Digital Photography 1 (ARTS 1301.130)

Dates: June 3rd 2024 - July 26th 2024

Location: Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the [Canvas Student Guide](#).

Professor: Kelly Carr   **Email:** kc47@georgetown.edu

Virtual Office Hours: Tuesdays and Thursdays 9am to 10 am and 7pm to 8pm. These are non-mandatory meetings for students who have questions and open to everyone. You can access the Zoom office hours by opening the link I send as an email invite (I usually send the email invites on Sundays. You can also find the instructions to join a zoom meeting through the Welcome! Module on Canvas. Emails are checked daily at 10am, 4pm and 8pm.

Class Requirements: Starting the class part way into the session is not acceptable, nor is leaving part way through the session and returning later to catch up. There will be necessary participation during the summer session and is included in your overall grade for the class under Class Participation. All assignments and critique work are due on the dates specified in the syllabus. Late assignments/critique work must be brought to the attention of the professor prior to the due date. Any late submissions will be penalized by one full letter grade for each class up to one week. After two weeks it will be considered an F.

Important note on the survey: An important email was sent to you on Friday, May 31st with an attached survey regarding times zones, time/days you are available, and your camera equipment. Once I have your information, I can group students together to review your camera equipment, critiques, and presentations on zoom. Return the survey to my email by end of day Wednesday, June 5th. ([If needed, you can download another survey here.](#))

Each Module is set up to represent a week and is a good indicator whether you are keeping up with the class. Follow both the Syllabus and the Modules on Canvas together. I have set up the Syllabus so it can be used as a checklist to the corresponding Modules on Canvas. It's important to note that the Modules on Canvas are the different activities for the class and the Syllabus is the day to day requirements for the class. The Syllabus is the blueprint for the class for due dates, class meetings, and all projects.

COURSE DESCRIPTION

This course is an introduction to the technical and aesthetic properties of digital photography using a DSLR or mirrorless camera. Digital software is used to develop image narrative and meaning.

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:
1. Learn basic functions of a DSLR camera or mirrorless camera.
2. Gain understanding of interpreting and controlling light meter readings for proper exposure.
3. Gain understanding of the reciprocal relationship between fstops and shutter speeds.
4. Learn the function of the camera ISO to control light sensitivity of sensor and digital noise.
5. Work with both RAW and jpeg files and understand their benefits and limitations.
6. Gain basic understanding of digital software and applications.
7. Introduction to portrait lighting techniques and light painting.
8. Learn formal art principles of image composition and design.
9. Learn how to describe, evaluate, and discuss photographs through constructive and thoughtful critiques.

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

1. <u>Camera Exercises</u>: Two practice camera exercises. Hands on practice camera operations and camera techniques.
2. <u>Practice Image Edits</u>: Two contact sheets with 15 images each. 15 images will be edited using Camera Raw plug-in, and Photoshop, and each image will be edited using 5 to 10 different effects.
3. <u>Assignments</u>: Two assignments related to hands on camera operations and post production through Photoshop and/or Camera Raw plug-in. These images will be narrative/storyline driven.
4. <u>Photography Open Note Exam</u>: Technical aspects of digital photography and Adobe Bridge, Camera Raw plug-in, and Photoshop.
5. <u>Photographer Presentation</u>: An oral PowerPoint presentation critiquing a digital photographer.
6. <u>Final Project</u>: Self portrait in an environmental landscape in the style of David Hockney's photo composites.

Graded Categories

5%   **Class Participation –** participation and discussion during camera reviews, three critiques, and an oral presentation.

5%   **Photographer presentation** an oral Powerpoint presentation critiquing a digital photographer.

10%   **Photography Open Note Exam** - Technical aspects of digital photography, Adobe Bridge, Camera Raw plug-in, and Photoshop.

10%   **Camera Exercises** - Two technical exercises practicing with the camera.

15%   **Image Edits** - Two contact sheets containing image edits using Photoshop and/or Camera Raw plug-in.

40%   **Two Assignments** - Two assignments that use photography and Photoshop to develop narrative/meaning.

15%   **Final Project** – Self portrait in an environmental landscape in the style of David Hockney's photo composites.

Grading Breakdown

Art is subjective, therefore so is grading art. I have broken the grading of your images into two specific groups Aesthetic and Technical.

