



GAM-402: Game Workshop II — Spring 2026 Course Syllabus

Meeting Time and Location: Tuesdays and Thursdays, 2:50-4:20 PM, Fine Arts 249

Instructors: Matthew DiMatteo (mdimatteo@rider.edu), Stephen Gonzalez (sgonzalez@rider.edu)

DiMatteo Office Hours: Tuesdays, Thursdays, Fridays, 4:20-5:20 PM (or by appointment), Fine Arts 214

Gonzalez Office Hours: Tuesdays, Thursdays 1:50-2:50 PM, Fridays 3:00-4:00 PM Fine Arts 212

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Health and Wellness Resources

Public Safety (Non-Emergency) **609-896-5029**

Public Safety (Emergency) **609-896-7777**

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

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

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

[Report an Incident](#)

Tutoring and Accessibility Support

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

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

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

Course Description

The Game Workshop courses are designed to give participants a “real world” understanding of the digital game production process from a product’s inception to its public release. While learning the methods, tools, and techniques used by game development teams, students will work in teams to create a digital game, test it, market it, and release it to the public. Aspects of design, aesthetic, interface, monetization, and social and cultural context will all be considered.

Course Learning Goals

By successfully completing this course, students will:

1. Understand current standards, practices, and production methods used in the digital game design industry.
2. Learn the skills, tools, and technologies used to create games on digital platforms.
3. Be able to analyze and consider current market trends and industry drivers.
4. Work together in a team environment toward a common goal.
5. Specialize in and contribute to a particular aspect of game development.
6. Build and publish a fully functional digital game.

Course Requirements

Students will be expected to:

1. Manage tasks and adhere to a project schedule with milestone goals.
2. Perform regular playtesting sessions and iterate on the design, based on feedback.
3. Meet regularly with the instructors to discuss team and individual progress.
4. Meet regularly as a team both in and outside of class.
5. Maintain project materials through [GitHub](#).

Course Materials

1. **Canvas:** Resources will be posted in the **Modules** section. The **Announcements** section will be used to post notifications on any changes to our meeting schedule or other relevant news. Any announcements made will also be copied as a class-wide email.
2. **GitHub:** Each team will use its repository within [Rider-Game-Design-Program](#) on GitHub to manage tasks, issues, project code, and media assets.
3. **External Storage** — Highly recommended for storing and transferring files. Each student’s Rider Google account includes 15 GB of cloud storage. A physical storage device is also recommended. A 1 TB drive can be a good personal investment for storing files beyond the scope of this course.
4. **Additional Costs and Expectations** — As the goal of the class is to produce, release, and market a product, there may be some minor additional expenses dependent on the method of project release. Examples may include production of marketing items or commercial web space.

There is no textbook for this course.

Assignments Calendar

Due Week 07	Thu. Mar. 12	Alpha Build*	10%
Due Week 08	Mon. Mar. 23	Alpha Build Milestone Individual Assessment	25%
Due Week 11	Tue. Apr. 14	Personal Portfolio	10%
Due Week 12	Thu. Apr. 23	Beta Build*	10%
Due Week 13	Mon. Apr. 27	Beta Build Milestone Individual Assessment	25%
Due at Finals	Tue. May 5	Final Presentation & Deliverables*	20%

* group assignment (grade shared by all team members)

[Jump to Assignments Guide for complete assignment instructions](#)

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%

*A is the highest grade instructors can enter for final grades.

Students must earn a **D or higher to pass the course** and earn its 3 credits.

Students must average a **C or higher across their courses** (2.0 GPA) to [remain in Good Academic Standing](#).

Late Work Policy

- Please see the [instructions for each assignment](#) for details on where and how to submit it.
- Any assignment turned in late will be subject to a **5% late penalty each calendar day** it is late.
- Assignments not turned in will receive a grade of 0.
- See the [Individual Milestone Assessment Rubric](#) for details on how **missed production deadlines will impact individuals' milestone grades**. Please note that *production deadlines are to be determined by each individual team, and teams are encouraged to revise deadlines proactively when necessary*.

