CS 130(0) Inclusivity

Fall 2019 (Version 1.0, last updated September 8th, 2019)

This document outlines some of the commitments our course is making this year to create a more inclusive, equitable, and accessible environment.

In 2019, CSCI 130(0) aims to:

1. **Make course materials accessible to all students regardless of background.**
   - All lectures are recorded using Lecture Capture.
   - Our lecture period time this year is more accommodating of RISD students’ studio schedule (in 2018 lectures were from 1 to 2:20 p.m., but this year lectures are 6:40 to 8 p.m.).
   - All lecture slides, lab handouts, and lab slides are posted on the website.
   - The software required for labs and assignments is installed in university computer labs accessible to all students.
   - Dean's & Doctor's Notes are streamlined through a form so students who need extensions receive them quickly.

2. **Level the playing field so that students without prior experience in course topics are not at a disadvantage.**
   - This year we've added an HTML/CSS lab (ensures that 1300 students who do not have an HTML/CSS background have a solid foundation for assignments).
   - We've added the option to work in a group (for both assignments and labs) so that students can work with peers to help everyone be on the same page.
   - Every assignment has a suggested timeline, so students who are not familiar with how long certain assignment actions might take can better plan how they'll tackle the assignment.

3. **Improve grading consistency across students. A common complaint in UI/UX courses at other schools is that grading is subjective because of the subjective nature of design.**
   - TAs have been trained to grade not based on artistic ability but based on justification of design decisions.
   - Students will have access to the submitted assignments of other students who agree to have their work made visible to their peers (though work posted publicly will remain anonymous). This helps to give students a sense of how their work compares to their peers in the class, and lets students be inspired by other designs.
   - We've implemented a Fast Track Regrade Policy, through which students who are dissatisfied with an assignment grade have the opportunity to pick two other student submissions and justify why they believe their submission is of the same quality as the two they selected. Their grade may then be adjusted in relation to the grades of the two similar submissions.