

## [GAM-120-JJ1: Intro to Game Logic – Fall 2024](#)

### Course Syllabus

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**Meeting Time and Location:** Friday, 1:10-4:10 PM, Fine Arts 249

**Instructor:** Matthew DiMatteo (he/him)

**Email:** [mdimatteo@rider.edu](mailto:mdimatteo@rider.edu)

**Office Hours:** Wednesday and Friday 11:30-1:00 or by appointment, Fine Arts 214

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Mutual respect and a commitment to inclusiveness are crucial to a positive learning environment. In this course, we will honor the diversity of all members of the Rider community by fostering a learning environment that is respectful of other classmates based on their identities and past experiences, including race, ethnicity, national origin, gender, sexuality, age, religion, culture, veteran status, and disability. I encourage any student who has concerns about the climate of this classroom or the behavior of others in the class to discuss matters with the instructor or the chair of the instructor’s department.

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### Health and Wellness Resources

**[Student Health Center](#):** Poyda Hall – [healthcenter@rider.edu](mailto:healthcenter@rider.edu) **609-896-5060**

**[Counseling Center](#):** Zoerner House – [counseling@rider.edu](mailto:counseling@rider.edu) **609-896-5157**

**[Healthy Broncs Portal](#)** – Appointments, Medical Forms

**National Suicide and Crisis Lifeline:** **Dial 988**

**Local Therapy Resources:** <https://findtreatment.samhsa.gov/>

**[Report an Incident](#)**

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### Tutoring and Accessibility Support

**[Academic Success Center](#):** Bart Luedeke Center, Suite 237, [academicsuccesscenter@rider.edu](mailto:academicsuccesscenter@rider.edu)

**[Student Accessibility and Support Services](#):** Bart Luedeke Center, Suite 201, [accessibility@rider.edu](mailto:accessibility@rider.edu)

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## Course Description

[Intro to Game Logic](#) introduces students to strategies for technical implementation of digital games. Students will learn design patterns for popular genres and formats through small game development projects and work toward a final project in the format of their choice. Weekly lessons will include a mix of technical demos, level design strategies, and lab time for troubleshooting and playtesting.

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## Course Learning Goals

Students will:

1. Understand the logic governing the construction of digital games.
  2. Understand traditional design patterns for constructing different forms of digital games.
  3. Understand foundational programming concepts transferable to other languages and environments.
  4. Understand techniques for constructing game worlds in various formats.
  5. Construct, test, and revise digital game prototypes.
  6. Understand techniques for troubleshooting digital games.
  7. Leverage online learning resources to become independent problem solvers.
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## Course Requirements

1. Students will be expected to arrive to class on time, follow along with in-class demos, participate in workshops, and complete assignments by the date due. In the event of absence, students are responsible for communicating with the instructor in a timely manner, catching up on material covered in class, and completing any missed assignments.
2. Students should expect to spend several hours per week outside of class time to complete assignments. Students are strongly encouraged to work consistently throughout the semester. Always take into account lab hours and possible technical problems when planning the time you will spend on assignments.
3. Students are expected to make use of learning resources available online in addition to any aid provided in the classroom.
4. Students are responsible for saving and backing up their work, and are strongly encouraged to utilize multiple backup locations, such as external hard drives and cloud storage services (such as Google Drive, Dropbox, etc.) in addition to personal computers. Because students are expected to routinely back up their files, the loss of data is not considered an acceptable excuse for late or missing work.