Artificial Intelligence and Fair Use Policy

- There is no restriction on the use of Generative AI for this course. However, teams are strongly encouraged to consider their skillsets, personal learning goals, and goals for their game, and use Generative AI only inasmuch as it can expedite workflow, fill in gaps in skillsets, and supplement the overall game.
- **Any use of generative AI must be disclosed when submitting assignments and wherever the game is publicly displayed.**
- Use of asset packs or assets obtained via services such as Unreal Engine Marketplace/Fab is permitted, **provided that the assets are modified in some way** (such as changing the texture of a 3D model, the colors of particle effects, the pitch of a sound effect, etc.).
- Failure to comply with this policy will result in a grade penalty to be determined by the instructor based on the severity of the infraction.
- Students are responsible for all costs related to use of AI services or any assets they purchase.
- Students are advised that AI-generated code may not always be correct and must often be fitted to one's program.

Attendance Policy

- All class meetings will be **Tuesdays and Thursdays from 2:50-4:20 PM in Fine Arts 249**. Attendance is mandatory for all students unless otherwise specified.
- **Each unexcused absence will result in a grade penalty of 3 percentage points deducted from the overall semester grade.** Each unexcused tardiness of more than 20 minutes will result in a grade penalty of **1 percentage point deducted** from the overall semester grade.
 - e.g., a student averaging 88%, but with 2 unexcused absences, would receive a final grade of 82%.
- Each student will have **2 Excused Absence Passes**. To use one of these passes, the student must provide timely notice ahead of any anticipated absence or tardiness, and it will be **excused with no grade penalty**.
- If a student must miss a class and has used both of their Excused Absence Passes, a doctor's note will be required for the absence to be excused.

Course Schedule (subject to change)

** meetings marked with an asterisk denote individual meetings that will take place in lieu of regular class that day; all other class meetings are mandatory for all students.*

WEEK 01 — TUE. Jan. 27: Course Overview & Project Check-in

WEEK 01 — THU. Jan. 29: Lab Time to Revise Team Agreements

WEEK 02 — TUE. Feb. 3: Portfolio & Job Search Workshop

WEEK 02 — THU. Feb. 5: Individual Portfolio Meetings* – [Sign up for a time slot](#)

WEEK 03 — TUE. Feb. 10: Team Meetings (15 minutes each)

WEEK 03 — THU. Feb. 12: Individual Portfolio Meetings*

WEEK 04 — TUE. Feb. 17: Team Meetings (15 minutes each)

WEEK 04 — THU. Feb. 19: Individual Portfolio Meetings*

WEEK 05 — TUE. Feb. 24: Team Meetings (15 minutes each)

WEEK 05 — THU. Feb. 26: Individual Portfolio Meetings*

WEEK 06 — TUE. Mar. 3: Team Meetings (15 minutes each)

WEEK 06 — THU. Mar. 5: Individual Portfolio Meetings*

WEEK 07 — TUE. Mar. 10: Team Meetings (15 minutes each)

WEEK 07 — THU. Mar. 12: Alpha Build Showcase – **Alpha Build DUE (10% of Overall Grade)**

[Instructions](#) | [Submit Here](#)

SPRING BREAK: Mar. 16-20

MON. Mar. 23: Alpha Build Milestone Self-Assessment DUE by 5PM (25% of Overall Grade)

[Instructions](#) | [Submit Here](#) | [Meeting Sign-up Sheet](#)

WEEK 08 — TUE. Mar. 24: Alpha Build Milestone Individual Assessment Meetings*

WEEK 08 — THU. Mar. 26: Alpha Build Milestone Individual Assessment Meetings*

WEEK 09 — TUE. Mar. 31: Team Meetings (15 minutes each)

WEEK 09 — THU. Apr. 2: Team Meetings (15 minutes each)

WEEK 10 — TUE. Apr 7: Team Meetings (15 minutes each)

WEEK 10 — THU. Apr. 9: Team Meetings (15 minutes each)

TUE. Apr. 14: Personal Portfolio DUE (10% of Overall Grade)

[Instructions](#) | [Submit Here](#)