<u>Aesthetic Photography Examples:</u>

1. Does your subject matter accurately capture the theme of the assignment?
2. Is there meaning, storyline, and narrative?
3. Do the principles of design accentuate the overall meaning of the image? For instance, do lines define the visual form? Do light and color/tonal values create the effect of a three dimensional form?

Technical Examples:

1. Is the image correctly composed?
2. Is the image in focus?
3. Is depth of field and /or shutter speed successfully executed?
4. Are the applications of photoshop seamless?
5. Cropping image structurally organized?

The following is the grading for Assignments and Final Project. Each image submitted for grading will receive points for both aesthetic and technical categories.

These points will be added together to give you your overall grade for that image.

<u>Aesthetic:</u>

Visually Interesting	20pts

<u>Technical:</u>

Exposure/Shadow/Highlights and White Balance	15pts
Post Production	5pts
Focus	5pts
Cropping	<u>5pts</u>
Total	50pts

Grading Scheme

94 - 100 % = A	77 - 79 % = C+	Below 60 % = F
90 - 93 % = A-	74 - 76 % = C	
87 - 89 % = B+	70 - 73 % = C	
84 - 86 % = B	67 - 69 % = D+	
80 - 83 % = B-	60 - 66 % = D	

1. Camera - Digital single lens reflex (DSLR) camera or mirrorless camera with manual adjustments of fstops and shutter speeds will be required. Here are some examples that are in no particular order. **Also, it can be ANY DSLR or mirrorless, you are not limited to these. There are also older model versions of these cameras at a much lower cost.**

   - Nikon D3500
   - Canon EOS Rebel T8i aka EOS 850D
   - Nikon D5600
   - Fujifilm XT30 series
   - Fujifilm X-A7 series
   - Sony a6400
   - Sony ZV series
   - Canon EOS Rebel T7 aka 2000D aka EOS 1500D
   - Canon EOS Rebel SL3 aka EOS 250D aka EOS 200D Mark II
   - Canon EOS Rebel T100 aka EOS4000
   - Canon EOS R100
   - Pentax KF

2. UV or skylight filter to fit lens – only if your camera has a non-retractable lens get a UV or skylight filter to fit lens NOT THE LENS FOCAL LENGTH: A UV filter is used to protect your lens. It's a lot less expensive to crack or scratch a filter than a lens.
3. Screen protector - for digital display on back of camera.
4. Tripod - A small tripod will be necessary for longer exposures. A camera can't be hand held below 1/60 second. Nothing special and no more than $50.
5. Back up camera batteries: At least one extra battery. Make sure they are charged. Bring charger with you if necessary.
6. 2 - 32GB memory cards (minimum).
7. Memory card reader (if you do not have a SD slot on your computer or your camera card is not an SD card ie: micro SD, XQD or CompactFlash), or use USB cord for camera.
8. USB drive (minimum 32GB) or portable hard drive.
9. Camera and Lens cleaning kit - air dust blower, lens tissue and lens cleaner.
10. Camera bag - to protect camera.
11. Wireless Remote App or wireless remote (If available for your model).

Where to Buy Supplies:

- Amazon's Bundles have amazing deals! Search for a camera that interests you and a bundles package will include the camera and most of the class materials.
- B+H (NY) www.bhphotovideo.com
- Adorama (NY) www.adorama.com
- For those local to DC:
  District Camera 1225 I St. NW, #110, DC www.districtcamera.com 202-483-0090
  3409 Wilson Blvd, Arlington, VA 22201 www.districtcamera.com 703-250-5555 ext. 2

COURSE SCHEDULE

This course begins with an Orientation and is divided into 8 modules. Below is an outline describing the course structure. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

ORIENTATION: Opens June 3rd
The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

MODULE 1: June 3rd to 9th
Open Office Hours on Zoom – I will be available Tuesday 9am to 10am and 7pm to 8pm ET, and Thursday 9am to 10am and 7pm to 8pm ET. If you have questions, I will be on zoom to ensure you have a good understanding of the class syllabus, the videos, and to answer any of your questions.

