

CIS 113 R Course Syllabus
Wilbur Wright College
One of the City Colleges of Chicago
[CIS] Computer Information Systems
Fall 2019 Semester

Course Prefix and Number: 032-0113

Course Title: Human Computer Interaction

Length of Course: 16 weeks

Instructor Name &
Contact Info: Dr. Laurie Alfaro, lalfaro17@ccc.edu
(773) 481-8335

I will respond to all student E-mail inquiries within 24 hours (except Sundays). In keeping with the Family Educational Rights and Privacy Act (FERPA), I cannot disclose information about your grades to anyone other than you without your express permission. Please use only your ccc.edu E-mail address to contact me.

Class Meeting Times &
Location: Tuesdays & Thursdays, 5:30pm-7:15pm
Room L-128 (Learning Resource Center building)

Faculty Office Hours: Mondays, 11:20am to 12:20pm (virtual office hours—access at
<https://brightspace.ccc.edu>)

Tuesdays, 2:50pm to 5:20pm (Learning Resource Center building, room L-370)

Wednesdays, 11:20am to 12:20pm (virtual office hours—access at
<https://brightspace.ccc.edu>)

Thursdays, 72:50pm to 5:20pm (Learning Resource Center building, room L-370)

PCS Code: 1.2

IAI Code: [none]

Semester Credit Hours: 3

Contact Hours: 3 (2400 minutes)

Lecture Hours: 3 (2400 minutes)

Lab Hours: 0

Method of Delivery (mark all that apply): Face to Face Online Hybrid

Course Catalog Description:

This course introduces students to the user interface development process, including evaluating, managing, and differentiating interaction styles. Design limitations and issues will be discussed, as students explore the design of computer interfaces. Students will follow an interactive design process to create a user-centered interface. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisites: none

Course Objectives:

1. Guidelines, principles, and theories of interactive design
2. Management of interactive design processes (project life cycles)
3. Evaluation of interface designs
4. Direct manipulation and visual environments (menu selection, form fill-in, and dialog boxes)
5. Analysis of command and natural languages and GUIs
6. Review of interaction devices
7. Understanding of usability testing and its role in creating user-friendly interfaces
8. Balancing functionality with form
9. User documentation and online help

Student Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain and critique software application usability using guidelines and principles of interaction design. [Objective: 1]
2. Examine the steps of a project life cycle [Objective: 2]
3. Compare and contrast interface designs. [Objective: 3]
4. Compare and contrast direct manipulation and visual environments and discuss when it is appropriate to use them. [Objective: 4]
5. Identify examples of command and natural languages and GUIs as well as the advantages and limitations of each. [Objective: 5]
6. Identify effectiveness and limitations of various interactive devices. [Objective: 6]
7. Apply an interactive design process to create a prototype interface and conduct usability tests. [Objective: 2, 7, 8, 9]
8. Describe and identify examples of each of the following interactive design principles: affordances, signifiers, mapping, feedback, visibility, constraints, and consistency. [Objective: 1]
9. Conduct effective design research using established research methods. [Objectives: 2, 9]

Fall 2019 Course Calendar*

Date	Topic (Required)	Content (Optional - provide details)	Lab Information (As Applicable)	Desired Outcome(s) (Optional – List SLO #s)	Assessment Method(s)/Homework
Tue., Aug. 27	Introduction and Review	Review syllabus. Discuss class policies and procedures. Course overview: <ul style="list-style-type: none"> • What is interaction design? A (very) brief history of interaction design • A stew of acronyms: IxD, IA, ID, CD, UX, IA, UI, HCI, UE, etc. • Why practice interaction design? 		1, 5	Complete the Syllabus Acknowledgement in Brightspace before Thursday's class. Read chapters 1 & 2 in Saffer for Thursday.
Thu., Aug. 29	Types of Interaction Design	The four approaches to interaction design: user-centered design, activity-centered design, systems design, and genius design. In-class reading & discussion: UX & Psychology go hand in hand		1	Read Chapter 1 in Norman for Tuesday.
Tue., Sep. 3	Conceptual Modeling	<ul style="list-style-type: none"> • Giving instructions • Conversing • Manipulating and navigating • Direct manipulation (DM) • Exploring and browsing • Interface metaphors 		1, 3, 4, 5	Individual assignment: A Day in the Life of Interactive Design. Due Tuesday, Sep. 10th at the beginning of class. (Please upload your completed paper, in .doc or .pdf format, to the TurnItIn dropbox in Blackboard.)
Thu., Sep. 5	Introduction to Semester-long Team Project	<ul style="list-style-type: none"> • Complete individual surveys for team project • Brainstorming ideas for a mobile application 		1, 6, 7	<ul style="list-style-type: none"> • Complete & submit A Day in the Life of Interactive Design before Tuesday's class. • Please read chapter 7 in Saffer for Thursday.
Tue., Sep. 10	Interactive Design Principles (Part One)	<ul style="list-style-type: none"> • Affordances and perceived affordances • Signifiers • Mapping • Feedback 		1, 8	Please read chapter 3 in Norman for Thursday.
Thu., Sep. 12	Cognition and Memory	<ul style="list-style-type: none"> • Core cognitive aspects • Attention • Perception & recognition • Memory • Limits of memory • Externalizing to reduce memory load • Fitts's Law, Hick's Law, and the Magical Number Seven • Tesler's Law of the 		1	Please read chapters 4 & 5 in Norman for Tuesday.
Tue., Sep. 17	Interactive Design Principles (Part Two)	<ul style="list-style-type: none"> • Visibility • Constraints: physical, cultural, and logical • Consistency • Team time 		1, 6, 8	Sign team contracts and return before Thursday's class.