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## Course Materials

- **Canvas** – Resources such as [class slides](#), [code examples](#), and other materials will be posted in the [Files](#) section. Assignment instructions and submission can be found in the [Assignments](#) section. Quick links and a week-by-week schedule can be found in the [Modules](#) section. The [Announcements](#) section will be used to post notifications on weather-related scheduling changes or any other news relevant to the class. Any announcements made will also be copied as a class-wide email.
- **PICO-8** – Students will use the free, educational version of the PICO-8 game engine, which runs in a web browser: <https://www.pico-8-edu.com/>
- **PICO-8 Learning Resources** – There is no textbook for this course. Students are strongly recommended to refer to PICO-8's online documentation and learning resources:
  - [PICO-8 Home](#)
  - [Documentation and Tutorials](#)
  - [Cheat Sheet](#) (Quick Reference)
  - [PICO-8 Wiki](#) (Reference for PICO-8 Functions)
  - [More](#) (Download PDF from Canvas)
- **Optional: [Microsoft Visual Studio Code](#) (or alternative programming environment)**
  - PICO-8's code editor utilizes a heavily stylized font and runs in a relatively small window; some students may prefer to do their coding in an external editor. Microsoft Visual Studio Code is an industry-standard, cross-platform tool that can be downloaded for free and installed on a personal computer. It is also installed on each of the workstations in our classroom.
  - Highly recommended is the [pico8-ls extension](#) which provides syntax highlighting for the Lua programming language which PICO-8 runs on. Setup and workflow for using an external code editor will be covered in the first few weeks of class.

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## Grading Scale

A	93.50-100%
A-	89.50-93.49%
B+	86.50-89.49%
B	83.50-86.59%
B-	79.50-83.49%
C+	76.50-79.49%
C	73.50-76.49%
C-	69.50-73.49%
D	59.50-69.49%
F	0-59.49%

Students must earn a **D or higher to pass the course** and receive credit; however, students are strongly encouraged to earn a C or higher in each of their courses in order to maintain the necessary Grade Point Average of 2.0 or higher to avoid being placed on Academic Probation.

## Assignments and Grading

Individual students' grades will be determined as a percentage out of the **500 points possible** to be earned on the following assignments:

- **[30%]** [Final Project: Original Game \(150 pts\)](#), **Due Finals Week (Dec. 13)** – Students will create an original digital game prototype (a “slice” of their game concept that demonstrates its key features succinctly) in the format of their choice. Students will be evaluated in terms of the game’s functionality and world design, originality of concepts and mechanics, code organization, and richness of experience.
- **[20%]** [Project #1: Paddle Ball Game \(100 pts\)](#), **Due Week 5 (Oct. 4)** – Students will expand on the paddle ball game demo from class, adding features to set their game apart from the example. Students will be evaluated in terms of the functionality of their game, originality, and overall code organization.
- **[20%]** [Project #2: Top-Down Adventure Game \(100 pts\)](#), **Due Week 8 (Oct. 25)** – Students will expand on the top-down adventure game demo from class, adding features to set their game apart from the example. Students will be evaluated in terms of the functionality of their game, richness of the game world, originality, and overall code organization.
- **[20%]** [Project #3: Side-Scrolling Platformer Game \(100 pts\)](#), **Due Week 11 (Nov. 15)** – Students will expand on the side-scrolling platformer game demo from class, adding features to set their game apart from the example. Students will be evaluated in terms of the functionality of their game, creative level design, originality of mechanics, and overall code organization.
- **[6%]** [Attendance \(30 pts\)](#)
  - 5 points subtracted for each unexcused absence
  - 1 point subtracted for each unexcused tardiness of 30+ min
- **[4%]** [Conduct \(20 pts\)](#)
  - No submission; assessed at end of semester

## Late Work

- All assignments (unless otherwise specified) must be submitted to [Canvas](#) by **5:30 PM** on the date due.
- Assignments turned in **less than one week late** will be subject to a **5% grade penalty**.
- Assignments turned in **more than one week late** will be subject to a **10% grade penalty**.
- Students with **more than one missing assignment** will be subject to an **additional 10% grade penalty** on late assignments each week they are late.
- For students with **only one missing assignment**, the **grade penalty will be capped at 10%**, meaning students can still receive up to 90% credit on that late assignment as long as it is submitted by the end of the semester.
  - My goal is to give students every opportunity to benefit from coursework. *Please note that late work policies will likely differ in your other courses and are determined by individual instructors.*
- Assignments not turned in at all will receive a grade of 0.
- Students will have **3 “free passes”** for requesting **extensions on assignments** and/or **missing classes** without penalty. *Extensions may not be longer than one week.*