WEEK 11 — TUE. Apr 14: Personal Portfolio Showcase (5 minutes per student)

WEEK 11 — THU. Apr. 16: Personal Portfolio Showcase (5 minutes per student)

WEEK 12 — TUE. Apr 21: Team Meetings (15 minutes each)

WEEK 12 — THU. Apr. 23: Beta Build Showcase – Beta Build DUE (10% of Overall Grade)

[Instructions](#) | [Submit Here](#)

Mon. Apr. 27: Beta Build Milestone Self-Assessment DUE (25% of Overall Grade)

[Instructions](#) | [Submit Here](#) | [Meeting Sign-up Sheet](#)

WEEK 13 — TUE. Apr 28: Beta Build Milestone Individual Assessment Meetings*

WEEK 13 — THU. Apr. 30: Beta Milestone Individual Assessment Meetings*

FINALS WEEK — TUE. May 5, 1:00-3:00 PM: Final Presentation DUE by 1PM (20% of Overall Grade)

[Instructions](#) | [Submit Here](#)

- Each team has 20 minutes to present the following:

- Gold Build Demo
- Promotional Package (Trailer Video & 3 Screenshots ala Steam)
- Social Media Page
- Project Postmortem Slideshow (Lessons Learned)

Assignments Guide

[Jump to Assignments List](#)

[Group] Alpha Build

Due Week 7 (Thu. Mar. 12) by 2:50 PM

10% of Semester Grade

Instructions

- The Alpha Build of a piece of software is expected to be “feature complete” in that all its major components have been implemented. It is not expected to have been tested at this point. We are looking to see that your game has progressed from the fall semester’s Proof of Concept Prototype, that feedback has been taken into account, and that all major deadlines to this point have been met, according to the most recent draft of the project schedule. Please remember to adjust your project schedule proactively as needed, based on the rate of progress.
- [Please post a link to your Alpha Build to this spreadsheet](#) by class time (2:50 PM) on **Thu. Mar. 12** and be prepared to showcase briefly in class that day. Each team will have 15 minutes to present.

Alpha Build Rubric

90-100%	<ul style="list-style-type: none"> • The build is feature complete in that all core mechanics and systems have been implemented in a basic sense. These will be further polished throughout the rest of the semester. • All major deadlines to this point have been met, as defined in the most recent draft of the project schedule. • Feedback from the fall semester’s Proof of Concept Prototype has been taken into account and incorporated into the current build of the game.
75-89%	<ul style="list-style-type: none"> • Most core mechanics and systems have been implemented in a basic sense, but some key features have not yet been addressed. • Some major deadlines have been missed, according to the most recent draft of the project schedule. • Not all feedback from the fall semester’s Proof of Concept Prototype has been taken into account.
50-74%	<ul style="list-style-type: none"> • The build has progressed only incrementally from the fall semester’s Proof of Concept Prototype. Many key features have not yet been addressed. • Many major deadlines have been missed, according to the most recent draft of the project schedule. • Feedback from the fall semester’s Proof of Concept Prototype has not been taken into account.
0-49%	<ul style="list-style-type: none"> • The build has not progressed from the fall semester’s Proof of Concept Prototype.

Individual Milestone Assessments

Alpha Build Milestone Self-Assessment Form: Due Week 8 (Mon. Mar. 23) by 5:00 PM

Beta Build Milestone Self-Assessment Form: Due Week 13 (Mon. Apr. 27) by 5:00 PM

25% of Semester Grade Each

[**Alpha Build Milestone Meeting Sign-up Sheet**](#) | [**Beta Build Milestone Meeting Sign-up Sheet**](#)