Thu., Sep. 19	The Illusion of Control	<ul style="list-style-type: none"> • In-class reading and discussion: The World is Full of Placebo Buttons (Psychology Today) • Team time 		1, 8	
Tue., Sep. 24	Requirements Gathering and Personas	<ul style="list-style-type: none"> • Project Life Cycle: The Waterfall Model • Goals of requirements gathering • Types of requirements: functional, non-functional, data, environment or context of use, users, usability • Personas in the interactive design process 		2, 7, 9	Group Assignment #1: Generate 2 personas for your mobile app. Due Tuesday, Oct. 1st at the beginning of class (one submission per group).
Thu., Sep. 26	Work Day	<ul style="list-style-type: none"> • Teams should be working on their personas • Team meetings with instructor 		2, 7, 9	<ul style="list-style-type: none"> • Complete & submit your 2 personas before Tuesday's class (one submission per group) • Please read chapters 4 & 5 in Saffer for Tuesday.
Tue., Oct. 1	Requirements Gathering Activities	<ul style="list-style-type: none"> • Project life cycle: the Waterfall Model • Goals of requirements gathering • Questionnaires, interviews, workshops/focus groups, naturalistic observation, and studying documentation 		2, 6, 7, 9	Group Assignment #2: Research for requirements gathering activities. Due Thursday, Oct. 17th at the beginning of class (one submission per group).
Thu., Oct. 3	Work Day	<ul style="list-style-type: none"> • Team time: Begin conducting design research using at least two of the methods we've discussed in class: existing documentation, surveys, focus groups, ethnographical observation • Team meetings with instructor 		2, 6, 7, 9	
Tue., Oct. 8	Work Day	<ul style="list-style-type: none"> • Team time: Begin conducting design research using at least two of the methods we've discussed in class: existing documentation, surveys, focus groups, ethnographical observation • Team meetings with instructor 		2, 6, 7, 9	
Thu., Oct. 10	Work Day	<ul style="list-style-type: none"> • Team time: Analyze your design research and write a summary of the results • Team meetings with instructor 		2, 6, 7, 9	Please read chapters 6 & 7 in Saffer for Tuesday.
Tue., Oct. 15	Documentation and Methods of Refinement	<ul style="list-style-type: none"> • Ideation and design principles • Documentation and methods of refinement: scenarios, sketches and models, storyboards, taskflows, use cases, mood boards, wireframes, service blueprints, controls • Team time: Decide on 		1, 2, 3, 4, 6, 7	Complete & submit your requirements gathering research before Thursday's (one submission per group).