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## Course Schedule (subject to change)

### Week 01 (Sep. 6) — Course Overview

- Introductions
  - Course Expectations, Materials
  - Assignments and Grading, Academic Integrity
  - Attendance and Participation
  - Student Support Resources
  - Example PICO-8 Games
  - Getting Started with PICO-8
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### Week 02 (Sep. 13) — Getting Started with PICO-8

- [PICO-8 Editor](#) – Code Editor, Creating Sprites and Sound Effects
  - Programming in PICO-8 – Structure and Syntax
  - PICO-8 Coordinate System, Displaying Text and Shapes
  - Variables, Functions, and the Game Loop
  - Setting up an External Code Editor – [Microsoft Visual Studio Code](#), [pico8-ls Extension](#)
  - [PICO-8 Learning Resources](#)
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### Week 03 (Sep. 20) — Starting Project #1: Paddleball Game

- Using Sprites to Add the Player (Paddle) and Ball
  - Defining Game Objects with Variables
  - Handling Input with Conditional Statements
  - Updating Variables to Implement Movement
  - [Basic Example](#) | [Detailed Example](#)
  - **Assignment:** Start [Project #1: Paddleball Game](#) (Due Week 5 / Oct. 4)
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### Week 04 (Sep. 27) — Paddleball Game Workshop

- Basic Physics and Collision Detection
  - Constraining Objects to Game Bounds
  - Printing Data and Keeping Score
  - Game Over and Restart
  - [Basic Example](#) | [Detailed Example](#)
  - **Assignment:** Finish [Project #1: Paddleball Game](#) (Due Week 5 / Oct. 4)
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### Week 05 (Oct. 4) — Paddleball Game Troubleshooting & Playtesting

- Lab Time/Questions, Playtesting/Troubleshooting
- **Due by 5:30 PM:** [Project #1: Paddleball Game](#) (100 pts / 20% of Semester Grade)

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## Week 06 (Oct. 11) — Starting Project #2: Top-Down Adventure Game

- Top-Down Level Design, Using the Map Editor
- Tile-Based Movement
- Collision and Item Collection
- Camera Positioning, Screen Transitions
- [Basic Example](#) | [Detailed Example](#) | [Assets Only \(No Code\)](#)
- **Assignment:** Start [Project #2: Top-Down Adventure Game](#) (Due Week 8 / Oct. 25)

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## Week 07 (Oct. 18) — Top-Down Adventure Game Workshop

- Inventory
- Adding Hazards
- Implementing Keys and Doors
- Start Screen and Simple State Machine
- [Basic Example](#) | [Detailed Example](#) | [Assets Only \(No Code\)](#)
- **Assignment:** Finish [Project #2: Top-Down Adventure Game](#) (Due Week 8 / Oct. 25)

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## Week 08 Oct. 25) — Top-Down Adventure Game Troubleshooting & Playtesting

- Lab Time/Questions, Playtesting/Troubleshooting
- **Due by 5:30 PM:** [Project #2: Top-Down Adventure Game](#) (100 pts / 20% of Semester Grade)

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## Week 09 (Nov. 1) — Starting Project #3: Side-Scrolling Platformer Game

- Side-Scrolling Level Design, Using the Map Editor
- Basic Movement and Jumping
- Map Collision
- [Basic Example](#) | [Detailed Example](#) | [Assets Only \(No Code\)](#)
- **Assignment:** Start [Project #3: Side-Scrolling Platformer Game](#) (Due Week 11 / Nov. 15)

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## Week 10 (Nov. 8) — Side-Scrolling Platformer Game Workshop