MODULE 1 ACTIVITIES: Camera, Camera Care, and Camera Functions

1. Instructional Video Camera 1 Getting to know your camera. Camera and lens care. **This instructional video series has two parts. (Video 1a and 1b of 12)**
2. Instructional Camera Video (Video 2 of 12)   MASP Camera modes
3. Instructional Camera Video (Video 3 of 12)   Focus, AF/MF, and focus points
4. Instructional Camera Video (Video 4 of 12)   Depth of field
5. Instructional Camera Video (Video 5 of 12)   Shutter speed
6. Instructional Camera Video (Video 6 of 12)   ISO Light sensitivity and detail
7. Instructional Camera Video (Video 7 of 12)   Lens focal length
8. Instructional Camera Video (Video 8 of 12)   Exposure Meter (Light Meter)
9. Instructional Camera Video (Video 9 of 12)   Equivalent exposures
10. Instructional Camera Video (Video 10 of 12)   Bracketing
11. Instructional Camera Video (Video 11 of 12)   Image quality Raw and Jpeg
12. Instructional Camera Video (Video 12 of 12)   White Balance and Kelvin Color Temp scale

SURVEYS ARE DUE: An important email was sent to you on Friday, May 31st with a survey regarding times zones, time/days you are available and your camera equipment. Once I have your information, I can group students together to review your camera equipment, critiques, and presentations on zoom. ==**Return the survey to my email kc47@georgetown.edu by end of day Wednesday, June 5th.**== (If needed, you can download another survey here).

MODULE 2: June 10th to 16th
Open Office Hours on Zoom I will be available Tuesday 9am to 10am and 7pm to 8pm ET, and Thursday 9am to 10am and 7pm to 8pm ET. If you have questions, I will be on zoom to ensure you have a good understanding of your camera, finding Adobe Apps, Camera Exercise 1 and Camera Exercise 2, and to answer any of your questions.

Zoom Lecture: Review of basic camera operations. Practice hands on shutter speed/lens/fstop/light meter/ISO. Set WB, RAW+JPEG. **Once I have your survey, I can set up a group time on zoom.**

MODULE 2 ACTIVITIES: Camera Exercises and Adobe Videos
1. Camera Exercise 1 available for review on Canvas: **Part A:** Bracketing exposures. Learning your way around the camera using shutter speeds, fstops and the light meter. **Part B**: Image edits. 15 images edited using Photoshop and/or Camera Raw Plug-in.

(Module 2 Activities continued on next page)

MODULE 2 ACTIVITIES Continued:

2. Instructional Video for Camera Exercise 1. How to organize bracketed images in Bridge and how to create contact sheets.
3. Camera Exercise 2 available for review on Canvas: Practice camera LDOF/SDOF, Stop action, Blur, Pan, Point of view, Full frame, and Vantage point.
4. Instructional Video Adobe Bridge (Video 1 of 7): Introduction to Bridge.
5. Instructional Video Adobe Camera Raw (Video 2 of 7): Introduction to Camera Raw plug-in.
6. Instructional Video Adobe Photoshop (Video 3 of 7): Photoshop Horizontal toolbar.

MODULE 3: June 17th to 23rd

Open Office Hours on Zoom – I will be available Tuesday 9am to 10am and 7pm to 8pm ET, and Thursday 9am to 10am and 7pm to 8pm ET. If you have questions, I will be on zoom to ensure you have a good understanding of your camera, Adobe Apps, Assignment One, Camera Exercise 1, Camera Exercise 2, and to answer any of your questions.

MODULE 3 ACTIVITIES: Adobe Photoshop Videos and Assignment One
1. Instructional Video Adobe Photoshop (Video 4 of 7): Photoshop Vertical toolbar Part 1 of 3.

2. Instructional Video Adobe Photoshop (Video 5 of 7): Photoshop Vertical toolbar Part 2 of 3.

3. Instructional Video Adobe Photoshop (Video 6 of 7): Photoshop Vertical toolbar Part 3 of 3.

4. Assignment One available for review on Canvas: Due: Two Images
   - One image is a study in motion (shutter speed): showing either stop action, blur, or panning.
   - The second image is a study in depth of field (aperture): showing either a long depth of field or short depth of field.

5. Voice Thread Assignment One: Previous student images as examples for Assignment One available on Canvas - Depth of Field and Shutter Speed.