		an underlying conceptual model. Determine 3 tasks to be performed by the user, and then begin designing the screens for each scenario (EVERY screen for every step must be shown) • Create wireframes for your proposed app			
Thu., Oct. 17	Work Day	Team time: Show wireframes for every step for your proposed app and get instructor approval		1, 2, 3, 4, 6, 7	
Tue., Oct. 22 (midterm week)	Mood Boards	• In-class reading & discussion: Dressing Up Your UI with Colors That Fit • Creating mood boards using Photoshop templates		3	Individual Assignment: Mood board. Due Tuesday, Oct. 29th at the beginning of class
Thu., Oct. 24 (midterm week)	Midterm Exam	• Midterm Exam will be taken on this date. No makeup exams will be offered! • Lab time for individual mood boards		1, 2, 3, 4, 5, 6, 7, 8, 9	• Midterm Exam • Complete & submit your mood board before Tuesday's class
Tue., Oct. 29	Creating Low-Fidelity Prototypes	Team time for creating designs for all 3 scenarios		1, 2, 3, 4, 5, 6, 7, 8, 9	• Group Assignment #3: Design your app screens for 3 scenarios. You will present these, in color and actual size, one screen per page. You must also upload a single digital file containing all your screens in order (due Thursday, Nov. 14th at the beginning of class). • Please read chapter 8 in Saffer for Thursday.
Thu., Oct. 31	The Testing Plan	• What is usability testing? • ZipCar usability demo • Hardware testing example New York voting machine example • Laurie Alfaro conducts a usability test • Paper prototype testing example • Informed consent • Ethics in usability testing		7	Group Assignment #4: Create your testing plan/usability test script (due Thursday, Nov. 14th at the beginning of class).

Tue., Nov. 5	Work Day	<ul style="list-style-type: none"> • More time for discussion of usability testing, if needed • Team time for completing your prototype screens for all three scenarios • Team time for creating your testing plan/usability test script • Team check-ins with instructor 		1, 2, 3, 4, 5, 6, 7, 8, 9	
Thu., Nov. 7	Work Day	<ul style="list-style-type: none"> • Team time for completing your prototype screens for all three scenarios • Team time for creating your testing plan/usability test script • Team check-ins with instructor 		1, 2, 3, 4, 5, 6, 7, 8, 9	
Tue., Nov. 12	Work Day	<ul style="list-style-type: none"> • Team time for completing your prototype screens for all three scenarios • Team time for creating your testing plan/usability test script • Team check-ins with instructor 		1, 2, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> • Complete & submit Prototype Screens before Thursday's class (one submission per group). • Complete & submit Usability Test Script before Thursday's class (one submission per group). • Have printed copies of your test script ready to go before Thursday's class!
Thu., Nov. 14	Usability Testing	<ul style="list-style-type: none"> • Teams will conduct usability tests on this day • Anyone not conducting a test will be a participant in the other groups' tests <p>IF FOR ANY REASON YOUR GROUP IS NOT HERE, IT WILL BE YOUR RESPONSIBILITY TO RECRUIT PARTICIPANTS AND CONDUCT YOUR OWN USABILITY TESTS OUTSIDE OF CLASS!</p>		2, 7	
Tue., Nov. 19	Post-Mortem: Analysis of Usability Test Results	<ul style="list-style-type: none"> • In-class reading & discussion: Radical UX—Nine Nasty Truths • Team Assignment: Summarize your usability testing results and what changes you will make 		2, 3, 7	Group Assignment #6: Usability Testing Results (due Tuesday, Nov. 21st at the <i>end</i> of class).
Thu., Nov. 21	Work Day	<ul style="list-style-type: none"> • Work day for usability testing results & final group presentations • Team check-ins with instructor 		1, 2, 3, 4, 5, 6, 7, 8, 9	Complete and submit your usability testing results before the end of class (one submission per group).
Tue., Nov. 26	Work Day	<ul style="list-style-type: none"> • Work day for final project • Team check-ins with 		1, 2, 3, 4, 5, 6, 7, 8, 9	

		instructor			
Thu., Nov. 28	THANKSGIVING HOLIDAY—no class meeting on this date				
Tue., Dec. 3	Work Day	<ul style="list-style-type: none"> • Work day for final project • Team check-ins with instructor 		1, 2, 3, 4, 5, 6, 7, 8, 9	
Thu., Dec. 5	Final Exam	Final Exam will be taken on this date. No makeup exams will be offered!		1, 2, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> • Final Exam • Group final presentations are due Tuesday, Dec. 10th at the beginning of class.
Tue., Dec. 10	Final Presentations	ALL students must be present on this day for all presentations		1, 2, 3, 4, 5, 6, 7, 8, 9	
Thu., Dec. 12	Additional Time for Final Presentations (if needed)	ALL students must be present on this day for all presentations	Lab time for working on final project		Please complete your evaluation of your teammates by the end of the day today

*Instructor reserves the right to change this calendar at any time.