- Object Collision: Pickups, Projectiles, Enemies/Hazards
- Switching Between Levels, Adding Special Terrain
- [Basic Example](#) | [Detailed Example](#) | [Assets Only \(No Code\)](#)
- **Assignment:** Finish [Project #3: Side-Scrolling Platformer Game](#) (Due Week 11 / Nov. 15)

*Note: Nov. 8 is the last day to [withdraw](#) from a course*

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## Week 11 (Nov. 15) — Side-Scrolling Platformer Game Playtesting

- Lab Time/Questions, Playtesting/Troubleshooting
- **Due by 5:30 PM:** [Project #3: Side-Scrolling Platformer Game](#) (100 pts / 20% of Semester Grade)

Course Evaluations open Nov. 15 at 10 AM

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## Week 12 (Nov. 22) — Final Project Workshop

- Demos on Demand/Wishlist Features
- **Assignment:** Start [Final Project: Original Game](#) (Due Finals Week / Dec. 13)

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*No Class Nov. 29 (Thanksgiving Break)*

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## Week 13 (Dec. 6) — Final Project Workshop

- Lab Time/Questions, Playtesting/Troubleshooting
- **Assignment:** Finish [Final Project: Original Game](#) (Due Finals Week / Dec. 13)

**Course Evaluation by Dec. 6** — if the class reaches an 80% response rate, I will give everyone 5 pts (1%) extra credit

*Note: If you wish to request a grade of [Incomplete](#) for this course, you must do so by this date*

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## Final Exam Period (Date TBA) — Final Project Showcase

- Lab Time/Questions, Playtesting/Troubleshooting
- **Due by 5:30 PM Dec. 13:** [Final Project: Original Game](#) (150 pts / 30% of Semester Grade)
- Assessed at end of semester:
  - [Attendance](#) (30 pts / 6% of Semester Grade)
    - -5 pts per unexcused absence, -1 pt per tardiness of 30+ min
  - [Conduct](#) (20 pts / 4% of Semester Grade)

# Assignment Instructions

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## Project #1: Paddleball Game

### 100 pts (20% of Semester Grade)

Due Week 5 (Oct. 4)

Using [PICO-8](#), create a paddleball game **expanding on** the [in-class demo](#):

- Consider **changing properties** such as gravity and the speed and size of the paddle and ball.
- **Add one new feature** such as blocks to destroy, powerups that change properties of game objects, hazards, alternate ways of scoring, etc.
- **Test your game** to make sure it runs! **Points will be lost for game-breaking bugs.**
- **Organize your code** so that it's easy to read. **Name variables and functions clearly.** Use consistent **indentation**. Add **comments** where helpful.
- Using the PICO-8 editor, **create original sprites for all game objects, and sound effects** to provide player feedback.

### Grading Criteria

- **30 pts: Functionality** — Students will receive no points for this category if the game does not run. Some points will also be deducted if the game crashes under certain circumstances. Test your game before submitting! Often, game-breaking bugs can be easily troubleshooted and are caused by something simple like a misplaced or missing character, or referring to a function or variable that has not been created.
- **30 pts: Originality** — One new feature, such as but not limited to the options listed above, has been implemented.
- **10 pts: Code Organization** — Variables and functions are named clearly; code is properly indented; comments are used at least occasionally.
- **10 pts: Sprites** — All game objects are displayed using original sprites, not borrowed from example files.
- **10 pts: Sound** — Sound effects play to provide feedback, such as when the ball hits the paddle or a wall or goes off screen, or when a bonus is activated. These should be different sounds from the ones in the example. Background music not required.
- **10 pts: HUD** — All vital information the player requires is printed on screen. Include lives, score, and any other properties important to your game.

### Submitting Your Work

- Save your game as a **.p8** or **.p8.png** file. You can do this in the PICO-8 editor by using the command **SAVE** followed by a filename (with the file extension) such as paddleball.p8.
- Upload your .p8 or .p8.png file to [Canvas](#) by **5:30 PM** on the due date listed above.