Individual Milestone Assessment Rubric

100%	The student took on a meaningful amount of work as specified by their role on the team and accomplished all tasks in the timeframe stipulated in the project schedule. All work was of excellent quality and met all requirements for the project.
90-99%	The student needed to revise deadlines for some tasks, but all revised deadlines were met. Work was of good quality and met all requirements for the project.
80-89%	The student could have taken on a slightly more meaningful workload and needed to revise some deadlines, but all revised deadlines were met. Work was of satisfactory quality and met all requirements for the project.
70-79%	The student missed some deadlines without revising the schedule, but each task was eventually completed. Quality of work could be slightly improved, or the student could have taken on a more meaningful workload. Participation in group meetings may also need improvement.
60-69%	The student missed multiple deadlines without revising the schedule (and failed to complete some of these tasks). Quality of work needs improvement, or the student could have taken on a significantly more meaningful workload. Participation in group meetings may also need improvement.
40-59%	The student failed to complete most of their tasks, did unsatisfactory work, or did not take on a meaningful workload. Participation in group meetings may also need improvement.
20-39%	The student failed to complete any tasks in a satisfactory manner or did not take on a meaningful workload. Participation in group meetings may also need improvement.
1-19%	The student contributed nothing tangible to the project and was minimally involved.
0%	The student was completely uninvolved in the project and could not be reached by other members of the team or by faculty.

Personal Portfolio

Due Week 11 (Tue. Apr. 14) by 2:50 PM

10% of Semester Grade

Instructions

- Each student is expected to **publish a personal professional portfolio website** showcasing their best work related to their area of expertise and expected path after college.
- Faculty will meet with students during the first half of the semester to establish individualized goals for each student's portfolio. [Please sign up for a meeting using this Google Sheets](#).
- ***The grade for this assignment will be based on how well the portfolio meets the goals established for it.***
- Please [post a link to your published portfolio to this Google Sheet](#) by class time (2:50 PM) on **Tue. Apr. 14**.
- Each student will have **5 minutes** to present their portfolio in class on **Tue. Apr. 14 or Thu. Apr. 16**.

General Guidelines for Game Student Portfolios

- Include your **name** and **primary occupation or role** (such as Level Designer or Game Artist) prominently near the top of the page. *This can be the role you ideally see yourself in or aspire to work in.*
- Include some **images of your work** on the home page. These should be visible when the page first loads and not require scrolling to view; alternatively, you could feature one image at a time in an animated carousel.
- Include a **website navigation** with clear, concise labels that link to the most vital parts of your site. *If you have multiple areas of expertise or interest, this can be a great way to give an indication of the scope of your talents at a glance as soon as the home page loads.*
- Don't include mediocre work just to show the breadth of your expertise. Focus on your bread and butter and lead with your absolute best work.
- If possible, your portfolio website should, as a medium, represent your strengths. For example, if you're a programmer, code your own site from scratch; if you're an artist, the site should follow rules of visual composition, possess a unique style, and be visually interesting.
- Include a resume that lists your education, skills, and any employment history. Prior to graduation, it is customary to list an "expected graduation date." Skills should include both hard (technical) skills and soft skills such as communication, attention to detail, etc. When listing technical skills, list specific tools.
- Try to avoid "powered by WordPress/Weebly/Wix" messages, as these can make your site feel amateurish. You may want to purchase a hosting plan that masks these (as well as the name of the service in the web URL), but you may also be able to manually remove this text using the website builder, depending on the tool you're using.

Personal Portfolio Rubric

90-100%	<ul style="list-style-type: none"> • The portfolio meets all goals set for it earlier in the semester. • Feedback from any prior iterations has been taken into account. • The portfolio site has been published and is fully visible to prospective employers. • A representative sample of the student's work is featured in the portfolio. • All required elements of the student's resume or CV are included on the site (skills, education, employment history, contact information).
75-89%	<ul style="list-style-type: none"> • The portfolio meets most but not all goals that were set for it. • Most but not all feedback has been taken into account. • The sampling of the student's work could better reflect the student's area(s) of focus. • The student's resume may be missing some details. • The portfolio site may not yet be live and visible to employers.
50-74%	<ul style="list-style-type: none"> • The portfolio has not met many of the goals that were set for it. • Much of the feedback given has not been taken into account. • The sampling of the student's work is incomplete. • The student's resume is missing or incomplete.
0-49%	<ul style="list-style-type: none"> • The portfolio site is still under construction, with large amounts of content unpopulated.