Summary of Exam and Presentation Dates:

Due dates are subject to change! Always check Brightspace for the most recent due dates. *No makeup exams will be offered!*

Midterm Exam	Thursday, Oct. 24th
Final Exam	Thursday, Dec. 5th
Final Presentations	Tuesday, Dec. 10th Thursday, Dec. 12th (if additional day is needed)

Students Course Is Expected to Serve:

This course fulfills three credit hours of requirement towards a Basic Certificate, Advanced Certificate, and A.A.S. degree in the Web Development major. This is also used as an elective course for CIS majors, and a general elective for students of other majors and students interested in hands-on experience in Human Computer Interaction (HCI).

Required Texts, Materials, and Resources:

Texts: *Designing for Interaction Creating Smart Applications and Clever Devices* (2nd Edition)
 Dan Saffer
 231 pages
 Published July 2016 by New Riders Publishing
 ISBN 9780321643391
 List price: \$55.00 ([Available on Akademos](#))

The Design of Everyday Things: Revised and Expanded Edition
 Donald A. Norman
 368 pages
 Published October 2013 by Basic Books
 ISBN 9780465050659
 List price: \$18.99 ([Available on Akademos](#))

Materials:

Resources:

Supplies: A Flash USB storage drive or cloud storage
 A notebook and pen or pencil and paper for sketches

Methods of Instruction:

- Lecture
- Case studies
- Group work
- Online activities

Methods of Assessment and Evaluation: (Formative and Summative)

- Projects
- Homework
- Written
- Assignments
- Quizzes/Exams

Homework Policies

According to U .S. Department of Education guidelines, students should be given a minimum of two hours of out-of-class student work per week per semester credit hour. Since this is a 3-credit-hour course, you should reasonably expect to spend about six hours per week studying outside of the classroom. Homework assignments are important for giving you hands-on practice writing the code. They also give me an opportunity to see if you understand the material or if you need additional help outside the classroom.

Most assignments will be submitted through our course Brightspace (<https://brightspace.ccc.edu>). Some assignments must be published to the Web using FTP. Please read all assignment directions carefully! Assignments and projects will only be accepted once for a grade. Read the instructions on the assignment and follow directions the first time.

Under no circumstances will I accept homework or projects late for credit. If you do not have your assignment turned in by the beginning of class on the date when it is due, you will receive a grade of zero for the assignment. This is reflective of what you will experience in the working world; when a client needs a Web site done on a particular date to coincide with a new product launch, a convention, an event, etc., and the Web site is not completed by that deadline, you would be fired!

Written Component

As working professionals, you will be expected to communicate both orally and in writing. According to Sarah Wright in her article "Why Writing Skills Are More Important Than Ever":

[C]areer communications of all kinds are increasingly being handled online and in text. Even just applying for jobs usually requires a few different types of written communication, from filling out an application to writing a cover letter and drafting a resume. Most online job postings require some form of written content, and the quality of this writing often serves as a gatekeeper. Something as simple as a grammatical mistake or use of text-speak in the e-mail containing your well-written resume and cover letter might cause your application packet to get moved into the trash folder in favor of the many others that are no doubt waiting to be considered.

E-mail communications within the office are especially important as well. Many jobs require workers to send e-mails to prospective or current clients and customers, and a poorly worded message might do some damage. Plus, you don't want to get a reputation around the office for making a legendary typo. (Source: http://study.com/articles/Why_Writing_Skills_are_More_Important_Than_Ever.html)

The best way to improve your writing skills is to practice, practice, practice. For this reason, you will spend at least part of this semester writing formal research papers. These papers will be graded on grammar, punctuation, and spelling as well as content. If you require additional help with your writing, please contact the Writing Center in Room S-102.

Grading Scale:

Percent of Final Grade:	Grade Distribution:
Individual Assignments – 10% (5% for each assignment)	90 % to 100 % = A
Group Assignments – 60%	80 % to 89% = B
Midterm and Final Exams – 30% (no makeups will be allowed)	70 % to 79 % = C
	60 % to 69 % = D
	Below 60% = F

Final Course Grade

Your final course grade is based on the formula described in this syllabus. If you think that your final grade has been miscalculated, you may contact me and I will review the calculations. However, you may not E-mail me and request that your grade be changed for other reasons (e.g. , requesting additional points, “rounding up,” asking for extra credit other than what is already outlined in the syllabus, requesting to redo an assignment, etc.), and it is highly unethical for you to do so. Specifically, it is unethical to expect me to provide only one student (you!) with any special treatment, and it is unethical and illegal for me to report (essentially falsify) an official record. Falsifying an academic record diminishes the value of a college certificate or degree.