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## Project #2: Top-Down Adventure Game

### 100 pts (20% of Semester Grade)

Due Week 8 (Oct. 25)

Using [PICO-8](#), create a top-down adventure game **expanding on the [in-class demo](#)**:

- **Add one new feature** such as keys and doors, hazards, a dungeon, timed collection, etc.
- Create an **entirely original map**, different from the one in the example. Use as much of the map editor space as possible, avoiding large empty areas. Apply level design principles as discussed in class.
- **Test your game** to make sure it runs! **Points will be lost for game-breaking bugs.**
- **Organize your code** so that it's easy to read. **Name variables and functions clearly.** Use consistent **indentation**. Add **comments** where helpful.
- Using the PICO-8 editor, **create original sprites for all game objects, and sound effects** to provide player feedback.

### Grading Criteria

- **30 pts: Functionality** — Students will receive no points for this category if the game does not run. Some points will also be deducted if the game crashes under certain circumstances. Test your game before submitting! Often, game-breaking bugs can be easily troubleshooted and are caused by something simple like a misplaced or missing character, or referring to a function or variable that has not been created.
- **15 pts: New Feature** — One new feature, such as but not limited to the options listed above, has been implemented.
- **15 pts: Original Map** — An original map has been created, avoiding large empty areas and following level design principles discussed in class.
- **10 pts: Code Organization** — Variables and functions are named clearly; code is properly indented; comments are used at least occasionally.
- **10 pts: Sprites** — All game objects are displayed using original sprites, not borrowed from example files.
- **10 pts: Sound** — Sound effects play to provide feedback, such as when an item is collected, a door is opened, or a life is lost. These should be different sounds from the ones in the example. Background music not required.
- **10 pts: HUD** — All vital information the player requires is printed on screen. Include any values being tracked in your game, such as how many of an item has been collected, health, lives, score, etc.

### Submitting Your Work

- Save your game as a **.p8** or **.p8.png** file. You can do this in the PICO-8 editor by using the command **SAVE** followed by a filename (with the file extension) such as `adventure.p8`.
- Upload your **.p8** or **.p8.png** file to [Canvas](#) by **5:30 PM** on the due date listed above.

## Project #3: Side-Scrolling Platformer Game

**100 pts (20% of Semester Grade)**

Due Week 11 (Nov. 15)

Using [PICO-8](#), create a side-scrolling platformer game **expanding on** the [in-class demo](#):

- Consider **changing properties** such as gravity and the speed and size of the player and enemies.
- **Add one new feature** such as a powerup that changes the player's speed or makes them invincible, timed completion, a collection requirement, original enemy behavior or hazards, special terrain that changes how the player moves, attack projectiles, etc.
- Create an **entirely original map**, different from the one in the example. Use as much of the map editor space as possible, avoiding large empty areas. Apply level design principles as discussed in class.
- **Test your game** to make sure it runs! **Points will be lost for game-breaking bugs.**
- **Organize your code** so that it's easy to read. **Name variables** and **functions clearly**. Use consistent **indentation**. Add **comments** where helpful.
- Using the PICO-8 editor, **create original sprites for all game objects, and sound effects** to provide player feedback.

### Grading Criteria

- **30 pts: Functionality** — Students will receive no points for this category if the game does not run. Some points will also be deducted if the game crashes under certain circumstances. Test your game before submitting! Often, game-breaking bugs can be easily troubleshooted and are caused by something simple like a misplaced or missing character, or referring to a function or variable that has not been created.
- **15 pts: New Feature** — One new feature, such as but not limited to the options listed above, has been implemented.
- **15 pts: Original Map** — An original map has been created, avoiding large empty areas and following level design principles discussed in class.
- **10 pts: Code Organization** — Variables and functions are named clearly; code is properly indented; comments are used at least occasionally.
- **10 pts: Sprites** — All game objects are displayed using original sprites, not borrowed from example files.
- **10 pts: Sound** — Sound effects play to provide feedback, such as when an item is collected, an enemy is destroyed, the player is damaged, or a life is lost. These should be different sounds from the ones in the example. Background music not required.
- **10 pts: HUD** — All vital information the player requires is printed on screen. Include any values being tracked in your game, such as health, lives, score, etc.