[Group] Beta Build

Due Week 12 (Thu. Apr. 23) by 2:50 PM

10% of Semester Grade

Instructions

- The Beta Build of a piece of software is expected to be testable by a limited audience. We are looking to see that your game has progressed from the Alpha Build to the point where it can be tested in a way that can yield useful feedback, as well as to see that previous feedback has been taken into account and that all major deadlines to this point have been met, according to the most recent draft of the project schedule. Please remember to adjust your project schedule proactively as needed, based on the rate of progress.
- [Please post a link to your Beta Build to this spreadsheet](#) by class time (2:50 PM) on **Thu. Apr. 23** and be prepared to showcase briefly in class that day. Each team will have 15 minutes to present.

Beta Build Rubric

90-100%	<ul style="list-style-type: none"> • The build is feature complete in that all core mechanics and systems have been implemented, and further developed and polished since the Alpha Build. The build is stable enough to be tested in a way that can yield useful feedback. • All major deadlines to this point have been met, as defined in the most recent draft of the project schedule. • Feedback from the Alpha Build has been taken into account and incorporated into the current build of the game.
75-89%	<ul style="list-style-type: none"> • Most core mechanics and systems have been implemented in a basic sense, but some key features have not yet been addressed. Some but not all important aspects of the game can be tested productively at this point. • Some major deadlines have been missed, according to the most recent draft of the project schedule. • Not all feedback from the Alpha Build has been taken into account.
50-74%	<ul style="list-style-type: none"> • The build has progressed only incrementally since the Alpha Build. Many key features have not yet been completed. Testing may not yield useful feedback at this stage. • Many major deadlines have been missed, according to the most recent draft of the project schedule. • Feedback from the Alpha Build has not been taken into account.
0-49%	<ul style="list-style-type: none"> • The build has not progressed since the Alpha Build.

[Group] Final Presentation & Deliverables

Due at Finals (Tue. May 5) by 1:00 PM

20% of Semester Grade

Instructions

At finals, each team will have 20 minutes to present the following:

1. **Gold Build** – Your published game. Include a link to where the game can be played or downloaded.
2. **Promotional Package** – Include a 0:30-3:00 trailer video and 3 gameplay screenshots.
3. **Social Media Page** – An Instagram, X, etc. page used to promote your game. Include development updates throughout the semester, with previews in the form of brief video clips, gameplay or development screenshots, concept art, original game music, etc.
4. **Project Postmortem** – a brief slideshow with lessons learned from the development process, addressing the following points:
 1. How well did the finished game meet the goals set for it?
 2. What aspect(s) of the finished game are you most proud of or most satisfied with?
 3. What aspect(s) of the finished game do you feel are weakest or could use improvement?
 4. What might you have done differently as an individual (based on the specifications of your role on the team) to achieve a better result?
 5. What might the team as a whole have done to achieve a better result?
 6. What did you learn throughout the process of developing this game? Consider technical skills, workflow habits, and interpersonal dynamics.
 7. Are there any future plans for the game (continued development, marketing efforts, pitch to publishers, a sequel, any other form of follow-up activity)?

- **[Please post links to each on this spreadsheet](#)** by 1:00 PM on **Tue. May 5**.
- The grade will be based in equal part on each of the four components, and shared by the entire team. Please see the rubrics for each component below:

Gold Build Rubric

Different aspects of the game will be evaluated based on the following criteria. The overall build will be scored as a composite of each aspect's categorical score.