MODULE 4: June 24th to June 30th

Open Office Hours on Zoom – I will be available Tuesday 9am to 10am and 7pm to 8pm ET, and Thursday 9am to 10am and 7pm to 8pm ET. If you have questions, I will be on zoom to ensure you have a good understanding of Assignment One, Camera Exercise 1, Camera Exercise 2, Photographer Presentation, Practice Quiz 1, and to answer any of your questions.

MODULE 4 ACTIVITIES: Presentation, Adobe Video, and Quiz 1
1. Photographer Presentation Instructions available on Canvas: An oral Powerpoint presentation critiquing a digital photographer.

2. Instructional Video Adobe Photoshop (Video 7 of 7): Appropriating Images from the Internet and Transform Tools.

3. PRACTICE QUIZ 1 available on Canvas. This practice quiz is a quiz to prep you for the equivalent exposure part of the Photography Open Note Exam, and is not graded. Answers will be given through Canvas once practice quiz has been submitted. This is the first of three total practice quizzes.

MODULE 5: July 1st to 7th

Open Office Hours on Zoom – I will be available Tuesday 9am to 10am and 7pm to 8pm ET, and since July 4th is on a Thursday, I will be available Wednesday, July 3rd 9am to 10am and 7pm to 8pm ET. If you have questions, I will be on zoom to ensure you have a good understanding of Assignment One, Camera Exercise 1, Camera Exercise 2, Photographer Presentation, Assignment Two, Open Note Exam Review, and Practice Quiz 2, and to answer any of your questions.

Tuesday, July 9th: Camera Exercise 1 due. Submit 5 contact sheets for Camera Exercise 1, Part A and 1 contact sheet for Camera Exercise 1, Part B to Module 2 on Canvas.

Tuesday, July 9th: Camera Exercise 2 due. Submit 3 contact sheets to Module 2 on Canvas.

Tuesday, July 9th: Assignment One due. Submit two images to Module 3 on Canvas.

MODULE 5 ACTIVITIES: Assignment Two, Photography Open Note Exam Review Sheet, Instructional Videos, and Practice Quiz 2

1. Assignment Two Instructions available for review on Canvas.
   - **Part A**: Due two images:
     - Image One - Portrait lighting techniques creating a narrative/storyline.
     - Image Two - Light painting. Use glow sticks, flashlights, or laser pointers, etc. with long exposure to create a surreal image.

   - **Part B**: Image Edits - 15 images edited using Photoshop and/or Camera Raw Plug-in.

2. Instructional Video Assignment Two Portrait Lighting Demo.

3. Instructional Video Assignment Two Still Images Portrait Lighting Styles and Image Examples available on Canvas.

4. Instructional Video Assignment Two How to Light Paint: Instructions and Image Examples available on Canvas.

5. Voice Thread Assignment Two: Previous student images as examples for Assignment Two available on Canvas: Portrait Lighting and Light Painting.

6. **PHOTOGRAPHY OPEN NOTE EXAM REVIEW SHEET Available for review on Canvas. Study guide for Photography Open Note Exam.**

7. Supplemental Instructional Camera Video: Specialty filters.

8. PRACTICE QUIZ 2 available on Canvas. This practice quiz is a quiz to prep you for the equivalent exposure part of the Photography Open Note Exam, and is not graded. Answers will be given through Canvas once practice quiz has been submitted. This is the second of three total practice quizzes.

MODULE 6: July 8th to 14th

Open Office Hours on Zoom – I will be available Tuesday 9am to 10am and 7pm to 8pm ET, and Thursday 9am to 10am and 7pm to 8pm ET. If you have questions, I will be on zoom to ensure you have a good understanding of Photographer Presentation, Assignment Two, Open Note Exam Review, Final Project, and Practice Quiz 3, and to answer any of your questions.

Thursday, July 11th: **Powerpoint Photographer Presentation due** to Module 4 on Canvas.

MODULE 6 ACTIVITIES: Final Project and Practice Quiz 3
1. Final Project available for review on Canvas: Self portrait in an environmental landscape in the style of David Hockney's photo composites.

2. VoiceThread Final: Previous student images as examples for Final Project available on Canvas: Self portrait in an environmental landscape in the style of David Hockney's photo composites.