### Submitting Your Work

- Save your game as a **.p8** or **.p8.png** file. You can do this in the PICO-8 editor by using the command **SAVE** followed by a filename (with the file extension) such as platformer.p8.
- Upload your **.p8** or **.p8.png** file to [Canvas](#) by **5:30 PM** on the due date listed above.

## Final Project: Original Game

### 150 pts (30% of Semester Grade)

Due Finals Week (Dec. 13)

Using [PICO-8](#), create an original game. This could fit into the formats we've already explored, such as top-down adventure or side-scrolling platformer, or you could apply what you've learned this semester to create a different kind of game. If you do choose to follow a format from a previous project, this final project should employ a different concept.

- **Add at least one new feature** that is different from anything from your previous projects. Also consider **changing properties** of the player and other game objects.
- If you are using the map editor, create an **entirely original map**, different from anything from your previous projects or class examples. Use as much of the map editor space as possible, avoiding large empty areas. Apply level design principles as discussed in class.
- Even if you are not using a map, the **flow** and **pacing** of the game should still be carefully constructed to provide a **compelling interest curve**. Consider the timing and number of hazards, movement patterns, player buffs, etc.
- NEW! Include a **start** and **end screen** for your game. Use a simple state machine to control which mode the game is in. The player should be able to **start** and **restart** the game using a key input.
- **Test your game** to make sure it runs! **Points will be lost for game-breaking bugs.**
- **Organize your code** so that it's easy to read. **Name variables** and **functions clearly**. Use consistent **indentation**. Add **comments** where helpful.
- Using the PICO-8 editor, **create original sprites for all game objects, and sound effects** to provide player feedback.

### Grading Criteria

- **50 pts: Functionality** — Students will receive no points for this category if the game does not run. Some points will also be deducted if the game crashes under certain circumstances. Test your game before submitting! Often, game-breaking bugs can be easily troubleshooted and are caused by something simple like a misplaced or missing character, or referring to a function or variable that has not been created.
- **25 pts: Originality** — One new feature, such as but not limited to the options listed above, has been implemented.
- **25 pts: Design** — An original map has been created, avoiding large empty areas and following level design principles discussed in class. Games without maps should still achieve a strong interest curve through careful attention to flow and pacing.
- **10 pts: Start/Play/End States** — Start and end screens have been implemented, using a simple state machine to control which mode the game is in. Players can start and restart the game using key inputs.
- **10 pts: Code Organization** — Variables and functions are named clearly; code is properly indented; comments are used at least occasionally.

- **10 pts: Sprites** — All game objects are displayed using original sprites, not borrowed from previous projects or examples.
- **10 pts: Sound** — Sound effects play to provide feedback, such as when an item is collected, an enemy is destroyed, the player is damaged, or a life is lost. These should be different sounds from those used in previous projects or examples. Background music not required.
- **10 pts: HUD** — All vital information the player requires is printed on screen. Include any values being tracked in your game, such as health, lives, score, etc.

### Submitting Your Work

- Save your game as a **.p8** or **.p8.png** file. You can do this in the PICO-8 editor by using the command **SAVE** followed by a filename (with the file extension) such as final.p8.
- Upload your .p8 or .p8.png file to Canvas by **5:30 PM** on the due date listed above.