Extra Credit

At least one extra credit opportunity will be provided during the semester. Extra credit will be awarded for attendance at an industry event or lecture outside of class time. The instructor does not have any control over when or where professional organizations will schedule these events. Extra credit is limited to one event or lecture per student per semester.

Incomplete Grades

Incomplete grades are only awarded in the most extraordinary of circumstances (e.g., a sudden, unplanned hospitalization or a death in the immediate family). An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. Please refer to the Academic & Student Policy Manual: <http://www.ccc.edu/menu/Pages/Policies.aspx>

Attendance Policy

If you are absent or late for any reason, it is your responsibility to find out what you've missed. I will not contact you; you must take the initiative! Attendance will be taken twice, at both the beginning and the end of the class. Absences equal to 25% of the course (eight class meetings) may result in reduction of your term grade by one full letter grade. For example, a B would become a C. Missing more than 25% of the course (more than eight absences) will result in failure of the course. Attendance is tracked in Brightspace (<https://brightspace.ccc.edu>).

Late Policy

Tardiness is defined as not in the classroom when attendance is called or departing before the class has been formally dismissed by the instructor. Tardiness that exceeds thirty minutes will be counted as an absence. TWO late arrivals or early departures, or a combination of both, are counted as one absence. If you arrive late for class, it is your responsibility to make sure that you have been marked tardy rather than absent.

Cell Phone Policy

Please turn all cell phones to vibrate or silent during class time. If you must take an emergency call, please step outside the classroom to take your call in the hallway, and then return to the classroom in a non-disruptive manner. Text messages, IMs, SnapChat, etc., are not allowed during class. Cell phones and other electronic devices must be turned off and stowed away during exams. Anyone found using a cell phone during an exam will receive an F on the exam.

Food in the Classroom

Food is not allowed during class. Please eat before you come to class! Beverages must be in covered containers only.

What are Office Hours?

Professors schedule time outside of class to meet with students. These are called office hours. Office hours are times when you can meet with your professors to discuss the material being presented in class or other related interests you have. Course-related discussions include asking for extra help, seeking clarification of material presented in class and following up on aspects of the class you find compelling. In addition, students also discuss majors and programs of study, and graduation requirements, as well as summer internships, graduate schools, campus events, and much more.

Most professors do not require that students attend office hours. They expect students to decide for themselves when they need or want to participate. Professors usually announce their office hours on the first day of class or on their print or web-based course material.

Most professors do not have lessons planned for office hours. They expect students to “drive” these meetings with their questions and their thought. A good way to prepare for office hours is to attempt your homework and review your notes from class and from readings and identify as clearly as you can what you do not understand.

Do not be surprised when the professor replies to your questions with questions of their own. They are working with you to uncover the source of your questions. Often they will ask students to show them their work and where they got stuck. They may ask you to explain what you were thinking as you moved from step to step. They may ask you to generate alternative ways to solve a problem. Hopefully they will help you change how you think about the material so that you can answer many different kinds of questions about it- not just the question on the homework that is stumping you. Don't be surprised if they ask you to solve another problem before you leave the office.

What Office Hours Are Not

Office hours are not related to activities in high school that *require* students to stay after school. They are not detention or negative consequences for poor decisions. They are not a place where the instructor will do your homework for you.

What are my responsibilities as a student going to office hours?

To make the very most of your time with your instructor during office hours, you should:

1. Study your textbook and lecture notes thoroughly and attempt the assigned problems before you go to office hours.
2. Try to identify specific questions or concepts you need to address during the office hours.
3. Expect instructors to ask you questions about the material. They do this to find out what you understand, and to provide you with information and strategies tailored to your individual needs.
4. Be patient! Several students come for office hours at the same time. If the instructor is especially busy, you may have to wait a little longer for individual assistance. Use this time to study the material.
5. Expect the instructor to suggest general study strategies to help you improve your overall academic performance. These strategies will help in all of your courses.

6. Avoid waiting until the day before the test or the day before an assignment is due to seek assistance. Study a few hours each day, and keep up with your assignments. It is EASIER to keep up than to catch up!
7. Use other resources such as formal study groups and informal homework-help groups.
8. Keep a positive attitude about the subject and about your potential to excel. Your attitude will go a long way in determining how well you do in your course!