90-100%	<ul style="list-style-type: none"> ● Completeness and functionality: The game meets all goals for major features and content as defined in the final draft of the project schedule. All features are fully functional. ● Gameplay and player experience: The player is presented with a clear goal and premise. The core gameplay loop supports completion of the goal, and mechanics serve the interest of the intended player experience. ● Level Design: The game world is rich, rewarding to navigate, supports the intended gameplay experience, and supports the narrative where applicable. ● Aesthetics: Art and sound establish a unique, cohesive aesthetic that is tonally consistent with the narrative and gameplay. ● UI/UX: Interface elements clearly and elegantly provide all necessary information for the
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	player. Controls work as expected, and visual and auditory feedback is provided responsively to the player's input. Navigation through different modes of the game is intuitive.
75-89%	<ul style="list-style-type: none"> Completeness and functionality: The game meets most but not all goals for major features and content as defined in the final draft of the project schedule. Certain aspects of the game are not functional. Gameplay and player experience: The game's objective is present but could be better communicated. The core gameplay loop could use some fleshing out or balancing to better serve the intended player experience. Level Design: The game world is mostly navigable but misses opportunities to create interesting situations, or could better support the intended gameplay experience. Aesthetics: The game's art and sound are tonally inconsistent with each other or the gameplay or narrative. UI/UX: Interface elements provide all necessary information for the player, but could be presented more clearly or elegantly. Controls work mostly as expected. Visual and auditory feedback is provided in response to player input, but responsiveness could be improved, or the feedback could be clearer. Navigation through different modes of the game is passable.
50-74%	<ul style="list-style-type: none"> Completeness and functionality: Key features or content are missing from the game. Lack of functionality is a detriment to the intended player experience. Gameplay and player experience: The game's goal and premise are not obvious to the player. The core gameplay loop is disconnected from the objective, and subsystems are out of sync with one another. Mechanics are not fully fleshed out. Level Design: The game world is overly simplistic or too obscure to navigate. The environment does not support the intended gameplay experience. Aesthetics: Placeholder art and sound are overly relied upon, at the expense of the game's aesthetic. UI/UX: Key information is missing from the interface. The UI is rough and disconnected from the game's aesthetic. Controls do not work consistently as expected, and the game does not provide sufficient feedback to player input in the form of visuals and audio. Navigation between different game modes is clunky.
0-49%	<ul style="list-style-type: none"> Completeness and functionality: The game is thoroughly incomplete in terms of features and content. Lack of functionality consistently impedes the player experience. Gameplay and player experience: The game's goal and premise have not been formulated. Core gameplay is underdeveloped. Level Design: The game world is underdeveloped. Aesthetics: Placeholder art and sound are almost entirely relied upon, preventing the game from establishing its own aesthetic. UI/UX: The UI is mostly absent or does not provide accurate information. Controls have not been fully implemented. Player feedback has not been appropriately considered. Navigation between different game modes is nonfunctional.

Promotional Package Rubric

90-100%	A gameplay reel has been provided, in the range of 0:30-3:00, that showcases the most unique and essential features of the game in an appealing manner. 3 gameplay screenshots have been provided, showing a variety of activities or scenarios. The game's visual aesthetic is appropriately conveyed.
75-89%	The provided footage and screenshots could better communicate what is special about the game. Gameplay footage and screenshots could use more variation.
50-74%	The gameplay reel is outside the desired duration or omits vital aspects of the game. Fewer than 3 gameplay screenshots have been provided. The material provided could do much better in communicating the game's focus.
0-49%	The gameplay reel is too minimal to properly communicate what the game is about, and very little material overall has been included between the video and screenshots.

Social Media Page Rubric

90-100%	The team has posted consistently to its social media page throughout the semester, with updates on development and previews in the form of video clips, gameplay screenshots, concept art, game music, etc.
75-89%	The team could have posted more consistently throughout the semester, or could have included a richer variety of content to promote the game's release.
50-74%	The team largely neglected its social media page throughout development, with only minimal posts closer to release.
0-49%	The team's social media page is barren and unfinished, or no page was created.

Project Postmortem Rubric

90-100%	The postmortem presentation was clearly and concisely given, addressing all points satisfactorily.
75-89%	The postmortem presentation did not address all points, or could not be completed in the allotted time.
50-74%	The postmortem presentation was not given, but an adequate slideshow was submitted electronically.
0-49%	The postmortem presentation was not given, and the submitted slideshow was unsatisfactory.

Rider University Undergraduate 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 Luedke Center. The center's services include a writing studio, success coaching and the potential for tutoring services. Email 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 Luedke Center, Suite 201. SASS can be contacted by email at 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 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>

Spring 2026 withdrawal dates can be found on the Rider Academic Calendar:

<https://catalog.rider.edu/academic-calendar/#Spring%20Withdrawal%20Dates>

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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