### Attendance

#### 30 pts (6% of Semester Grade)

No submission; assessed at end of semester

- Students are expected to attend each class on time.
- **5 pts** will be **deducted** from this category for each unexcused **absence\***. This means *6 unexcused absences will result in the loss of all points for this category.*
- **1 pt** will be **deducted** for each unexcused **tardiness** of more than **30** minutes.

Students will have **3 “free passes”** for **requesting extensions on assignments** and/or **missing class meetings**.

Students may choose to spend one of these free passes to void the loss of points for an absence.

\* Unexcused absences are scenarios in which the student does not attend class and does not provide a valid excuse. Absences can only be excused when [documentation is provided via the Dean of Students](#). Contact via email at [deanofstudents@rider.edu](mailto:deanofstudents@rider.edu) or by phone at 609-896-5101.

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## Conduct

### **20 pts (4% of Semester Grade)**

No submission; assessed at end of semester

Students are expected to:

- **5 pts: Treat others with respect**
  - 5 pts = Always treats peers respectfully
  - 4 pts = Often treats peers respectfully
  - 3 pts = Usually treats peers respectfully
  - 2 pts = Sometimes treats peers disrespectfully
  - 1 pt = Often treats peers disrespectfully
  - 0 pts = Always treats peers disrespectfully
- **5 pts: Pay attention during lectures and participate in discussions and workshops**
  - 5 pts = Is always focused on the lesson at hand
  - 4 pts = Is usually focused on the lesson at hand
  - 3 pts = Sometimes appears distracted or involved in other activities
  - 2 pts = Often appears distracted or involved in other activities
  - 1 pt = Constantly distracted or involved in other activities
  - 0 pts = Refuses to focus on the lesson at hand
- **5 pts: Keep noise distractions to a minimum and abide by all classroom policies**
  - 5 pts = Does not talk while others are speaking; no phone-related or other interruptions
  - 4 pts = Usually keeps quiet while others are speaking; minimal noise-related distractions
  - 3 pts = Sometimes talks while others are speaking and/or presents noise-related distractions
  - 2 pts = Often talks over others and/or presents noise-related distractions
  - 1 pt = Constantly talks over others and/or presents noise-related distractions
  - 0 pts = Refuses to respect when others are speaking
- **5 pts: Communicate with the instructor in a timely manner regarding any questions, absences and making up work**
  - 5 pts = Always notifies the instructor when absent, late, or needing help with assignments
  - 4 pts = Often notifies the instructor when absent, late, or needing help with assignments
  - 3 pts = Sometimes notifies the instructor when absent, late, or needing help with assignments
  - 2 pts = Is often absent or late without notifying the instructor; falls behind on work without reaching out
  - 1 pt = Is very often absent or late without notifying the instructor; ignores outreach from instructor
  - 0 pts = Never communicates with the instructor and ignores all attempts at outreach

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## Academic Policies

### **Policy on Academic Integrity and Cases of Academic Dishonesty**

This class will follow the policies of Rider University regarding Academic Integrity, as well as the procedures in addressing cases of Academic Dishonesty. The College's policies on such matters can be found in their entirety at: <http://catalog.rider.edu/policies/code-academic-integrity/>. Academic Dishonesty refers to a misrepresentation of the source or permissions related to the submission of written and creative works. In the area of digital design, this includes visual work, audio work, and written work. If in doubt, feel free to discuss sources with me before submission of work.

### **Academic Success Center**

Students needing supplemental help beyond the scope of this class are encouraged to contact the [Academic Success Center](#) in Suite 237 of the Bart Luedeke Center. The center's services include a writing studio, success coaching and the potential for tutoring services. Email [academicsuccesscenter@rider.edu](mailto:academicsuccesscenter@rider.edu).

### **Academic Disability Policy**

Rider University is committed to providing reasonable accommodations for all students with disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of Sample Syllabus Statements-Disabilities April 2021 1973, you are required to register with [Student Accessibility and Support Services](#) office (SASS) at the Bart Luedeke Center, Suite 201. SASS can be contacted by email at [accessibility@rider.edu](mailto:accessibility@rider.edu) or by phone at 609-895-5492, To receive academic accommodations for this class, please obtain the proper accommodation form from SASS and meet with me at the beginning of the semester to discuss your accommodations.