—Adapted from Cornell University Learning Strategies Center, <http://lsc.cornell.edu/>

Definition/Statement of Active Pursuit of the Course:

District and College attendance policies are listed in the college catalog and the Student Policy Manual: <http://www.ccc.edu/menu/Pages/Policies.aspx>

Students who are not actively pursuing the course at midterm will be withdrawn from class and issued a grade of ADW (Administrative Withdrawal) by the instructor. Active pursuit should be measured by class participation, taking required examinations, quizzes, submission of papers, work assignments, class attendance, etc.

Please be advised that the college and the Business Department expect each student to demonstrate that he/she is actively pursuing the course's objectives. If, in the judgment of the instructor, the student fails to demonstrate this active pursuit of the course's objectives, the student will be ADW and withdrawn from the course at midterm. To avoid an automatic ADW at midterm, the Business Department requires that the student must have at least a "C" grade **OR** have participated/submitted at least 30% of the course's assignments (including exams and quizzes). The foregoing does not preclude the instructor from setting a higher standard for active pursuit of course objectives.

Please note: If a student is actively pursuing a course but is not achieving a passing grade, that is not grounds for an ADW.

“No Show” Policy: A student who is absent from the first two class sessions and has not contacted his/her instructor with intent to pursue the course will have his/her registration canceled by the college and will be issued a no-show withdrawal (NSW). For classes meeting only once a week, an NSW will be recorded if the student misses the first class session. **Effective Summer 2018, students will be charged a \$200 penalty if they are issued a No-Show Withdrawal (NSW) for one or more classes in the academic term.**

Academic Integrity: The City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this, students are expected to adhere to high standards of honesty in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of “F” by the instructor. *See the Student Policy Manual for additional information.*

Student Conduct: City Colleges of Chicago students are expected to conduct themselves in a manner which is considerate of the rights of others and which will not impair the educational mission of the college. Specifically, all students assume an obligation to conform to Board Rules, the statement of Student Rights and Responsibilities, and the following policies.

“The Standards of Conduct applies and discipline may be imposed for conduct which occurs on College premises, at off campus recreational or instructional sites, at any College-sponsored event, or at any College supervised or provided activity, transportation or facility.”

Misconduct for which students are subject to college discipline, up to and including expulsion from the college, can be found on page 68-69 of the Student Policy Manual.

Disability Access Center: Any student with a disability, including a temporary disability, who is eligible for reasonable accommodations should contact the Disability Access Center located in Room L-135, (773) 481-8016, as soon as possible.

Support Services: Wright College is committed to your success! Below you will find a list of offices you may wish to contact during the semester for assistance:

• Academic Support Center (Tutoring)	Room A-245	773.481.8976
• Business Services	Room A-138	773.481.8450
• The Gateway Advising and Transfer Center	Room A-120	773.481.8200
• Computer Support Services	Room L-101	773.481.8750
• Disability Access Center	Room L- 135	773.481.8015
• Financial Aid	Room A -128	773.481.8100
• Records Office	Room A- 129	773.481.8060
• Veteran's Office	Room A -128	773.481.8100
• Wellness Center	Room S -106	773.481.8560
• Writing Center	Room S-102	773.481.8458
• Wright in Your Corner (Student Center)	Room S-100	773.481.8148
• Wright Emporium	Room S-102	773.481.8458

Mandated Reporting: All CCC employees have a duty to report any incidents of discrimination or harassment, including sexual harassment, sexual assault or stalking, to the EEO Office. Additionally, if CCC employees observe acts of harassment, it is recommended that they intervene to stop the harassment unless circumstances would make intervention dangerous. For more information about Title IX, please go to the following CCC webpage: "Title IX & You" at <http://www.ccc.edu/services/Pages/TitleIX-And-You.aspx>.

Also, CCC's Equal Opportunity Policy and Complaint Procedures can be found at: http://www.ccc.edu/departments/Documents/Human%20Resources%20Documents/Equal%20Employment/EEO%20Complaint%20Proc2_V2.pdf.

Important Dates Specific to This Course (CIS 113 R)

Start Date:	08/27/2019
Qualified Refund Date*:	09/02/2019
Midterm Date:	10/23/2019
Last Day to Withdraw:	11/16/2019
End Date:	12/12/2019

*For a qualified refund a student must drop the course (WTH) by the Qualified Refund Date. A qualified refund is based on the flat-rate tuition and course enrollment.