and layered</td>
<td>6</td>
<td>1</td>
<td>Assign 4-6</td>
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<tr>
<td>based compositing.</td>
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<tr>
<td>6. Develop and deliver, film, short story, and scientific simulation productions.</td>
<td>6</td>
<td>1,3</td>
<td>Milestone 1-3, Final</td>
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</table>
7. Critique, Evaluate, and Recommend solutions for effective and appealing compositions involving video and CG compositing.

Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Knowledge and skills mastery (K&S)  
   Major emphasis
2. Critical thinking and good judgment (CT)  
   Moderate emphasis
3. Effective communication (EC)  
   Moderate emphasis
4. Ethical behavior (EB)

Course Objectives

Students will develop concepts from completed storyboards. Their concepts will be discussed and executed based on appropriate production flows taught within the course while documenting methods that define their respective approach. The planning, execution, and criticism of projects from peers in class will create a high level of understanding of effects and the costs associated with them.

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:

A basic requirement of this course is that you will participate in all class meetings, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken in every class. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one’s self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.

Missing class reduces your grade through the following grade reduction policy: You are allowed two excused or unexcused absences. Each additional absence, unless excused, results in a 5% reduction in your final course grade. More than four absences result in an F in the course. Missing class may also reduce your grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.
Incomplete:
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Deliverables:
You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Exams/quizzes:
There are no exams or quizzes

Lab assignments:
Class tutorials and demos must be completed along with the instructor. Failure to do so can result in a detrimental effect on overall quality of work and trend in lower scores.

Class assignments:
Class assignments/projects are expected to be finished and handed in on time. If you can’t get in an assignment before class, email it to me, upload and message it via Canvas.

Grads who are participating in the class will be expected to achieve exemplary results in all assignments, expected to lead in class critique, as well as participate in assisting in the class with undergrads. Often times, the successes and assignments that graduates are asked to do amplify the whole class.

Final projects will not be accepted late.

Grading Information:
- Projects, papers, Class Participation determine grades weekly
- Professionalism is graded over the entirety of the course and includes participation (attitude, in-class critiques and questions, on-time deliverable(s), presentation quality)
- Grades will be returned along with critique no later than 2 weeks after assignment turn in.

WEEKLY SCHEDULE
Date for each class meeting:
- Specific pre-class readings
- Specific subject matter/topics covered
- Goals and objectives of each class period

Grading Information:
**Weekly Assignments**

All assignments are to be delivered in a folder with your name, class #, and week # titled, if the assignment is Maya based; with Maya project folders, and will be evaluated through Canvas within the week.

Each weekly assignment is worth 50 points each.

Weekly assignments will consist of certain parts of compositing. Students will learn to see, be patient, and develop a strong sense of foundations in visual communication through methods of compositing.

**Milestone # 1** is a preliminary check on your ability and sight of compositing a still photo with 3D elements, concern is with matching color, shadow, reflections and grain of the plate. Worth 100 pts

**Milestone # 2** is a secondary check your ability and sight for compositing but this time with a still camera video plate, concern is with matching color, shadow, reflections and grain of the plate. Worth 100 pts

**Milestone # 3** is a tertiary check on your ability and sight for compositing but this time with a moving camera video plate, concern is with matching camera movement, with your 3D color, shadow, reflections and grain to the plate. Worth 100 pts

**Presentation Topic** – This is your presentation on any given topic related to compositing, 2D Effects, or 3D Effects. You must show your tests, research, and successful implementation of research in an effective presentation. Worth 100 pts

**Final Project Milestone** is a final assessment of your ability to understand and implement the practices learned each week and is worth 300 points.

- 100 points towards camera Match
- 100 Zbrush Cohesiveness and overall believability of the shot
- 100 points matching of color, shadow, reflections of 3D and 2D art to plate

**Tentative Weekly Outline**

**Week 1:**
Introduction, Project Details
Past Course Inquiries
- View prior class projects
- Siggraph /CGTalk/3D websites

Project 1, 2, 3 Details
Lecture: Breaking it Up, Analyzing Content, Evaluating projects
After Effects Interface, 2D vs Matte painting, vs 3D

Lab:
Assignment: 2 Video Co-Pilot Tutorials #’s 87 and 71
Bring in 3 examples of recent blockbuster breakdowns
Outcome: Video Co-Pilot requirements ensure basic interface and toolset knowledge for applying basic to advanced concepts. These assignments also help students visualize and realize the power of certain tools within after effects.

Week 2:
Lecture: Milestone #1 (due week #5)
Color Correction, Gamma Correction in Maya/ AE, Creating Masks, luma Masking, and Painting Masks

Lab:
Assignment: - 2 Video Co-Pilot Tutorials #52 and 53
     Masking Elements assignment.
Outcome: Video Co-Pilot requirements ensure basic interface and toolset knowledge for applying basic to advanced concepts. These assignments also help students visualize and realize the power of certain tools within after effects.