### **Class Absence Notice**

It is the student's responsibility to inform instructors of the nature and extent of an actual or anticipated absence. If that is impossible, or if the absence is or will be more than three (3) consecutive class sessions (seven (7) calendar days), the student should contact the Office of the Dean of Students at [deanofstudents@rider.edu](mailto:deanofstudents@rider.edu) or 609-896-5101. Then the dean's office will notify the appropriate faculty member. More information about the procedure for notifying the dean's office of absences can be found at <https://www.rider.edu/about/offices-services/student-affairs/dean-of-students/info-for-students/class-absence-notice>

### **Incomplete Grades**

Students who, as a result of extenuating circumstances, are unable to complete the required work of a course within the term, may request an extension of time from a faculty member. Such extensions of time can be granted only in cases in which illness or another serious emergency has prevented the student from completing the course requirements or from taking a final examination. The request for extension of time must be made prior to the last scheduled class meeting, except in those unusual situations in which prior notification is impossible.

The faculty member shall determine whether to grant the request for a time extension and the type of verification (if any) required to support the request. The faculty member shall specify the time, up to four weeks from the last day of the term, as specified in the academic calendar, by which work must be completed by the student. If the faculty member does agree to the request, the notation "I" (Incomplete) shall be submitted on the grade roll. In those situations where the faculty member has not received a request for an extension of time, the notation "I" (Incomplete) may be submitted on the grade roll by the faculty member when, in his or her judgment, such a determination appears justified. Upon submission of completed required work the faculty member shall submit a Change of Grade form to the Registrar.

Students who, as a result of extenuating circumstances, are unable to submit the completed required work at the end of the four-week period may request an extension of the incomplete grade. The request for an extension of the incomplete must be made prior to the expiration of the four-week period. If the faculty member agrees to the request for an extension of the incomplete, the faculty member shall specify the time, up to a maximum of two weeks from the date of expiration of the four-week period (i.e., six weeks from the last day of the term) by which work must be completed by the student and shall submit an Extension of Incomplete form to the Registrar.

Upon submission of completed required work, the faculty member shall submit a Change of Grade form to the Registrar and assign the course grade. Failure of the Registrar to receive from the faculty member a Change of Grade form or an Extension of Incomplete form at the end of the four-week period, or a Change of Grade form at the end of the six-week period shall result in the automatic assignment of the grade "F," "Z," or "U" by the Registrar.

Students who receive an incomplete in a course that is part of a course sequence must obtain permission from the department chairperson to remain enrolled in the next course in the sequence or they will be removed from that next course.

More information on grade reports can be found here:

<http://catalog.rider.edu/policies/undergraduate/grades/>

### **Courses — Adding, Dropping, Withdrawing, Auditing, Repeating**

Students may add courses through the first week of the regular semester at their own discretion provided the course is still open for registration. Students may drop courses through the second week of the regular semester at their own discretion. In such cases, the courses are deleted from the student's record. After the second week of the semester, a withdrawal from the course is necessary and a 'W' is recorded on the transcript.

Students may withdraw from courses and receive a grade of 'W' during the third through tenth weeks of the semester. The student's academic advisor and financial aid counselor will be notified of class withdrawals by email.

View the course drop/withdrawal policy:

<https://www.rider.edu/tuition-aid/financial-aid/payment-billing/drop-withdrawal-policy>

Fall 2024 withdrawal dates can be found here:

<http://catalog.rider.edu/academic-calendar/#Spring%20semester>

More information on course processes can be found here:

<http://catalog.rider.edu/policies/undergraduate/courses-add-drop/>

Registrar forms can be found here:

<https://www.rider.edu/academics/academic-support/registrar/forms>

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