3. Photo composite instructions: How to create a photo composite using Photoshop.

4. PRACTICE QUIZ 3 available on Canvas. This practice quiz is a quiz to prep you for the equivalent exposure part of the Photography Open Note Exam, and is not graded. Answers will be given through Canvas once practice quiz has been submitted. This is the last of three total practice quizzes.

MODULE 7: July 15th to 21st
Open Office Hours on Zoom – I will be available Tuesday 9am to 10am and 7pm to 8pm ET, and Thursday 9am to 10am and 7pm to 8pm ET. If you have questions, I will be on zoom to ensure you have a good understanding of Assignment Two, Final Project, and to answer any of your questions.

1. **Monday, July 15th Photography Open Note Exam - Open Book and Open Note available for 24 hours midnight to 11:59pm ET. Open Book/Open Note Exam located in Module 7.**

2. **Thursday, July 18th: Assignment Two due to Module 5 on Canvas.**

MODULE 8: July 22nd to 26th

Open Office Hours on Zoom – I will be available Tuesday 9am to 10am and 7pm to 8pm ET, and Thursday 9am to 10am and 7pm to 8pm ET. If you have questions, I will be on zoom to ensure you have a good understanding of Final Project and to answer any of your questions.

1. **Friday, July 26th: Final Project Due to Module 6.**

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As a Georgetown student your online classroom experience will be very different but just as rigorous as your residential student experience. You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use a webcam to record video.

Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
- You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this Canvas Guide.

COURSE POLICIES AND EXPECTATIONS

Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes on time.

Time Expectations

Our remote learning courses are designed to meet the same academic standards as our place-based (face-to-face) courses. Students should plan on spending approximately 6-9 hours a week on assignments, readings, projects, etc. in addition to the 2.5 hours of instructional time.

Communication Expectations

Building an inclusive climate of mutual respect and inquiry in this class:

I respect your right to be called whatever you want to be called, because I understand that for all of us, social recognition of our sense of self is key to our own integrity and flourishing. I expect everyone in the class to do the same. **In particular, if you would like to be called by a specific set of pronouns or name that might not be obvious from your official school records, please let me know in any way that makes you comfortable.**

Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide: https://lgbtq.georgetown.edu/

Communication with Peers

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within 1 day. Please allow 5 days for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.
In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the Academic Resouce Center, the office that oversees disability support services,(202-687-8354; arc@georgetown.edu; https://academicsupport.georgetown.edu/disability/) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Academic Resource Center. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is cura personalis, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.
I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of Georgetown Honor System and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

- *To be honest in every academic endeavor, and*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the Honor Council website.

SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together this newsletter which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- Academic Resource Center
  202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
  202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
  (202) 687-4798

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator.
If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/get-help/resourcecenter/. If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician.

More information about reporting options and resources can be found on the Sexual Misconduct Website.

Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the Title IX website. Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Office of the Student Ombuds (OSO)

Confidential | Independent | Impartial | Informal

The Office of the Student Ombuds (OSO) serves all undergraduate and graduate students, including SCS and BGE, on the main campus. Consider contacting the Student Ombuds when you want to talk to a caring professional about a University-related issue but don't know where to turn. The OSO is a confidential and safe space that is independent of formal university organizations or structures where students can discuss their concerns, share their experiences, ask questions and explore their options. The student ombuds can help you problem-solve, identify your goals, and empower you to think through ways to navigate complex situations. Some reasons for you to visit the office may be to address academic concerns, clarify administrative policies, discuss interpersonal conflicts, seek coaching, mediation or facilitation to handle a sensitive situation, advise you on the process to file a formal complaint if you are experiencing bias, harassment, bullying or other forms of intimidation, identify other appropriate campus resources, and allow you to safely express your frustrations and concerns.

Request an in-person or zoom appointment with the Student Ombuds by writing studentombuds@georgetown.edu or calling 202-784-1081. The OSO is located in Room 207 of the Reiss Building (across from Arrupe Hall). Find more information at http://studentombuds.georgetown.edu.

Georgetown Library

If you have a question for a librarian you can go to their "Ask Us" page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the Library's Homepage by using your NetID and password.

Learning Resources

Georgetown offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the Canvas Student Guide.