Week 3:
Lecture: Lighting in 3D for a composite shot. Setting Up Render Layers/Passes,
Lab:
Assignment: - 2 Video Co-Pilot Tutorials #49 and # 50
     Color Correction and Gamma Assignment
Outcome: Video Co-Pilot requirements ensure basic interface and toolset knowledge for applying basic to advanced concepts. These assignments also help students visualize and realize the power of certain tools within after effects.

Week 4:
Lecture: Color Keying, Pre-Production Planning for Live Video Shoots
Assignment: - 2 Video Co-Pilot Tutorials # 60, 68

Outcome: Video Co-Pilot requirements ensure basic interface and toolset knowledge for applying basic to advanced concepts. These assignments also help students visualize and realize the power of certain tools within after effects.

Week 5:
Lecture: Motion Tracking in After Effects and Mocha
Lab: Camera Matching Assignment Mocha, Matchmover

Assignment – Benchmark 3 competitor Compositing projects, break them down, and report their methods and how you can learn from their projects for your next 2 milestones. Due Week 6.
Milestone #2 Assigned: 3D composite into live video. 5 second minimum. Use of past 3D Character/Creatures/Objects encouraged. Due week 10.

Deliver production schedule. Week #6

**Week 6:**
- Lecture: Building Virtual Sets in Maya from Live Video Reference
- Lab:
- Assignment: Work on milestone #2, provide update Week #7 / Meet production Schedule.

Outcome: Library assignment allows student to strategize potential ways of attack for their own compositing final.

Production schedule will serve as weekly milestones for final project.

**Week 7:**
- Lecture: Camera Tracking Live video into Camera in Maya. Matchmover
- Lab:
- Assignment: Work on milestone #2 / Meet production Schedule.

Outcome: Production schedule will serve as weekly milestones for final project.

**Week 8:**
- Lecture: Planning Render Layers for Compositing Animation into Live Video, Command Line Rendering, Progress Presentations, Lab time
- Lab: Demo:
- Assignment: Meet production Schedule.

Outcome: Production schedule will serve as weekly milestones for final project.

**Week 9:**
- Progress Presentations, Lab time
- Assignment: Meet production Schedule.

Outcome: Production schedule will serve as weekly milestones for final project.

**Week 10:**
- Presentations of Milestone #2, Go over Final Project, 3D into live video 20+ seconds

Outcome: Production schedule will serve as weekly milestones for final project.
**Week 11:**
Pitches for Final project, Story, technique, and production schedule review.

*Graduate additional FINAL assignment -*

Choose one of the following problems to research, implement (proof), and present to undergraduates the final weeks of the course.

1. Advanced Camera Tracking Issues
2. Painting Plates in Nuke and MARI
3. Deep Compositing
4. Nodal Based Compositing Workflows

**Outcome:** Production schedule will serve as weekly milestones for final project.

**Week 12:**
Lecture: Incorporating Dynamics into advanced composites, Caching, render planning, uses referencing.

**Outcome:** dynamics add to believability and incorporate automated animation for more believable CG shots.

**Week 13:**
Lecture: Review Rendering Techniques, Gamma prep, and progress updates

Applying Gamma Correction and Lighting Setup for Compositing

Lab: Demo Gamma Correction, SSS implementation, Passes Setup

Assignment: Continue on final project based on Production Schedule

**Outcome:** How to incorporate humans and organic CG with SSS composites is a crucial part of film and CG compositing.

**Week 14:**
Lecture: Review Rendering Techniques, Gamma prep, and progress updates

Lab: begin rendering 3D elements

Assignment: Continue on final project based on Production Schedule

**Outcome:** How to incorporate Gamma correction is a crucial part of film and CG compositing.

**Week 15:**
Lab: Workday, color correction, and shot completions.

Assignment:

**Week 16:**
Present Final Project, Course and self-reflection
## Tentative Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1</td>
<td>Week#2</td>
<td>Video Copilot Tutorials 87 and 71, Proposal for Milestone #1</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>Week#3</td>
<td>Video Copilot Tutorials 52 and 53</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>Week#4</td>
<td>Video Copilot Tutorials 49 and 50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Milestone #1</strong></td>
<td>Week#5</td>
<td>Video Copilot Tutorials 60 and 68, and Milestone #1</td>
<td>150</td>
</tr>
<tr>
<td>Assignment #5</td>
<td>Week#6</td>
<td>Proposal For Assignment #2, Benchmark 3 competitor Compositing projects, break them down, and report their methods and how you can learn from their projects for your next 2 milestones. Due Week 6</td>
<td>50</td>
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<tr>
<td>Assignment #6</td>
<td>Week#7</td>
<td>Work on milestone #2, provide update Week #7</td>
<td>50</td>
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<tr>
<td>Assignment #7</td>
<td>Week#8</td>
<td>Work on milestone #2, provide update Week #8</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #8</td>
<td>Week#9</td>
<td>Work on milestone #2, provide update Week #9</td>
<td>50</td>
</tr>
<tr>
<td><strong>Milestone #2</strong></td>
<td>Week#10</td>
<td>Present Milestone #2</td>
<td>100</td>
</tr>
<tr>
<td>Assignment #9</td>
<td>Week#11</td>
<td>Work on milestone #2, provide update Week #11</td>
<td>50</td>
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<tr>
<td>Assignment #10</td>
<td>Week#12</td>
<td>Work on milestone #2, provide update Week #12</td>
<td>50</td>
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<tr>
<td>Assignment #10</td>
<td>Week#13</td>
<td>Work on milestone #2, provide update Week #13</td>
<td>50</td>
</tr>
<tr>
<td><strong>Milestone #3</strong></td>
<td>Week#14</td>
<td>Progress report/critiques on Final Project</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>Week 15</td>
<td>Depth of Research, Ease of Replication and Implementation, Presentation of Theory</td>
<td>100</td>
</tr>
<tr>
<td><strong>FINAL</strong></td>
<td>Week#16</td>
<td>Presentation</td>
<td>300</td>
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</tbody>
</table>
Grading Scale:

A+  97 – 100  Outstanding achievement, given at the instructor’s discretion
A   93 –  96.99  Excellent achievement
A–  90 –  92.99  Very good performance and quality of work
B+  87 –  89.99  Good performance and quality of work
B   83 –  86.99  Modestly acceptable performance and quality of work
B–  80 –  82.99  Marginal acceptable performance and quality of work
C+  77 –  79.99  Unacceptable work (Course must be repeated for credit)
C   73 –  76.99  Unacceptable work (Course must be repeated for credit)
C–  70 –  72.99  Unacceptable work (Course must be repeated for credit)
D+  67 –  69.99  Unacceptable work (Course must be repeated for credit)
D   63 –  66.99  Unacceptable work (Course must be repeated for credit)
D–  60 –  62.99  Unacceptable work (Course must be repeated for credit)
F   Below 60    Unacceptable work (Course must be repeated for credit)

No credits toward major, minor, or certificate requirements are granted for a grade below B–.

Grading Standards

A – Outstanding, high quality work.

- A fully completed project that demonstrates mastery of skills.
- Projects that display creative and sometimes innovative work.
- The students created many sketches and investigated several options before choosing one.
- Combinations of color schemes, space, and image layout were used effectively and chosen carefully for final project.

B – Good to very good work.

- The student completed the components of the project, but neglected to experiment with additional or more challenging technical approaches.
- The work demonstrates good abilities in the respective new media applications, but may lack depth and level of skill.
- Space was filled adequately and a few combinations of design were tried.
- The project could be lacking in areas of design, planning, or technical approach.

C – Average work.

- The work demonstrates average skills in depth, design, and application.
- No more than what was required of the course was completed.
- The work is possibly incomplete in parts or used the wrong file extension on handed in projects.

D – Below average work.
• The work is largely incomplete and displays a lack of effort.
• Very little time was put into the software and thusly resulted in poor quality work.
• The files handed in had errors or were unable to be downloaded.

F – Failure to complete the objectives of the course.
I - Incomplete

CODE OF CONDUCT
All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin

Academic misconduct:
1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
f. A student must not steal examinations or other course materials, including but not limited
to, physical copies and photographic or electronic images.

h. A student must not, without authorization, alter a grade or score in any way, nor alter
answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic
exercise including, but not limited to, records or reports, laboratory results, and citation to the
sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of
other students, as one’s own. Any ideas or materials taken from another source for either
written or oral use must be fully acknowledged, unless the information is common knowledge.
What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or
pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness
whenever:
   1. directly quoting another person’s actual words, whether oral or written;
   2. using another person’s ideas, opinions, or theories;
   3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. borrowing facts, statistics, or illustrative material; or
   5. offering materials assembled or collected by others in the form of projects or
      collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s work,
nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to
affect any student’s grade or the evaluation of academic performance. Impeding another
student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources
so as to deprive others of the information they contain.

5. Violation of course rules: A student must not violate course rules established by a
department, the course syllabus, verbal or written instructions, or the course materials that are
rationally related to the content of the course or to the enhancement of the learning process in
the course.

6. Facilitating academic dishonesty: A student must not intentionally or knowingly help or
attempt to help another student to commit an act of academic misconduct, nor allow another
student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. Administrative withdrawal: Students must participate in all class discussions and
conscientiously complete all required course activities and/or assignments. If a student is
unable to attend, participate in, or complete an assignment on time, the student must inform
the instructor. If a student misses more than half of the required activities within the first 25%
of the course without contacting the instructor, the student may be administratively withdrawn
from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund.

2. **Civility**: To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, web surfing, and posting to social media are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

3. **Communication**: For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Counseling and Psychological Services (CAPS)**: Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit http://life.iupui.edu/caps/.

5. **Course evaluations**: Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at https://soic.iupui.edu/app/course-eval/. Course evaluations are typically open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Disabilities policy**: All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu,
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at http://protect.iu.edu/emergency.

9. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html

10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. http://registrar.iupui.edu/official-enrollment-class-attendance.html Children may not attend class with their parents, guardians, or childcare providers.

11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit http://registrar.iupui.edu/religious.html.

12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit http://stopsexualviolence.iu.edu/.

14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit http://studentaffairs.iupui.edu/advocate.

**MISSION STATEMENT**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.
STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.